

ORDER For Chart per Grade Level

\*Priority Standards 1st

- R.L - Reading Literature Standards (salmon/pink)
- R.F.S. - Reading Foundational skill standards (mustard/orange)
- R.I - Reading Informational standards (blue)

After <sup>all</sup> Priority Standards  
Supporting standards in same order

- R.L - Reading Literature - (salmon/pink)
- R.F.S. - Reading Foundational skills (mustard/orange)
- R.I. - Reading Informational standards (blue)

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### Standards

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

R.I. 3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.

R.I. 3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

R.F. 4 Read with sufficient accuracy and fluency to support comprehension.

I can statements

I can stop while reading to ask and answer questions.

3rd

I can stop while reading to ask and answer questions.

I can read and comprehend all kinds of informational texts.

I can read grade level text with expression and understand what I read.

### Examples

- describe Characters
  - their motivation
  - feelings
  - traits
- lesson or moral
- Plot
- Sequence of events
- Summarize

#### Questions to ask & answer

- main idea
- Key details
- sequence of events
- cause and effect

- Self correct
- use context clues to figure out unfamiliar words
- Pause for punctuation

#	Support Standards	I can Statements	Examples
R.L.3.2		I can retell stories from diverse cultures using details and use them to understand the main idea	<ul style="list-style-type: none"> <li>◦ retell story</li> <li>◦ main details</li> <li>◦ supporting details</li> </ul>
R.L.3.3		I can describe characters and their actions	<ul style="list-style-type: none"> <li>◦ feelings, traits, motivations</li> <li>◦ Sequence of events</li> </ul>
R.L.3.4		I can figure out the meaning of words and phrases in a story.	<ul style="list-style-type: none"> <li>◦ literal vs. figurative</li> <li>◦ use context clues to figure out unknown words</li> </ul>
R.L.3.5		I can use proper terms to name parts of texts. I can describe how the parts build upon each other.	<ul style="list-style-type: none"> <li>◦ chapter, scene, stanza,</li> </ul>
R.L.3.6		I can compare my point of view to that of the narrator.	<ul style="list-style-type: none"> <li>◦ author point of view</li> <li>◦ personal views/beliefs</li> </ul>
R.L.3.7		I can explain how illustrations support text.	<ul style="list-style-type: none"> <li>◦ mood</li> <li>◦ setting</li> <li>◦ aspects of characters</li> </ul>
R.L.3.9		I can compare and contrast texts that have something in common, such as the same author.	<ul style="list-style-type: none"> <li>◦ themes</li> <li>◦ settings</li> <li>◦ plots</li> </ul>
R.L.3.10		I can read and comprehend grade-level fiction	
R.F.S.3.3		I can use word study and phonic skills to decode words.	<ul style="list-style-type: none"> <li>◦ most common prefixes/suffixes</li> <li>◦ common Latin suffixes</li> <li>◦ decode multisyllabic words</li> <li>◦ irregularly spelled words</li> </ul>

# 3rd Grade Support Standards

R.I.3.2

I can Statement

Examples

I can tell the main idea and supporting details of a text.

R.I.3.3

I can describe the relationship between ideas using key words.

- Show time
- Sequence
- Cause and effect

R.I.3.4

I can figure out the meaning of words and phrases in informational text.

R.I.3.5

I can use text features and search tools to locate important information.

- Key words
- Sidebars
- Hyperlinks

R.I.3.6

I can tell between my own opinion and the author's point of view.

R.I.3.7

I can use text and visuals to help me understand a topic.

- maps
- photographs

R.I.3.8

I can use sentences and paragraphs to figure out text structure.

- Compare/contrast
- Cause/Effect
- First/second/Third in a sequence

R.I.3.9

I can compare and contrast two informational texts on the same topic.

(more on the back)