

Reading: Informational Text Grade 3

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to read, interpret and analyze increasingly complex informational print and non-print texts for pleasure, enrichment, and information in order to provide meaningful details.***

Content Standards:

Phonics and Word Recognition

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- 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*.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- 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).

Transfer

Students will be able to independently use their learning to gain information from their reading and communicate what they learned.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- effective readers use a variety of strategies to make sense of key ideas and details presented in a text.
- analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.
- to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- word analysis and decoding skills are foundational for success as a reader.
- fluent readers accurately process print with expression at an appropriate rate.
- students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

ESSENTIAL QUESTIONS

- ***What is the big idea?***

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that informational text includes domain specific words.
- that text features are used to display and organize information, and to help readers locate information.
- that illustrations can deepen a reader's understanding of key details.
- the meaning of the most common prefixes and derivational suffixes.

Students will be skilled at...

- identifying the meanings of grade-level appropriate affixes and inferring how they affect the meanings of root words.
- decoding increasingly difficult multisyllable words by identifying syllable patterns.
- using a known root word as a clue to the meaning of an unknown word with the same root word.
- decoding words with common Latin suffixes and identifying the meaning of those words.
- reading grade-level irregularly spelled sight words with automaticity.

● 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). ● RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. <u>Range of Reading and Level of Text Complexity</u> ● RI.3.10 By the end of 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. <u>Vocabulary Acquisition and Use</u> ● L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ● L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	● that adding a prefix or suffix to a root word changes the root word's meaning. ● the function of nouns, pronouns, verbs, adjectives, and adverbs in general, but also their functions in particular sentences.	● reading grade-level text with purpose and understanding. ● reading grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ● using context to confirm or self-correct word recognition and understanding, rereading as necessary. ● asking and answering questions about an informational text, referring to the text to support their answers. ● determining the main idea of a text and distinguish it from the main topic and supporting details. ● identifying key details in a text and explaining how they support the main idea. ● recounting and retelling the key details of a text. ● describing the order of events, ideas, or steps in a process, recognizing and using words that show sequence. ● describing cause-and-effect relationships, recognizing and using words and clauses that signal those relationships (e.g., because, so). ● describing the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ● using various strategies to determine the meaning of general academic and domain specific words and phrases. ● locating information using text features and search tools such as key words, headings, table of contents, sidebars, and hyperlinks. ● describing how their own point of view is similar or different from that of the authors. ● locating information using illustrations that support the text. ● describing the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).
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		- recognizing words and phrases that suggest organizational structure (ie: first, more, because) and the relationships they reveal (ie: sequence, comparison, cause/effect). - identifying and comparing/contrasting important points and key details in two texts on the same topic. - using reading strategies to comprehend a variety of increasingly difficult informational complex texts. - using sentence-level context as a clue to the meaning of a word or phrase. - determining the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). - using a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). - using glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words/phrases. - distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., take steps). - identifying real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). - distinguishing shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). - using new words and phrases when speaking and writing. - using grade-appropriate words that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
Content Area Literacy Standards		21st Century Skills
not applicable		<i>communicate clearly</i> <i>access and evaluate information</i> <i>make judgements and decisions</i>

	• <i>collaborate with others</i>
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

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