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The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the literature strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned assessment items
- Companion resources guides that address:
  - Planning Literacy Instruction with MLSS Guide
  - Choosing a Complex Text
  - Text Dependent Questions with Complex Texts
  - Vocabulary Instruction with Complex Texts
  - Speaking, Listening, and Writing
  - Differentiating Support for All Learners
  - Cross-Curricular Connections with Literacy
  - Cultural and Linguistic Responsiveness in Literacy

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Key		
⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Key Ideas and Details**
  - CCSS.RI.3.1
  - CCSS.RI.3.2
  - CCSS.RI.3.3
- **Craft and Structure**
  - CCSS.RI.3.4
  - CCSS.RI.5
  - CCSS.RI.6

- **Integration of Knowledge and Ideas**
  - CCSS.RI.7
  - CCSS.RI.8
  - CCSS.RI.9
- **Range of Reading Level and Text Complexity**
  - CCSS.RI.10

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RI.3.1

Anchor Standard: Key Ideas and Details
R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*Previous Grades:* RI. K.1, 1.1, 2.1	*Future Grades:* RI 4.1, 5.1, 6.1

Clarification Statement	Vocabulary for Teacher Development
Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.	● explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation

Students Who Demonstrate Understanding Can...

- ask questions about the text that demonstrate understanding of the text.
- provide answers to questions about a text that demonstrate comprehension and understanding.
- refer to text evidence explicitly to support responses.

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RI.3.2

	Anchor Standard: Key Ideas and Details *R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

Grade	CCSS Domain	CCSS Strand
3	**Reading: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Determine the main idea of a text; recount the key details and explain how they support the main idea.	*Previous Grades:* RI.K.2, 1.2, 2.2	*Future Grades:* RI 4.2, 5.2, 6.2

Clarification Statement	Vocabulary for Teacher Development
Students establish the main idea of an informational text. They tell important details in sequential order and explain how the details strengthen the author's main idea.	● **key details:** specific and important parts of the text that provide information, support, and elaboration ● **main idea(s)/topic:** the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning ● **recount :** to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)

Students Who Demonstrate Understanding Can...

● ask questions about the text that demonstrate understanding of the text.
● provide answers to questions about a text that demonstrate comprehension and understanding.
● refer to text evidence explicitly to support responses.

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RI.3.3

Anchor Standard: Key Ideas and Details
R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand
3	**Reading: Information (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	*Previous Grades:* RI. K.3, 1.3. 2.3	*Future Grades:* RL.4.2, RL.5.2

Clarification Statement	Vocabulary for Teacher Development
Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a technical procedure. Students use words that are relevant to time, sequence, and cause/effect.	**cause/effect:** cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause **describe, description, descriptive details**: to explain something in words; the details necessary to give a full and precise account **event**: a thing that happens; an occurrence **Scientific ideas or concepts:** ideas and/or innovations that come about through a process of scientific investigation and inquiry; (generally, scientific ideas and concepts build upon past discoveries and ideas, building gradually over time in a manner that can be delineated by the connections between one idea/concept and the next) **series:** a set of related/similar things (e.g., people, books, events, etc.) coming after one another (e.g., a series of books or TV episodes) **technical procedure:** a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in

Students Who Demonstrate Understanding Can...
- make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure.   - use language to support an understanding of time, sequence, and cause/ effect to describe these connections/ relationships.

RI.3.4

Anchor Standard: Craft and Structure
R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	*Previous Grades:* RI K.4, 1.4, 2.4	*Future Grades:* RI 4.4, 5.4, 6.4

Clarification Statement	Vocabulary for Teacher Development
Students examine the text to figure out the meaning of words and phrases appropriate to third grade topics and subject areas, using the context to inform their thinking.	● **domain-specific words/phrases**: Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation ● **general academic**: Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) topic – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- locate academic and domain specific words and phrases in a text.
- determine the meaning of words and phrases in grade 3 topic and subject areas.

