

Third Grade Reading Standards for Literature: Key Ideas and Details

Essential Questions:

1. Why do readers read?
2. How do readers construct meaning?

Essential Vocabulary: detail, text, explicit, moral, lesson, fable, folktale, myth, culture, central message, key details, character, motivations, traits

College and Career Readiness Anchor Standard 1 for Reading: 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.

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 3 Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> • ask and answer questions about text 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • detail • text • explicit 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that good readers always ask and answer questions about a text. • that explicit evidence can be found in the text to support their thinking. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • ask and answer questions about a story to promote understanding. • refer to the text to find evidence for their answers.
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College and Career Readiness Anchor Standard 2 for Reading: Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.

(IEFA) RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures (including those by and about American Indians); determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Grade 3 Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> • recount a story. • determine the central message or moral within stories including those by and about Montana American Indians. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • moral • lesson • fable • folktale • myth • culture • central message • key details 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that different cultures use myths, fables, and folktales to teach morals and lessons. • retelling creates shared experiences and understanding. • that American Indians retell familiar stories through oral tradition. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • recount key story elements as well as details. • explain how key details convey the message. • determine the central message, lesson or moral.
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College and Career Readiness Anchor Standard 3 for Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.3.3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 3 Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> describe characters. identify a major event or challenge in a story. describe and interrelate character's reactions to events in the story. 	<p><i>Students will know ...</i> Vocabulary:</p> <ul style="list-style-type: none"> character motivations traits 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> that characters' actions, traits, motivations, and feelings impact the story. (plot) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify a character's motivations or feelings. describe a character's traits. analyze the impact a character has on the events of the story and how they influence plot development.
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Third Grade Reading Standards for Literature Text: Craft and Structure

Essential Questions:

- 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?

Essential Vocabulary: literal language, nonliteral language, tone, figurative language, chapter, scene, stanza, drama, dialogue, point of view, narrator

College and Career Readiness Anchor Standard 4 for Reading: 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.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Grade 3 Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> • know how words and phrases supply rhythm and meaning in a story, poem, or song. 	<p><i>Students will know...</i> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> • literal language • nonliteral language • tone • figurative language 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that word choice can affect the meaning of literature. • that the author chooses to use literal or nonliteral language to convey meaning. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • determine or analyze how specific word choices shape meaning or tone. • tell the meaning of words and phrases in a text, noting the difference between literal and non-literal language.
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College and Career Readiness Anchor Standard 5 for Reading: Analyze the structure of texts, 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.

RL.3.5: 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 3 Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> • be able to recognize different types of texts (fiction, nonfiction, stories, and poems). • understand the overall structure of a story including beginning, middle, and end. 	<p><i>Students will know...</i> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> • chapter • scene • stanza • drama • dialogue 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that organization and sequence of a text is important in the understanding of the text. • that they can refer to different parts of the text using appropriate terminology to communicate their ideas. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • describe how various parts of text build on one another in stories, dramas, and poems. • identify that chapters, scenes, and stanzas are a way of organizing a text. • tell how text organization adds to the meaning of the story.
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College and Career Readiness Anchor Standard 6 for Reading: Assess how point of view or purpose shapes the content and style of a text.

(IEFA)RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.

Grade 3 Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> • explain the difference in points of view of characters in the story. • read aloud by using voice to show and express differences amongst characters. 	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> • point of view • narrator 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • that authors develop a point of view to tell a story. • that the students' personal point of view may differ from those in the text including those by and about American Indians. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • identify the point of view of the narrator and characters. • explain how their personal point of view may be different than the narrator and characters.
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Third Grade Reading Standards for Literature: Integration of Knowledge and Ideas

Essential Questions:

- 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?

Essential Vocabulary: mood, visual, quantitative, theme, compare, contrast, series

College and Career Readiness Anchor Standard 7 for Reading: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.7: 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 3 Enduring Understandings

<u>Prior Background Knowledge Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p>Students will...</p> <ul style="list-style-type: none"> • analyze character, setting, or plot from information gained from the illustrations and words in a print or digital text story. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • mood • visual • quantitative 	<ul style="list-style-type: none"> • that illustrations, along with the words in a text, help convey meaning. 	<ul style="list-style-type: none"> • identify illustrations in diverse mediums. • integrate pictures and words to explain mood, characters, setting, and text.

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College and Career Readiness Anchor Standard 8 for Reading: 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.

RL.3.8: (This standard is not applicable to literature)

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College and Career Readiness Anchor Standard 9 for Reading: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

(IEFA) RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author. Including American Indian authors, about the same or similar characters (e.g., in books from a series).

Grade 3 Enduring Understandings

Prior Background Knowledge

Required:

Students will...

- compare and contrast two versions of the same story.
- recognize similarities and differences across cultural versions of a story including those of American Indians.

Students will know...

Vocabulary:

- theme
- compare
- contrast
- series

Students will understand...

- that similarities and differences exists within stories written by the same author.

Students will be able to...

- find similarities and differences between texts written by the same author.
- analyze two or more texts by the same author to find similar themes, characters, or settings. Include books by American Indian authors.

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Third Grade Reading Standards for Literature: Range of Reading and Level of Text Complexity

Essential Questions:

- How does reading add meaning to your life?
- How do readers adapt when text becomes more complex?

Essential Vocabulary: independent, proficient , drama

College and Career Readiness Anchor Standard 10 for Reading: Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10: 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 Enduring Understandings

Prior Background Knowledge

Required:

Students will...

- read a variety of self-selected and assigned text at the 2-3 complexity band.
- read and comprehend text at a steadily increasing complexity with scaffolding as needed at the high end range.

Students will know...

Vocabulary:

- independent
- proficient
- drama

Students will understand...

- that reading texts independently and proficiently involves appropriate texts and use of strategies.
- that reading all types of literature increases comprehension and fluency at their grade level.

Students will be able to...

- read a variety of self-selected and assigned text at the 2-3 complexity band.
- read and comprehend text with steadily increasing complexity.

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