Grade 3 Reading Standards/BIG IDEAS Planning Guide

READING STANDARDS FOR LITERATURE

RL.3.1	RL.3.2	RL.3.3	RL.3.4	RL.3.5	RL.3.6	RL.3.7	RL.3.8	RL.3.9
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Distinguish their own point of view from that of the narrator or those of the characters.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	(N/A for literature)	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).

READING STANDARDS FOR INFORMATIONAL TEXT

RI.3.1	RI.3.2	RI.3.3	RI.3.4	RI.3.5	RI.3.6	RI.3.7	RI.3.8	RI.3.9
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	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.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Distinguish their own point of view from that of the author of a text.	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).	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Compare and contrast the most important points and key details presented in two texts on the same topic.

BIG IDEAS	Ask and answer questions about key details.	Consider themes, central messages and morals. Search for support in informational texts.	Describe characters, settings, and events to discover connections	Understand vivid vocabulary.	Notice text structures.	Consider purposes and points of view.	Integrate illustrations, images, and text features with text.	Search for support in an informational text.	Compare and contrast.
	ONGOING APPLICATION OF BIG IDEAS AND UNDERLYING CONCEPTS • Think about and use appropriate strategies when reading for different purposes. • Reflect on and respond to text through collaborative conversations. (p. 95) • Reflect on and respond to text through reading responses.								
UNDERLYING CONCEPTS	Read closely. (p. 100)	Understand story elements of fables, folktales, and myths from diverse cultures.	Understand story elements—character, setting, problem, solution—and how they contribute to the events of the story.	Identify meaning of words and phrases used in a text. (p. 84)	Understand that a book has chapters.	Understand point of view. (p. 122)	Understand story elements.	Read closely. (p. 100)	Compare and contrast two stories in the same genre with similar themes, settings, and plots. (p. 129)
	Ask and answer questions to better comprehend both literary and informational texts. (p. 100)	Retell a story—including fables, folktales, and myths from various cultures.	Identify character traits.	Understand the difference between literal and nonliteral language.	Understand that a drama has scenes.	Distinguish that their point of view is different from the narrator/ characters' point of view.	Use illustrations to enhance comprehension of text.	Identify the main point(s) of the informational text.	Determine the most important points in an informational text.
	Use explicit text evidence to support their thinking when answering questions in collaborative conversations.	Make inferences. (p. 105)	Describe key events or challenges the character faces. (p. 112)	Identify descriptive language in mentor texts and in other students' writing.	Understand that a poem has stanzas.	Identify point of view in mentor texts and in other students' writing.	Explain how illustrations enhance the text of the story (i.e., mood, aspects of character or setting, etc.).	Identify the reasons and evidence the author uses to support the main point(s).	Compare and contrast how two informational texts on the same topic present their main ideas.

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UNDERLYING CONCEPTS	Use explicit text evidence to support their thinking when answering questions in reading responses.	Infer the big idea or central message of a story—including fables, folktales, and myths from diverse cultures. (p. 108)	Explain how characters' actions contribute to the sequence of the events of the story. (p. 112)	Notice and discuss descriptive language and *how* it impacts meaning and tone of a text.	Notice and discuss *how* an author organizes a text and how that structure helps the reader comprehend the text.	Notice and discuss *how* an author uses point of view and how that viewpoint helps the reader comprehend the text. (p. 122)	Identify information through illustrations such as graphics, charts, and so on in informational text.	Explain how the main idea is supported with key details.	
	Discuss questions that weren't answered by the text and predict what their answers might be based on what the text says.	Determine main idea of an informational text. (p. 107)	Read and comprehend historical, scientific, and technical texts.	Notice and discuss *why* an author uses descriptive language in a particular way and how to apply that to their own writing	Notice and discuss *why* an author organizes text in a particular way and how to apply that to their own writing.	Notice and discuss *why* an author uses point of view in a particular way and how to apply that to their own writing.	Use information from illustrations and the text to explain informational text.	Read and comprehend informational texts with the following text structures: comparison, cause/effect, and sequence.	
	Provide evidence with references from the text.	Explain how the main idea is supported with key details.	Identify the relationships between two or more individuals and or events in a historical text (for example: Abraham Lincoln and the Civil War or Rosa Parks and Ruby Bridges). (p. 114)	Identify text features that support the understanding of content-area vocabulary. (p. 126)	Identify the various structures of informational text and search tools. (p. 126)			Identify an author's purpose for writing an informational text.	

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		Recount an informational text, including the main idea and supporting details.	Identify the relationships or interactions between two or more ideas in a scientific text (for example: life cycle and water cycle or chemical reactions and natural reactions). (p. 114)	Use a glossary or other vocabulary-related features or tools to determine the meanings of unknown words. (p. 126)	Understand how text features and search tools help the reader search for information within informational text. (p. 126)				
			Identify the relationships or interactions between two or more concepts in a technical text (for example: directions for putting together a robot compared to baking an apple pie). (p. 114)						