RI.3.5

Anchor Standard: Craft and Structure
R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	

| Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | *Previous Grades:* RI. K.5, 1.5, 2.5 | *Future Grades:* RI. 4.5, 5.5, 6.5 |

Clarification Statement	Vocabulary for Teacher Development
Students use text features and search tools such as key words, sidebars, and hyperlinks to help them find information specific to a topic quickly and easily.	**search tool**: a web-based tool that conducts a search of the content of millions of webpages in order to find items similar or identical to the search parameters defined by the user—search tools return results from other websites and sources; they are not, in and of themselves, citable sources **text features:** components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions • topic – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- use text features and search tools (key words, sidebars, hyperlinks) to quickly locate key information in a text.

RI.3.6

Anchor Standard: Craft and Structure
R.6: Assess how point of view or purpose shapes the content and style of a text.

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
Distinguish their own point of view from that of the author of a text.	*Previous Grades:* RI. K.6, 1.6, 2.6	*Future Grades:* RI 4.6, 5.6, 6.6

Clarification Statement	Vocabulary for Teacher Development
Students identify the author's point of view and determine how it is similar to and different from their own points of view.	● **point of view:** a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

Students Who Demonstrate Understanding Can...

- determine the point of view of the author of the text.
- develop a point of view as the reader of a text.
- distinguish their own point of view from that of the author of a text.
- compare/ contrast the point of view of the author to a personal point of view.

RI.3.7

	Anchor Standard: Integration of Knowledge and Ideas *R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words*

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	*Previous Grades:* RI.K.7, 1.7, 2.7	*Future Grades:* RI 4.7, 5.7, 6.7

Clarification Statement	Vocabulary for Teacher Development
• Students use the words in a text and information they learned from illustrations (maps, photographs) to show they understand the text, including where, when, how, and why key events occur.	● **Illustration**: a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

Students Who Demonstrate Understanding Can...

- use information from illustrations and words to describe key events in the text including where, when, why, how the events occurred.

RI.3.8

Anchor Standard: Integration of Knowledge and Ideas
R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	*Previous Grades:* RI K.8, 1.8, 2.8	*Future Grades:* RI 4.8, 5.8, 6.8

Clarification Statement	Vocabulary for Teacher Development
Students explain how the author creates relationships between ideas using sentences and paragraphs to convey particular points in the text. Relationships include: cause/effect, comparisons, or first/second/third in a sequence.	● **describe, description, descriptive details**: to explain something in words; the details necessary to give a full and precise account

Students Who Demonstrate Understanding Can...

● Students explain how the author creates relationships between ideas using sentences and paragraphs to convey particular points in the text. Relationships include: cause/effect, comparisons, or first/second/third in a sequence.

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RI.3.9		
⚓	**Anchor Standard: Integration of Knowledge and Ideas** *R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take*	

Grade	*CCSS Domain*	*CCSS Strand*
3	**Reading: Literature (RL)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
Compare and contrast the most important points and key details presented in two texts on the same topic	*Previous Grades:* RI K.9, 1.9, 2.9	*Future Grades:* RI 4.9, 5.9, 6.9

Clarification Statement	Vocabulary for Teacher Development
Students explain the similarities and differences of the key points and details provided in two texts on the same topic	● **compare**: in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. ● **key details**: specific and important parts of the text that provide information, support, and elaboration ● **topic**: the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- identify the most important points and key details presented in two texts on the same topic.
- compare and contrast the most important points and key details across two texts.

RI.3.10

	Anchor Standard: Range of Reading Level and Text Complexity *R.10: Read and comprehend complex literary and informational texts independently and proficiently.*

Grade	CCSS Domain	CCSS Strand
3	**Reading: Literature (RI)**	**Range of Reading Level and Text Complexity**

Standard	Vertical Alignment	
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	*Previous Grades:* RI.K.10, RI.1.10, RI.2.10	*Future Grades:* RI.4.10, RI.5.10

Clarification Statement	Vocabulary for Teacher Development
By the end of grade 3, students competently read and understand informational texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text	• **Independently**: on one's own, without aid from another (such as a teacher) • **informational text**: a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) • **proficient/proficiently:** competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success • **text complexity band**: stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; 19 others associated with

	the task itself such as the purpose or demands of the task itself)

Students Who Demonstrate Understanding Can...

- read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts.
- read with appropriate stamina independently.
- read texts of appropriate Lexile levels (420-820).

