

# TSD Third Grade Library Standards

## Strand: Reading Literature

Topics	Standard	"I can...statements	Vocabulary
Key Ideas and Details	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	<ul style="list-style-type: none"> <li>• I can answer questions to show I understand important details in a story.</li> <li>• I can ask questions to show I understand important details in a story.</li> <li>• I can ask questions before, during, and after reading a text.</li> </ul>	Details
	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures, and determine the central message, lesson, or moral and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> <li>• I can recount/retell (put in my own words) stories.</li> <li>• I can retell a fable or folktale and explain the lesson in the story.</li> </ul>	Recount/recall Fables Folktales Myths Central message Moral Lesson Key detail
	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.	<ul style="list-style-type: none"> <li>• I can use the characters' actions to help me understand what happens in the story.</li> <li>• I can describe what characters do.</li> <li>• I can describe why characters do particular things.</li> <li>• I can describe how characters feel.</li> <li>• I can describe what characters are like.</li> </ul>	Characters Physical traits Emotional traits Action Event Sequence

<p><b>Craft and Structure</b></p>	<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> <li>• I can tell the meaning of words and phrases.</li> <li>• I can tell the difference between true or factual and exaggerated text.</li> <li>• I can understand sentences that may have idioms, similes, metaphors, or exaggerations.</li> </ul> <ul style="list-style-type: none"> <li>• I can identify the chapter of a book when writing or speaking about a text.</li> <li>• I can identify the scene in drama when writing or speaking about a text.</li> <li>• I can identify a stanza in a poem when writing or speaking about a text.</li> <li>• I can describe how each part of the text builds on earlier parts.</li> </ul> <ul style="list-style-type: none"> <li>• I can define a point of view.</li> <li>• I can determine the point of view of the narrator or character of a story.</li> <li>• I can tell my own point of view from the narrator or characters of a story.</li> <li>• I can explain how my point of view is similar to or different from a narrator or character in a story.</li> </ul>	<p>Literal Non-literal Context clues</p> <p>Story Drama Poem Chapter Scene Stanza</p> <p>Points of view Narrator Character</p>
<p><b>Integration of Knowledge and Ideas</b></p>	<p>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., <i>create mood, emphasize aspects of a character or setting</i>).</p> <p>RL.3.8. (Not applicable to literature)</p> <p>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., <i>in books from a series</i>).</p>	<ul style="list-style-type: none"> <li>• I can identify illustrations that support the story.</li> <li>• I can explain how illustrations contribute to the words in the story.</li> </ul> <ul style="list-style-type: none"> <li>• I can define a point of view.</li> <li>• I can define setting.</li> <li>• I can define plot.</li> <li>• I can identify themes, settings, and plots in stories written by the same author.</li> <li>• I can contrast themes, settings, and plots in stories written by the same author.</li> <li>• I can compare the characters, settings, plots, and themes of different books by the same author.</li> </ul>	<p>Contribute</p> <p>Compare Contrast Themes Plots Setting</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• I can read and understand stories at my grade level.</li> <li>• I can closely read complex grade level texts.</li> <li>• I can reread a text to find more information or clarify ideas.</li> <li>• I can use reading strategies to help me understand difficult complex text</li> </ul>	

## Strand: Reading Informational Text

Topics	Standard	“I can...statements	Vocabulary
<b>Key Ideas and Details</b>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• I can answer questions to show that I know what I read.</li> <li>• I can answer questions about a text by referring to words and phrases in the book.</li> <li>• I can ask questions to show that I know what I read.</li>   <li>• I can identify the main idea of a text.</li> <li>• I can tell the difference between the main idea and details of a text.</li> <li>• I can connect details to the main ideas that they support.</li>   <li>• I can tell about the time, sequence, the cause and effect of an historical event.</li> <li>• I can tell about the time, sequence, the cause and effect of scientific ideas.</li> <li>• I can use language that shows time, sequence, and cause and effect when describing a text.</li> </ul>	<p>Details</p> <p>Main idea/topic Key detail Account</p> <p>Event Procedure Idea Concept Time sequence Cause/effect</p>
<b>Craft and Structure</b>	<p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 3 topics or subject area</i>.</p> <p>RI.3.5. Use text features and search tools (e.g., <i>key words, sidebars, hyperlinks</i>) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. Distinguish their own point of view from that of the authors of a text.</p>	<ul style="list-style-type: none"> <li>• I can identify general academic and domain specific words and phrases in a text.</li> <li>• I can locate and use references to find meaning of general words.</li> <li>• I can locate and use references to find meanings of domain-specific words.</li>   <li>• I can identify and give examples of text features and search tools.</li> <li>• I can use headings, bold words, captions, highlighted words, etc. to find information.</li> <li>• I can use search tools such as sidebars, keywords, and hyperlinks.</li>   <li>• I can define point of view.</li> <li>• I can determine the point of view of the author.</li> </ul>	<p>General academic words Domain-specific words</p> <p>Text features Search tool</p> <p>Point of view</p>

<p><b>Integration of Knowledge and Ideas</b></p>	<p>RI.3.7. Use information gained from illustrations (e.g., <i>where, when, why, and how key events occur</i>).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>).</p> <p>RI.3.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• I can explain how illustrations in a text add meaning to the words.</li> <li>• I can use pictures in a text to help me understand what I read.</li> </ul> <ul style="list-style-type: none"> <li>• I can identify words authors use to help me make logical connections between sentences and paragraphs.</li> <li>• I can explain how connection words help me understand a text.</li> <li>• I can describe connections an author makes between sentences and paragraphs.</li> </ul> <ul style="list-style-type: none"> <li>• I can identify the most important points and key details found in two texts about the same topic.</li> <li>• I can find things that are the same in two texts about the same topic.</li> <li>• I can find things that are different in two texts about the same topic.</li> </ul>	<p>Informational text</p> <p>Logical Connection Sentence Paragraph</p> <p>Compare Contrast Important point Significant point Key detail</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• I can read complex grade level texts.</li> <li>• I can reread a text to find more information or clarify ideas.</li> <li>• I can use reading strategies to help me understand complex text.</li> </ul>	<p>Reading strategies</p>
<p><b>Digital Citizenship</b></p>	<p>EALR 1.1.3 Investigation &amp; Thinking Critically</p> <p><b>Key of Keywords</b></p>	<p>I can use strategies to increase the accuracy of keyword searches.</p>	<p>Keywords search</p>

# 3<sup>rd</sup> Grade

## I Can Statements

### I can:

- Select a "just right/good fit" book by myself.
- Choose a book that interests me.
- Choose a book that will help me answer my questions.
- Use information I know about authors and illustrators to select books I will enjoy.
- Ask a question about finding a book.
- Find the plot, characters, setting, main idea, and author's purpose in a book.
- Use story clues and my own background knowledge to take part in a book discussion.
- Tell the difference between Nonfiction and Fiction.
- Locate books in the Everybody, Fiction and Nonfiction sections, or by genres, asking for help when needed.
- Use a thesaurus, dictionary, encyclopedia, or atlas to answer questions, asking for help when needed.
- Locate and name parts of a book.
- Understand that knowing the title, author or keyword will help me find a book in the library.
- Understand that the purpose of the online catalog is to help locate books in the library.
- Use different parts of a book to find information.
- Respect library materials and rules.
- Know which kind of book to use for the information that I need, asking for help when needed.

### Research:

- I can take notes from a reference or nonfiction book.
- I understand that authors and illustrators own their work and I can cite my source(s) with some help (locate and copy/paste WB online MLA citation by end of the year).
- Use books and online resources (World Book online or other databases) and share what I've learned in digital formats .