KPBSD ELA CURRICULUM
3RD GRADE – LITERATURE STANDARDS

Desired Results

PRIORITY STANDARDS

3.RL.1 Ask and answer questions to demonstrate understanding of a text (e.g., making basic predictions and inferences) referring explicitly to details from the text as the basis for the answers.

3.RL.2 Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).

3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

SUPPORTING STANDARDS

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g. creating or solving a problem).

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, stanza, scene; describe how each successive part builds on earlier sections.

Transfer

Students will be able to independently use their learning to…

- Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to third grade (from upper second grade to fourth grade), with scaffolding as needed at the end of the range.

Meaning

ENDURING UNDERSTANDINGS

Students will understand...

- Strong readers always ask and answer questions about a text and that explicit evidence can be found in the text to support their thinking.
- Different cultures use myths, fables, and folktales to teach morals and lessons.
- Characters' actions, traits, motivations, and feelings impact the story.
- The author chooses to use literal or nonliteral language to convey meaning in text.
- Organization and sequence of a text is important in the understanding of the text.
- Readers can refer to different parts of the text using appropriate terminology to communicate their ideas.
- Authors develop a point of view to tell a story and the students' personal point of view may differ from those in the text.
- Illustrations, along with the words in a text, help convey meaning.
- Similarities and differences exist within stories written by the same author.

ESSENTIAL QUESTIONS

Students will keep considering…

- Why do readers read?
- How do readers construct meaning?
- How does word choice impact the overall meaning of the text?
- How does the author's use of structure affect the meaning of the text?
- How does the author's point of view and purpose shape and direct the text?
- How does analyzing more than one text help us to interpret the author's intent and build our knowledge?
- How does reading add meaning to your life?
- How do readers adapt when text becomes more complex?

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3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters **3.RL.7** Explain how specific aspects of text illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).	**Acquisition**	
	Students will know… • How to ask and answer questions to show understanding of the story being read. • How to find the answers to specific questions within the stories. • Strategies that assist readers in remembering and retelling different kinds of stories, including those from different cultures. • How to determine the lesson or the moral of the stories by explaining the message using details from the story. • How to describe characters in stories and explain how their actions affect the story. • How to determine the meanings of words or groups of words by thinking about how they are used. • The difference between literal and nonliteral language when they read. • Nuances of parts of fiction text by using the words for the different parts (chapter, stanza, scene). • The difference between what the author or characters might think in a story to what they think about the story. • Authors use Illustrations to help make meaning in a story. • How to compare and contrast stories written by the same author about the same or similar characters. • How to read third grade stories, plays, and poems independently. • How to make connections to the text (text-to-text, text-to-self, text-to-world).	Students will be skilled at… • Asking and answering questions about a story to promote understanding. • Referring to the text to find evidence for their answers. • Recounting key story elements as well as details. • Determining the central message, lesson, or moral**.** • Identifying a character's motivations or feelings. • Describing a character's traits. • Analyzing the impact a character has on the events of the story and how they influence plot development. • Determining or analyzing how specific word choices shape meaning or tone. • Telling the meaning of words and phrases in a text, noting the difference between literal and nonliteral language. • Describing how various parts of text build on one another in stories, dramas, and poems. • Identifying that chapters, scenes, and stanzas are a way of organizing a text. • Telling how text organization adds to the meaning of the story. • Identifying the point of view of the narrator and characters. • Explaining how their personal point of view may be different than the narrator and characters. • Identifying illustrations in diverse mediums.

		- Integrating pictures and words to explain mood, characters, setting, and text. - Finding similarities and differences between texts written by the same author. - Analyzing two or more texts by the same author to find similar themes, characters, or settings. - Reading a variety of self-selected and assigned text at the 2-3 complexity band. - Reading and comprehend text with steadily increasing complexity.

Evidence

Evaluative Criteria	Assessment Evidence
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Observations and Anecdotal notes Teacher and Learner Conference	PERFORMANCE TASK(S): - R-CBM Benchmarks (mandatory) - PEAKS (mandatory) - EdPerformance (not required, varies from school to school)

Vocabulary

Detail	Motivation	Narrator
Text	Traits	Mood
Explicit	Literal Language	Visual
Moral	Nonliteral Language	Quantitative
Lesson	Tone	Theme
Fable	Figurative Language	Compare
Folktale	Chapter	Contrast
Myth	Scene	Series
Culture	Stanza	Independent
Central Message	Drama	Proficient
Key Details	Dialog	Drama
Character	Point of View	

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Technology Skills
I can…   • Use a computer to enter and retrieve information.   • Use technology tools for learning, communications.   • Identify and locate information sources using technology.   • Choose sources of information from a variety of media.