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ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RI.3.2**
  - **Evidence of Text Complexity and Cultural and Linguistic Responsiveness**
  - **VABB Analysis with Example Questions and Exemplar Student Responses**
  - **Example MLSS Universal Supports**
- **Constructed Response Assessment Task aligned to RI.3.2**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Key Ideas and Details**

<table>
<tr><td colspan="2">Sample Task #1 (Constructed Response)</td></tr>
<tr><td colspan="2">From Cognia:
Explain how the details in "Astronomy" support the idea that there is more to stars than a sparkle. Provide evidence from the article to support your answer.</td></tr>
<tr><td colspan="2">Exemplar Student Responses</td></tr>
<tr><td colspan="2">

There is a great deal of information surrounding stars (e.g., number, types, sizes, history).
With a telescope, you can see many millions of stars.
The sun is a star. • It looks big because it is so close to Earth.
Some stars are bluish white. Others are white, orange, yellow, or red.
The colors of stars show how hot they are. • Stars come in all sizes. 14
The ancients gave names to the star groups.
• Today we call these pretend star pictures constellations. Astronomers still find it useful to divide their star maps into constellations.

</td></tr>
</table>

RI.3.2

DOK	Blooms
Level 2	Understand

Possible Aligned Language Objectives	Possible Misconceptions
• Students can use key words and phrases to reflect the main idea of the text. (Recount Writing-Developing)	• Students may point to some information surrounding stars (e.g., number, types) without addressing the other information

		covered in the text (e.g., size, history).
		● Students may copy information directly from text without quoting or paraphrasing the most important information.
		● Students may miss the main idea of the text and choose a detail instead.

Grade	CCSS Domain	CCSS Strand
3	**Reading: Informational (RI)**	**Craft and Structure**

RI.3.5	Sample Task #1 (Constructed Response)	

Sample Task #1 (Constructed Response)

From Cognia:
People on vacation sometimes visit volcanoes. Based on "Lessons in Lava," explain how a scientist's point of view about visiting a volcano may be different from the point of view of a person who visits a volcano while on vacation. Provide evidence from the article to support your answer.

Exemplar Student Responses

- Scientists visit volcanoes for work, not fun.
- People on vacation see the volcano from a distance, but scientists get very close.
- Scientists take risks such as climbing into volcanoes, but people on vacation usually do not.
- Scientists bring special equipment when they visit a volcano, but people on vacation usually do not.
- Scientists may risk their lives to get lava samples, but people on vacation do not.

DOK	Blooms
Level 3	Analyze

Possible Aligned Language Objectives	Possible Misconceptions
- Students can counter a scientist's point of view about visiting a volcano with a regular visitor's point of view. (Argue-Speaking-Reaching)	- Students may fail to distinguish between a scientist's point of view and that of a regular visitor to a volcano. - Students may not know what the reaction of a regular visitor to a volcano would be. - Students may not support their response with evidence from the text and instead write a narrative or story about visiting a volcano

	Evidence of Text Complexity and Cultural and Linguistic Responsiveness
RI.3.2 **RI.3.6**	**Text Summary and evidence of Complexity:** ● From: Throw Your Tooth on the Roof: Tooth Traditions from Around the World by Selby Beeler A collection of traditions from around the world when children lose a tooth.Travel around the world and discover the surprising things children do when they lose a tooth. **Evidence of Cultural and Linguistic Responsiveness:** ● **Who is represented in the text used to assess this cluster of standards?** Traditions from North America, Mexico, Yupik, Yellowknife Dene, Navajo, and many more (All continents represented.) ● **How are those groups and individuals portrayed?** Traditions are shared from around the world explaining what people do with a lost tooth. ● **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?** This book provides insight to a common part of growing up. losing a tooth and how different places and cultures look at this life changing event for young children. However, a teacher might want to delve into how and why we lose our teeth. ● **What supports are provided to teachers to identify blind spots?** Make sure to include the students' family traditions surrounding losing teeth. ● **How is this text culturally/linguistically responsive?** This book is culturally relevant because it shows that human beings share in this wonderful event in growing up. It highlights how it is handled around the world, and it shares the richness of traditions around the world.

VABB Analysis	
Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
Question: Based upon the first page, who is this book written for? **ESR:** This book was written for anyone who has ever lost a tooth. The writer specifically engages the young readers to let them know that everyone loses their teeth, but the different people do different things with the teeth that have fallen out.	**Question:** What is the most interesting tradition we have read about in this book? Where is this tradition from? Why is it your favorite? **ESR:** Students answers will vary but should include the place and/or culture represented as well as a brief summarization of a tradition mentioned in the book. It should also include an explanation of why it is their favorite.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: What traditions does your family have about losing a tooth? Can you explain what you do when you lose a tooth? **ESR:** Answers will vary depending on the backgrounds of the students in your class. It may match a tradition in the book or it may be another tradition completely.	**Question:** Now that you have learned about traditions about what different people around the world do when their first teeth fall out, can you identify some other traditions that people around the world may celebrate (eg. coming of age ceremonies, New Year's traditions, wedding traditions, etc.)? **ESR:** Students' answers will vary based upon their experiences and backgrounds.

RI.3.2
RI.3.6

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Layer 1: Universal Supports
High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
   - *Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension.* To learn more, please visit Resource Guide on Vocabulary Instruction with Complex Texts
   - Choose words that are <u>not</u> implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on Text Dependent Questions with Complex Texts
   - *Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.*

Universal Supports
The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.

Tier 2 Vocabulary to Preteach	Text Dependent Question
Vocabulary Word: <u>Rival</u> **Think Aloud:** A rival is someone or something that tries to defeat/ beat or be more successful than someone or something else. Abraham Lincoln was running for office against other people. Those people were his rivals because they also wanted the same job.	What details in this reading explain the meaning of the word **countenance**? What are some clues the author provides to help us visualize Abraham Lincoln's **countenance**? **ESR**: I think countenance must mean face or the way your face looks because in the text it talks about his eyes sparkling, his mouth smiling when he was talking. When he wasn't talking he would look sad. It also talks about things dropping like a mask and we wear masks on the face.

Tier 2 Vocabulary

As a young man he was sensitive about his gawky looks, but in time, he learned to laugh at himself. When a **rival** called him "two-faced" during a political debate, Lincoln replied: "I leave it to my audience. If I had another face, do you think I'd wear this one?"

Russell Freedman's Lincoln: A Photobiography
Link to the full text

Text Dependent Question

"The dull, listless features dropped like a mask," said a Chicago newspaperman. "The eyes began to sparkle, the mouth to smile, the whole **countenance** was wreathed in animation, so that a stranger would have said, 'Why, this man, so angular and solemn a moment ago, is really handsome.'"

Russell Freedman's Lincoln: A Photobiography
Link to the full text

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Grade	*CCSS Domain*	*CCSS Strand*
3	**Reading: Informational (RI)**	**Key Ideas and Details**
	Multiple Choice Assessment Items	

RI.3.1	According to "Seeing Stars," groups of stars that look like people, animals, or objects are called
	
	    A. constellations
	    B. images
	    C. patterns
	    D. puzzles
	
	Text Reference: <u>Seeing Stars</u>

RI.3.3	According to "Seeing Stars," why do stars seem to go in a circle around the North Star?
	
	    E. The Earth spins and the North Star does not.
	    F. The North Star is in the sky all night long.
	    G. The North Star is the brightest of the stars.
	    H. The Earth travels in a path around the North Star.
	
	Text Reference: <u>Seeing Stars</u>

RI.3.4	Read the sentence from paragraph 14.
	
	"The lava lake glows fiery hot below them."
	
	What purpose does the word fiery have in the sentence?
	
	    I. To describe how far the lava travels
	    J. To describe where the lava travels
	    K. To describe how long the lava remains
	    L. To describe what the temperature of the lava is
	
	Text Reference: <u>Lessons in Lava</u>

RI.3.5	In "Lessons in Lava," what is a <u>mantle?</u>
	
	    M. A layer inside Earth
	    N. Liquid rock inside Earth
	    O. The outer layer of Earth
	    P. The hottest part of Earth

	Text Reference: [Lessons in Lava](#)
RI.3.7	Based on the first picture in "Seeing Stars," in which part of the bear does the dipper's handle appear? **Q. Its tail** R. Its ears S. Its eyes T. Its paws Text Reference: [Seeing Stars](#)
RI.3.8	How does the author of "Astronomy" connect the ideas among the paragraphs? U. He compares kinds of stars. **V. He lists different details about stars.** W. He explains the causes and effects of stars. X. He states problems and solutions of stars. Text Reference: [Astronomy](#)