CLUSTER: KEY IDEAS AND DETAILS

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.

RL 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 texts to:**
  - Preview and survey the text.
  - Access prior knowledge about the text.
  - Set a purpose for reading and formulate appropriate questions.
  - Make predictions.

- **Apply appropriate strategies to monitor understanding during reading, viewing, or listening to 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 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.

Reading Standards for Literature: Grade 3

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary 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.

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

Essential Skills:

- **Identify and distinguish among literary texts, including types of stories, poems, and plays.**

- **Restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing to:**
  - Differentiate between key and minor details and events from the beginning, middle, and end of a literary text.
  - Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events).
  - Identify and explain plot-based structure, including sequence/chronology, problem/solution, cause/effect.

- **Analyze details and events in a literary text to determine a message, lesson, or moral.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary 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.

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

Essential Skills:

- **Draw conclusions and make inferences about traits of characters, referring to the text for support.**
- **Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary 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.

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

Essential Skills:

- **Use sentence-level context as a clue to the meaning of a word or phrase (e.g., definitions, examples, or restatements).**
- **Determine the 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 literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary 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.

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.

Essential Skills:

- **Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution).**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary 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.

RL 3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Essential Skills:

- **Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events).**
- **Analyze characters and distinguish them from the narrator.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary 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.

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).

Essential Skills:

- **Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story.**
- **Support inferences about the relationship between text features with relevant textual evidence.**

General Note

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

Benchmarks:

NOTE: RL 8 not applicable to literature

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.

RL 3.9: 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).

Essential Skills:

- **Support inferences about the relationship between text features with relevant textual evidence.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary 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.

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.

Essential Skills:

- **Demonstrate understanding of a wide variety of increasingly comlpex self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods.**
- **Use self-selected literary texts to explore personal interests and learn about 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 literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: RESPONDING TO LITERATURE

Anchor Standard 11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL 3.11: Recognize and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events and situations.

a. Self-select text based upon personal preferences.

Essential Skills:

- **Engage in active reading.**
- **Make connections between texts and personal experiences.**
- **Write on topics drawing from these connections.**

General Note

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

Benchmarks: