**GRADE 3-Key Ideas and Details**

**Informational 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 (Informational)** |
| **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 explaining what the text says explicitly and when drawing inferences from the text  |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Inference
* Prediction
* Generalizations
* Background knowledge
* Explicitly stated information from the text
 | * Authors include key details in informational texts which can help a reader ask and answer questions.
* Good readers know a question is different from a statement and requires an answer.
* Good readers ask questions about a text to help better understand the content within it.
 | * Make, test and revise predictions as they read

Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they readDemonstrate an understanding of the text when answering questions about the textRefer explicitly to the text as a basis for answering questions about the textAsk and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers |
| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 3)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3- Key Ideas and Details**

**Informational 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 (Informational)** |
| **Grade 2:** Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text. | **Grade 3: Determine the main idea of a text and explain how it is supported by key details.** | **Grade 4:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Main idea
* Key details
* Difference between main ideas and key details in a text
* Informational text features and/or structure(s) that help suggest main idea
* How to explain
 | * Authors of informational text(s) include key details in order to help readers make meaning of the text.
* Good readers use key details in an informational text to identify the main topic.
* Informational texts have a pattern/plan as well as details which can help a reader determine the main ideas of informational text.
 | * Determine the main idea of an informational text
* Recognize how ideas are organized in an informational text
* Describe or graphically represent the relationship between main idea and details.
* Explain how the main idea is supported by key details
* Determine the main idea of a text and explain how it is supported by key details
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| **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 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3- Key Ideas and Details**

**Informational 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 (Informational)** |
| **Grade 2**: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | **Grade 3: 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.** | **Grade 4:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to describe
* Key ideas/concepts, events, steps in informational texts.
* Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures)
* Text structure in informational texts (e.g., time, sequence, cause/effect, steps)
* Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)
* Transition/linking words that show relationships (e.g., first, because, then, on the other hand) for informational texts.
 | * Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur.
* Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.
 | * Identify the events, key ideas/ concepts, steps in informational texts
* Identify and describe how informational and technical texts are structured
* Identify words that signal relationships in informational texts
* Explain how ideas, events, steps are connected
* Use text-structurelanguage to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts
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| **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 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3- Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Literary Reading Standard (4):** Interpret words and phrases asthey are used in a text, including determining technical, connotative, and figurative meanings, andanalyze how specific word choices shape meaning or tone. |
|  **CCSS – Grade Level Reading Standard 4 (Literary)** |
| **Grade 2:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | **Grade 3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.** | **Grade 4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text
* Word choice
* Context clues
* Non-linguistic images (e.g. picture/graphic clues)
* Strategies for identifying and using context clues
* Literal and non-literal meaning
* Simple figurative language (e.g., simile, metaphor)
 | * Authors make purposeful language choices to create meaning in informational text(s).
* Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).
 | * Read and reread other sentences and non-linguistic images 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
* Describe how language choices create and clarify meaning
* Differentiate between literal and non-literal meaning
* Identify and interpret figurative language
* Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
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| **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 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3-Craft and Structure**

**Informational 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 (Informational)** |
| **Grade 2:** Know and use various text features (e.g., captions, bold print, subheadings. glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  | **Grade 3: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**  | **Grade 4:** Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Text features( e.g., captions, bold print, subheadings, glossaries, indices)
* Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks)
 | * Authors create informational texts using various text features to help readers locate key facts or information in a text proficiently.
* Good readers use text features to locate relevant information.
* Good readers use search tools to locate relevant information.
 | * Use text features to locate relevant information on a given topic
* Use search tools to locate relevant information on a given topic
* Use text features and search tools to locate information relevant to a given topic efficiently
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| **CCSS- Grade Specific Reading Standard 10 (Grade 3)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3- Craft and Structure**

**Informational Reading Standard 6**

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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 (Informational)** |
| **Grade 2**: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | **Grade 3: Distinguish their own point of view from that of the author of a text.** | **Grade 4:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and****Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Author’s point of view
* Author’s viewpoint/focus/attitude
* Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
 | * An author’s focus/viewpoint may differ from that of the reader.
* Good readers recognize that their own viewpoint can differ from that of the author.
 | * Identify the author’s purpose for writing a text
* Identify the reader’s personal viewpoint about the topic of a text
* Identify the author’s viewpoint in a text
* Distinguish between an author’s viewpoint and the reader’s viewpoint about a topic
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| **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 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3- Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate contentpresented in diverse media and formats, including visually and quantitatively, as well as in words. |
|  **CCSS – Grade Level Reading Standard 7 (Informational)** |
| **Grade 2:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | **Grade 3: 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).** | Grade 4: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Central idea
* Key details including where, when, why and how events occur
* Graphics/images/illustrations (e.g., photographs, diagrams, timelines, charts, graphs, maps)
 | * Authors choose details and illustrations to include in an informational text in order to convey meaning.
* Good readers use the details and illustrations available in an informational text to make meaning of the text(s).
 | * Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps)
* Integrate information from graphics/images/ illustrations with words from the text to make meaning
* Explain how the information contributes to an understanding of the text in which it appears
* 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).
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| **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 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3- Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. |
|  **CCSS – Grade Level Reading Standard 8 (Informational)** |
| **Grade 2:** Describe how reasons support specific points the author makes in a text. | **Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).** | **Grade 4:** Explain how an author uses reasons and evidence to support particular points in a text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to describe
* Main/key ideas/points
* Supporting details
* Relevant/important vs. irrelevant/unimportant details
* Reasons/examples
* Cohesion (e.g., topic sentences, transitional words and phrases, supporting details)
* Patterns of organization (e.g., comparison/contrast, cause/effect, chronological order)
 | * Authors make logical connections between ideas and details in order to convey meaning.
* Good readers use the connections an author makes between his/her main ideas and the supporting details in order to construct meaning from what they read.
 | * Identify the key ideas/points in a text
* Identify (e.g., by telling, writing, graphically representing) reasons/examples/details that support the author’s key ideas/points
* Identify the relevant reasons/examples an author gives to support points in a text
* Describe how reasons/examples support specific points the author makes in a text
* Identify different logical connections between sentences and paragraphing in a text
* Describe the logical connection between particular sentences and paragraphs in a 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 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 3- Craft and Structure**

**Informational 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 (Informational)** |
| **Grade 2:** Compare and contrast the most important points presented by two texts on the same topic. | **Grade 3: Compare and contrast the most important points and key details presented in two texts on the same topic.** | **Grade 4**: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare
* Contrast
* Important points/main ideas
* Most important vs. least important points
* Key/supporting details
 | * Authors of informational text provide information and key details on topics in different ways.
* Good readers make meaning of informational texts by identifying and comparing/contrasting important points and key details presented in two texts.
 | * Identify the most important points presented in texts
* Identify the key/supporting details presented in texts
* Compare by writing or graphically representing the most important points presented by two texts on the same topic
* Compare by writing the or graphically representing the key details presented by two texts on the same topic
* Contrast by writing or graphically representing the most important points presented by two texts on the same topic
* Contrast by writing or graphically representing key details presented by two texts on the same topic
* Compare and contrast the most important points presented by two texts on the same topic
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| **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 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |