

KPBSD ELA CURRICULUM

3RD GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

<p>PRIORITY STANDARDS</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text (e.g. explaining what the text says explicitly, making basic inferences and predictions) referring explicitly to details from the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.</p> <p>3.RI.9 Compare and contrast the most important point and key details presented in two texts on the same topic or related topics.</p> <p>SUPPORTING STANDARDS</p> <p>3.RI.3 Describe the relationship or connection among 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.</p> <p>3.RI.5 Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.6 Determine author’s purpose; distinguish own point of view from that of the author of a text.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read and comprehend a range of informational texts, including history/social studies, science, and technical texts 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	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Strong readers always ask and answer questions about a text and that explicit evidence can be found in the text to support their thinking. • Important key details support the main idea. • Sequencing events helps create order in texts. • That context clues help to define unknown words. • Word choice brings meaning to the text. • Informational text contains unique features to find and organize information. • Authors have a point of view or purpose which shapes the text. • A reader may have a different point of view than the author. • Points of view are influenced by cultural differences. • Images (maps, photographs, and audio/visuals) help readers understand the information presented in a text. • Logical transitions between ideas help the reader to comprehend informational texts. • Comparing and contrasting multiple texts help them to build their knowledge of a topic. • Strong reading habits are necessary for reading independently and closely. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • 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 diverse media help us to build our own knowledge? • How does the use of evidence impact the author’s claim? • 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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<p>3.RI.7 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).</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).</p>	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to ask and answer questions to show that they understand the information that they are reading. • How to find the answers to specific questions within the informational text that they read. • Strategies to figure out the main idea of information they read. • How to cite the most important details in the information and how those details support the main idea. • How to describe how some historical/scientific events are related. • How to determine the steps in a set of directions are related. • Strategies that help figure out the meaning of words and phrases in science and social studies texts. • To use the parts of a text that stand out to find information quickly. • Search tools on the computer help find information quickly. • Identify the difference between what they think and what an author writes in informational texts. • A variety of ways of sharing what they have learned from informational text and illustrations by answering questions about where, when, why, and how. • How the sentences and paragraphs in informational text are connected and follow a logical order. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Asking and answering questions about a story to promote understanding. • Referring to the text to find evidence for their answers. • Determining the main idea and key details. • Deciding which details are important to the topic. • Supporting their answers by referring/citing evidence from the text. • Relating text to historical events, scientific ideas, and “how to” procedures. • Analyzing the sequence of events to determine cause and effect. • Describing how ideas are the same and different. • Finding the meaning of third grade topic or subject area vocabulary words. • Using text features and search tools in informational texts. • Utilizing text features efficiently to locate information. • Identifying what the author wants the reader to understand about the topic. • Critically examining differing points of view. • Deciding if they agree or disagree with the author’s way of thinking. • Explaining how their personal point of view may be different than the narrator and characters. • Identifying images in diverse mediums (written and multimedia).

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	<ul style="list-style-type: none">• How to compare and contrast the most important ideas and details in two pieces of information about the same topic.• How to read and understand third grade informational texts independently.	<ul style="list-style-type: none">• Use illustrations to answer questions (such as where, when, why, and how key events occur).• Describing connections between sentences and paragraphs when reading informational text.• Finding similarities and differences about important details in the text.• Utilizing sequences to find order and connect ideas in a text.• Finding similarities and differences between texts written by the same author.• Analyzing two or more texts on the same topic to compare and contrast information.• Identifying the key details that support a topic.• Reading independently and proficiently at the high end of the second – third grade complexity band.• Comprehending grade level informational texts.• With scaffolding, understand a text with minimal clarification.• Making connections, examining textual evidence, and being aware of inconsistencies within texts to increase their understanding of the text.
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Evidence

Evaluative Criteria	Assessment Evidence
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Teacher and Learner Conference Observations and Anecdotal notes	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • R-CBM Benchmarks (mandatory) • PEAKS (mandatory) • EdPerformance (not required, varies from school to school)

Vocabulary

Relevant Text Features Search Tools Keywords Sidebars Hyperlinks Point of View	Culture Key Features Diagrams Images Audios Transitions Compare/Contrast	Cause/Effect Sequence Key Details Topic Independent Proficient Technical
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Technology Skills

I can... <ul style="list-style-type: none"> • Use a computer to enter and retrieve information. • Identify and locate information sources using technology. • Choose sources of information from a variety of media. • Evaluate the usefulness of sources. • Collect information from online sources. • Independently create a project using digital creativity tools.
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