Reading Standards for Informational Text: Grade 3

CLUSTER: KEY IDEAS AND DETAILS

Resources: Resources should include a wide variety of increasingly complex informational text, including expository and narrative structures and types (e.g., trade books, magazines, multimedia, and functional texts such as recipes and labels) related to personal interests and reflecting a wide variety of cultures.

Anchor Standard 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.

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

Essential Skills:

- **Apply appropriate strategies before reading, viewing, or listening to informational texts to:**
  - Preview and survey the text.
  - Access prior knowledge about the text.
  - Set a purpose for reading and formulate appropriate questions.
  - Make predictions.
  - Identify type of text.

- **Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational texts to:**
  - Reread as necessary.
  - Determine main ideas of portions of the text.
  - Periodically restate, retell, paraphrase, and/or summarize.
  - Connect ideas within the text.
  - Make, confirm, and/or modify questions, inferences, and predictions.

- **Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to informational texts to:**
  - Determine and explain the main idea (explicit or inferred) of the text.
  - Summarize the text.
  - Identify what is directly stated in the text.
  - Draw inferences and conclusions from the text.

- Confirm and/or modify predictions about the text.
- Connect prior knowledge or experience to the text.

- **Apply a questioning schema to generate and respond (either orally or in writing) to text-specific questions.**

- **Select relevant textual evidence when responding either orally or in writing to text-specific questions.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Skills:

- **Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).**
- **Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.**
- **Connect ideas (explicitly stated or inferred) from across the text to determine a main idea.**
- **Differentiate key details from minor details.**
- **Connect key details or information, including those found in text features, and explain how they help to develop the main idea.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RI 3.3: 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.

Essential Skills:

- **Connect and explain types of text structure and relationships, including chronology, sequence, cause/effect.**
- **Apply content knowledge to determine relationships, including chronology, sequence, cause/effect, in informational texts.**
- **Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in texts.**
- **Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor 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.

RI 3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.

Essential Skills:

- **Use sentence-level context as a clue to the meaning of a word or phrase.**
- **Determine meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable).**
- **Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).**
- **Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).**
- **Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).**
- **Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).**
- **Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in context.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 5: 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.

RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Essential Skills:

- **Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.**
- **Determine and explain how text features clarify the information in the text.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

RI 3.6: Distinguish their own point of view from that of the author of a text.

Essential Skills:

- **Identify the author's implied or directly-stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.).**
- **Express a personal point of view about the topic of a text.**
- **Compare and contrast their opinion with that of the author.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

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

RI 3.7: 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).

Essential Skills:

- **Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 8: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Essential Skills:

- **Explain basic relationships, including comparison, cause/effect, sequence.**
- **Explain the relationships between the ideas and information in sentences and/or paragraphs.**
- **Identify and explain how connections between and among sentences and/or paragraphs determine the organization of a text.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor 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.

RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Essential Skills:

- **Differentiate in two texts on the same topic: the main points from less important points and key details from less important details.**
- **Explain the similarities and differences between the main points and key details in two texts on the same topic.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

RI 3.10: 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.

Essential Skills:

- **With prompting and support, demonstrate understanding of a wide variety of increasingly complex self-selected informational texts, representing diverse contents, perspectives, and time periods.**
- **Use self-selected informational texts to explore personal interests and challenge themselves as readers.**
- **Set personal goals and conference regularly with adults and peers to improve reading.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks: