Reading Alignment--Grade 3

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| Reading Standards for Literature |  | Story map (standard map for all) (WR)  Response Journal rubric (literary letters) (WR)  Graphic organizer (from Fountas & Pinnell) that would focus on characters (WR) |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Narrative RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers | Asks and answers questions demonstrating understanding, citing evidence. | Rubric-Kelly’s, QAR, Toolkit  Graphic Organizers (CR)  Charts and sticky notes to determine thick/thin questions (CR)  Reading Response Journals that summarize text (CR, WH)  Use TFK and highlighter to prove/provide basis for answers to questions (FM) |  |
| 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 the key details in the text | Retells stories and determines central theme using key details in the text. | Retelling rubric  Graphic Organizers (CR)  Retellings (PH))  Graphic organizers-compare/contrast, problem/solution, sequencing (PH)  Folktale Organizer “Elements of a Folktale”-details of culture, theme/lesson learned, symbols/ element of three, antagonist/ protagonist (HD)  Teacher conferences over self-selected books (FM) |  |
| RL.3.3. describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | Analyzes character development and how it contributes to story plot and sequence. | Rubric, Retelling  Graphic Organizers (CR)  Journal responses (CR)  Small group conversations (PH)  T. anecdotal notes (PH)  Cause/effect organizer (FM)  ABC Organizer-character compare/contrast (each character in a different color)-write a sentence using four or more of the words to describe each character and their importance in the story (HD) | Character graphic organizer (CL, CV) |
| RL.3.IA.1 employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | Comprehension Rubric noting strategies instructed upon  Graphic Organizers (CR)  Organizers-Inferring, Predicting, Questioning, Making Connections, Visualizing (JC)  Strategies-see Major Point Interview from Ellen Keene (Mosaics)  Responding to Literature in their reading notebooks/journals (CR, FM)  Summarizing-somebody/wanted/but/so (strategy for writing ) (HD) | Visualizing-Quick Draw progression chart (HD)  Rubric for Response Letter (CL)  TFK Magazine quizzes-each question is labeled with strategy that is used to answer it (JC) |
| Craft and Structure |  |  |  |
| Narrative RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. | Determines the meaning of words and phrases. | Make sure assessment has literal and non-literal vocabulary language examples  Graphic Organizers (CR)  Vocabu-Lit (WH)  Pulling idioms from a text (CR)  Idiom book-Picture of Idiom-Literal, Nonliteral/”Figurative” (HD)  Vocabulary for Making Meaning Assessments (JC) | Idiom book-Picture of Idiom-Literal, Nonliteral/”Figurative” (HD)  Vocabulary for Making Meaning Assessments (JC) |
| 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. | Demonstrates an understanding of structure in story, drama and poetry. | Key vocabulary words using terms chapter, scene and stanza. (Marzano)?  Journal responses (CR)  Graphic Organizers (CR, FM)  Written retelling (FM) | Reader’s Theater (CV)  Self-reflection (CV) |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters | Determines point of view of narrator and characters. | Rubric  Graphic Organizers (CR)  Journal responses (CR)  BAW pieces that are modeled after the BAW book Ocean  Character Heads (CR)  Reader’s Response-What do you think the main character should do? Which character is like you? How? (HD) |  |
| Integrate Knowledge and Ideas |  |  |  |
| Narrative RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting). | Analyzes how illustrations contribute to the message of the text. | Rubric (mood, setting, characters)  Graphic Organizers (CR)  Journal responses (CR)  Visualization (CR)  What does text say/what’s on your mind? (CR)  T-chart (CR) |  |
| RL.3.8. Not applicable to literature |  |  |  |
| RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (in books from a series). | Compares and contrasts characters, themes, settings and plots by the same author. | Rubric  Graphic Organizers (CR)  Journal responses (CR)  T-charts (FM)  VENN Diagram (comparing/contrasting two texts) (CL, CV, FM)  BAW-Eloise Greenfield & Judy Blume, Tomie DePoala (CL, CR, CV)  Making Meaning (CR)  Think/Pair/Share (CR)  Orally compare (CR) |  |
| Range and Text Complexity |  |  |  |
| Narrative RL.3.10. By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | Reads and comprehends third grade level stories, drama, and poetry independently and proficiently.  Enjoys reading to self and others. | Reading logs, Benchmark Narrative  Graphic Organizers (CR)  Teacher conferencing over self-selected books (FM) |  |
| Reading Standards for Informational Text |  | Timeline at end of year with topics we studied (WR)  Graphic organizers-standard ones related to Historical Investigations (WR)  Reading With a Purpose sheet (WR)  Sequence events-could do in conjunction with science unit using Moonwalk (WR) |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Informational 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. | Asks and answers questions demonstrating understanding of informational text, citing evidence. | Informational Rubric-Kelly’s, QAR, Toolkit  Time for Kids 3-4 Magazine (CV)  Read/Write/Talk (CV)  Reading Response diagrams (PH)  KWL charts (FM)  I wonder… charts (A=Answered/ Evidence-NA=Not Answered/what now?) (Formative) (HD | I wonder… charts (A=Answered/ Evidence-NA=Not Answered/what now?) (Formative) (HD)  Teacher-made materials (WH)  Small group discussion (WH)  KWL charts (FM) |
| RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | Determines main idea of informational text, noting key and supporting details. | Informational Retelling rubric  Tut’s Mummy graphic organizer (CR)  Journal response (PH)  Comprehension Toolkit (PH)  Graphic organizer-table top with chair legs (HD)  The Case Against Soda pretest (HD)  Pet Iguana post test (HD)  Multiple choice assessment (HD | Graphic organizer-table top with chair legs (HD)  The Case Against Soda pretest (HD)  Pet Iguana post test (HD)  Multiple choice assessment (HD) |
| 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. | Analyzes relationships between series of events, ideas or concepts using language that pertains to time, sequence and cause/effect in content areas. | Rubric noting technical procedures, timelines, events/concepts  Titanic stories (CR)  Cause/Effect (CR)  T-charts (CR)  Timelines (PH)  Graphic organizers-compare/contrast, sequence, problem/solution (PH)  Art connection-role on the wall project-inside: how the person viewed the world/outside: how the world viewed the person (HD) | Biography Chart-read 20 biographies-Person/How they made a difference (HD) |
| RI.3.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | Informational Text Comprehension Rubric noting strategies instructed upon |  |
| Craft and Structure |  |  |  |
| Informational Text 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. | Determines the meaning of content area vocabulary. | Vocabulary assessment (Marzano)?  Skill sheet (CR)  Picture book-How to Navigate Nonfiction Text (CR)  Unit Study-end assessment (CR)  Vocabulary-graphic organizers (PH)  Read-alouds (PH)  Woud You Rather (HD)  Word in my context (HD)  Semantic maps (HD)  Synonyms/Antonyms (HD)  Sentence Stems (HD) | Content area Word Wall (CR) |
| RI.3.5. Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Uses text features and search tools to locate information. | Skillsheet-find and search  Writing nonfiction Research Guide (CR) |  |
| RI.3.6. Distinguish their own point of view from that of the author of a text. | Distinguishes own point of view from that of the author of the text. | Discussion rubric |  |
| Integrate Knowledge and Ideas |  |  |  |
| Informational Text RI.3.7. Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur). | Uses information gained from text features to demonstrate understanding. | Rubric |  |
| RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence). | Analyzes structure of content area text. | Cause/effect, sequence, compare/contrast |  |
| RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. | Compares and contrasts the most important points and key details presented in two texts on the same topic. | Rubric |  |
| Range and Text Complexity |  |  |  |
| Informational Text 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. | Reads and comprehends third grade level informational texts, including content area and technical texts independently and proficiently. | Reading logs, Benchmark Informational |  |
| Foundational Skills |  |  |  |
| Print Concepts: |  |  |  |
| Phonological Awareness: |  |  |  |
| Phonics & Word Recognition: Know and apply grade level phonics and word analysis skills in decoding words. a) identify and know the meaning of the most common prefixes and derivational suffixes. b) decode words with common Latin suffixes. c) decode multi syllable words. d) read grade appropriate irregularly spelled words | Knows and applies third grade level phonics and word analysis skills in decoding words. | Reading Benchmarks   1. identify and know the meaning of the most common prefixes and derivational suffixes. b) decode words with common Latin suffixes. c) decode multi syllable words. d) read grade appropriate irregularly spelled words |  |
| Fluency: read with sufficient accuracy and fluency to support comprehension. a) read on level text with purpose and understanding. b) read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Reads with sufficient accuracy and fluency to support comprehension. | Benchmarks |  |