

# KPBSD ELA CURRICULUM

## 3<sup>RD</sup> GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

### Desired Results

<p><b>PRIORITY STANDARDS</b></p> <p><b>3.RI.1</b> 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><b>3.RI.2</b> 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><b>3.RI.4</b> 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><b>3.RI.9</b> Compare and contrast the most important point and key details presented in two texts on the same topic or related topics.</p> <p><b>SUPPORTING STANDARDS</b></p> <p><b>3.RI.3</b> 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><b>3.RI.5</b> 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><b>3.RI.6</b> Determine author’s purpose; distinguish own point of view from that of the author of a text.</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
	<b>Meaning</b>	
	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Strong readers always ask and answer questions about a text and that explicit evidence can be found in the text to support their thinking.</li> <li>• Important key details support the main idea.</li> <li>• Sequencing events helps create order in texts.</li> <li>• That context clues help to define unknown words.</li> <li>• Word choice brings meaning to the text.</li> <li>• Informational text contains unique features to find and organize information.</li> <li>• Authors have a point of view or purpose which shapes the text.</li> <li>• A reader may have a different point of view than the author.</li> <li>• Points of view are influenced by cultural differences.</li> <li>• Images (maps, photographs, and audio/visuals) help readers understand the information presented in a text.</li> <li>• Logical transitions between ideas help the reader to comprehend informational texts.</li> <li>• Comparing and contrasting multiple texts help them to build their knowledge of a topic.</li> <li>• Strong reading habits are necessary for reading independently and closely.</li> </ul>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• Why do readers read?</li> <li>• How do readers construct meaning?</li> <li>• How does word choice impact the overall meaning of the text?</li> <li>• How does the author’s use of structure affect the meaning of the text?</li> <li>• How does the author’s point of view and purpose shape and direct the text?</li> <li>• How does analyzing diverse media help us to build our own knowledge?</li> <li>• How does the use of evidence impact the author’s claim?</li> <li>• How does analyzing more than one text help us to interpret the author’s intent and build our knowledge?</li> <li>• How does reading add meaning to your life?</li> <li>• How do readers adapt when text becomes more complex?</li> </ul>

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<p><b>3.RI.7</b> 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><b>3.RI.8</b> 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"> <li>• How to ask and answer questions to show that they understand the information that they are reading.</li> <li>• How to find the answers to specific questions within the informational text that they read.</li> <li>• Strategies to figure out the main idea of information they read.</li> <li>• How to cite the most important details in the information and how those details support the main idea.</li> <li>• How to describe how some historical/scientific events are related.</li> <li>• How to determine the steps in a set of directions are related.</li> <li>• Strategies that help figure out the meaning of words and phrases in science and social studies texts.</li> <li>• To use the parts of a text that stand out to find information quickly.</li> <li>• Search tools on the computer help find information quickly.</li> <li>• Identify the difference between what they think and what an author writes in informational texts.</li> <li>• A variety of ways of sharing what they have learned from informational text and illustrations by answering questions about where, when, why, and how.</li> <li>• How the sentences and paragraphs in informational text are connected and follow a logical order.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Asking and answering questions about a story to promote understanding.</li> <li>• Referring to the text to find evidence for their answers.</li> <li>• Determining the main idea and key details.</li> <li>• Deciding which details are important to the topic.</li> <li>• Supporting their answers by referring/citing evidence from the text.</li> <li>• Relating text to historical events, scientific ideas, and “how to” procedures.</li> <li>• Analyzing the sequence of events to determine cause and effect.</li> <li>• Describing how ideas are the same and different.</li> <li>• Finding the meaning of third grade topic or subject area vocabulary words.</li> <li>• Using text features and search tools in informational texts.</li> <li>• Utilizing text features efficiently to locate information.</li> <li>• Identifying what the author wants the reader to understand about the topic.</li> <li>• Critically examining differing points of view.</li> <li>• Deciding if they agree or disagree with the author’s way of thinking.</li> <li>• Explaining how their personal point of view may be different than the narrator and characters.</li> <li>• Identifying images in diverse mediums (written and multimedia).</li> </ul>

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	<ul style="list-style-type: none"><li>• How to compare and contrast the most important ideas and details in two pieces of information about the same topic.</li><li>• How to read and understand third grade informational texts independently.</li></ul>	<ul style="list-style-type: none"><li>• Use illustrations to answer questions (such as where, when, why, and how key events occur).</li><li>• Describing connections between sentences and paragraphs when reading informational text.</li><li>• Finding similarities and differences about important details in the text.</li><li>• Utilizing sequences to find order and connect ideas in a text.</li><li>• Finding similarities and differences between texts written by the same author.</li><li>• Analyzing two or more texts on the same topic to compare and contrast information.</li><li>• Identifying the key details that support a topic.</li><li>• Reading independently and proficiently at the high end of the second – third grade complexity band.</li><li>• Comprehending grade level informational texts.</li><li>• With scaffolding, understand a text with minimal clarification.</li><li>• Making connections, examining textual evidence, and being aware of inconsistencies within texts to increase their understanding of the text.</li></ul>
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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	<b>PERFORMANCE TASK(S):</b> <ul style="list-style-type: none"> <li>R-CBM Benchmarks (mandatory)</li> <li>PEAKS (mandatory)</li> <li>EdPerformance (not required, varies from school to school)</li> </ul>

### 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"> <li>Use a computer to enter and retrieve information.</li> <li>Identify and locate information sources using technology.</li> <li>Choose sources of information from a variety of media.</li> <li>Evaluate the usefulness of sources.</li> <li>Collect information from online sources.</li> <li>Independently create a project using digital creativity tools.</li> </ul>
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