**GRADE 3-Key Ideas and Details**

**Literary Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (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. | | |
| **CCSS – Grade Specific Reading Standard 1 (Literary)** | | |
| **Grade 2:** Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in the text. | **Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** | **Grade 4:** Refer to details and examples in a text when referring to what a text says explicitly and when drawing inferences from the text |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Text references * Explicit information * Inference * Prediction * Generalizations * Literary elements (e.g., character, setting, events) | * Authors include key details in literary texts which can help a reader ask and answer questions. * Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text. | * Make, test and revise predictions as they read * Use the combination of background knowledge and explicitly stated information to answer questions they have as they read * Demonstrate an understanding of the text when answering questions about the text * Refer explicitly to the text as a basis for answering questions about the text |
| **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | |

**GRADE 3- Key Ideas and Details**

**Literary Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| **CCSS – Grade Level Reading Standard 2 (Literary)** | | |
| **Grade 2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | **Grade 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.** | **Grade 4:** Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * How to explain * How to recount literary texts * Characteristics of fables, folktales, and myths from diverse cultures * Central message, moral, lesson * Difference between central ideas and key details in a story * Characteristics of an effective retelling/recounting | * Authors of literary texts include details that help readers make sense of stories. * Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution). | * Recount/retell (or graphically represent) key details from literary texts, including fables, folktales, and myths from diverse cultures * Determine central message, lesson or moral * Explain how key details show a central message, lesson or moral * Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | |

**GRADE 3- Key Ideas and Details**

**Literary Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | |
| **CCSS – Grade Level Reading Standard 3 (Literary)** | | |
| **Grade 2:** Describe how characters in a story respond to major events and challenges. | **Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.** | **Grade 4:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * Key ideas * Important/supporting details * Story & Play elements * Plot (e.g., events, climax/turning point, resolution) * Conflict (e.g., problem/solution) * Characters (traits, motivations, words, and feelings) * Setting (e.g., time, place) | * Authors create well-developed characters that shape the events of a story or play. * Good readers understand that the actions of characters in a literary text contribute to the sequence of events in a story or play. | * Identify the key ideas and events in a story or play * Sequence the key ideas and events in a story or play * Identify the characters in a story or play (e.g., traits, motivations, feelings) * Describe or graphically represent characters (their thoughts, words and actions) and events in a story or play, drawing on specific details from the text * Describe and explain how characters’ actions relate to the sequence of events * Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | |

**GRADE 3- Craft and Structure**

**Literary Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | |
| **Grade 2:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | **Grade 3: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.** | **Grade 4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary text * Word choice * Context clues * Literal and non-literal meaning * Figurative language (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) * Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) * Mood | * Authors make purposeful language choices to create meaning in literary text(s). * Good readers actively seek the meaning of unknown words/phrases to clarify understanding of literary text(s). | * Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Determine the appropriate definition of words that have more than one meaning * Differentiate between literal and non-literal meaning * Identify and interpret figurative language and literary devices * Describe how figurative language, literary devices, and other language choices create and clarify meaning * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | |

**GRADE 3-Craft and Structure**

**Literary Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, 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. | | |
| **CCSS – Grade Level Reading Standard 5 (Literary)** | | |
| **Grade 2**: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **Grade 3: 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** | Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Literary text * How to describe * Characteristics of a story * Characteristics of a drama * Characteristics of a poem * Various text structures (e.g., chapter, scene, stanza) * Relationships between parts of text and whole text | * Good readers understand that stories have chapters, poems have stanzas, and dramas have scenes. * Good readers understand that stories, dramas and poems have parts that contribute to the whole text. | * Use the term chapter when referring to parts of a story * Use the term stanza when referring to parts of a poem * Use the term scene when referring to parts of a drama * Describe how each successive part of a story, drama, or poem builds on earlier sections by using terms such as chapter, scene, or stanza * 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 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | |

**GRADE 3- Literary Reading Standard 6**

**Craft and Structure**

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| **College and Career Ready (CCR) Literary Reading Standard (6):**  Assess how point of view or purpose shapes the content and style of a text. | | |
| **CCSS – Grade Level Reading Standard 6 (Literary)** | | |
| **Grade 2**: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | **Grade 3: Distinguish their own point of view from that of the narrator or those of the characters.** | **Grade 4:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Literary text(s) * Point of View * Author’s view point * View point * Narrator/Speaker * Characters * Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text | * An author’s purpose for writing a piece of text affects how he/she constructs the text. * An author’s purpose for writing affects the view point, the content and the presentation of ideas. * The view point of the author of a text affects the purpose for writing, the content, and the presentation of ideas. * The reader’s view point can differ from that of the narrator/speaker or character who is telling the story. | * Identify the author’s purpose for writing a text * Identify the view point of characters in a text * Identify the view point of the narrator in a text. * Identify the reader’s personal point of view * Distinguish between a character’s or narrator’s view point and the reader’s view point |
| **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | |

**GRADE 3- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse media and formats, including visually and  quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Literary)** | | | | |
| **Grade 2:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | **Grade 3: 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).** | | | **Grade 4:**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * How to explain * Illustrations (e.g., pictures, photos, drawings) * Versions of text (e.g., written, print, digital, visual) * Story details (e.g., character, setting, plot/events, mood) | | * Authors choose details and illustrations to include in a literary text in order to convey meaning. * Good readers use the details and illustrations available in a literary text to enhance understanding of the text(s). | * Describe how illustrations contribute to a story * Determine specific aspects of a literary text’s illustrations that create mood or emphasize aspects of a character or setting * Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | | | |

**There is no Standard 8 for 3rd Grade.**

**GRADE 3- Integration of Knowledge and Ideas**

**Literary Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. | | |
| **CCSS – Grade Level Reading Standard 9 (Literary)** | | |
| **Grade 2:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | **Grade 3: 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).** | **Grade 4:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Compare * Contrast * Theme * Setting * Plot (e.g., main events, problem/solution) * Character/character traits * Text-to-self, text-to-text, text-to-world connections | * Author’s make purposeful decisions about settings, plots, and themes when writing about the same characters. * Good readers enjoy reading about memorable characters with whom they make connections and develop a relationship. | * Identify and describe the settings of two or more texts * Identify and describe character(s’) traits in two or more texts * Retell the plot of two or more texts * Identify the themes in two or more texts * Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | | |