Reading Alignment--Grade 3

|  |  |  |  |
| --- | --- | --- | --- |
| Reading Standards for Literature |  |  |  |
| 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. | * Annotated Rubrics from Comprehension Toolkit-Asking Questions * Question Creation Chart (Q-Chart) * 5 W’s Organizer * Before, During, After Organizer |  |
| 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 * Folktale Organizer “Elements of a Folktale”-details of culture, theme/lesson learned, symbols/ element of three, antagonist/ protagonist * Folktale Features Organizer |  |
| 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. | * Story Map Showing Character Change * Character Grid * Understanding Character Traits * Sample Character Traits * Character Traits Organizer * ABC Character Traits |  |
| 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. | * Benchmarking * F&P Guide for Observing and Noting Reading Behaviors * Comprehension Toolkit Strategy Rubrics * Anecdotal Records * Comprehension Interviews * Making Connections * Determining Importance * Questioning * Visualizing * Making Inferences * Summarizing * Monitoring for Comprehension |  |
| 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. | * F&P Vocabulary in Context with Benchmarking Vocabulary for Making Meaning Assessments (JC) * Figurative vs. Literal |  |
| 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. | * RetellingRubric noting specific structural language—needs to be developed for district use (may add it to Fisher/Frey retelling rubric) * Story Map |  |
| 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. | District created observation checklist, noting point of view |  |
| 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. | District created observation checklist   * Text Says/Illustrations Show |  |
| 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. | * Venn Diagram |  |
| 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. | * F&P Observing and Noting Reading Behaviors * Benchmark Kit * Anecdotal Notes * Reading Log * Self-assessment for enjoyment of reading |  |
| Reading Standards for Informational Text |  |  |  |
| 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. | * National Geographic assessments * I wonder/Answer grid (with any content area) * Codes * In my head/in the text |  |
| 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 F&F   * National Geographic assessments * Checklists/Rubrics from Comprehension Toolkit * Main Idea (table organizer) * Pre-and Post-assessment: The Case Against Soda and My Pet Iguana * Draw It/Recall It (organizer) * What’s the Main Idea (organizer) * Section/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, 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. | Informational Retelling rubric F&F  Social Studies??  Students read Robert Coles’s retelling of a series of historical events in The Story of Ruby Bridges. Using their  knowledge of how cause and effect gives order to events, they use specific language to describe the sequence  of events that leads to Ruby desegregating her school. [RI.3.3] |  |
| 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. | Benchmarking F&P kit  National Geographic assessments  F&P Guide for Observing and Noting Reading Behavior  I wonder/Answer/Code Questioning grid with any content  National Geographic Questioning Kits |  |
| 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. | F&P Vocabulary in Context, Nonfiction  Vocabulary assessment (Marzano)?  Word Prediction Chart |  |
| 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. | F&P Guide for Observing and Noting Reading Behaviors  Possibly look at tech checklist?  Students use text features, such as the table of contents and headers, found in Aliki’s text Ah, Music! to identify  relevant sections and locate information relevant to a given topic (e.g., rhythm, instruments, harmony) quickly  and efficiently. [RI.3.5] |  |
| 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. | District created observation checklist  Anecdotal Records |  |
| 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. | District created rubric, possibly look at Social Studies/Science content for connection |  |
| 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. | District created rubric noting cause/effect, comparison, sequence  Rubrics from BAW? |  |
| 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. | Venn Diagram,  Annotated Rubric for Determining Importance in Comprehension Toolkit,  National Geographic? |  |
| 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. | F&P Guide for Observing and Noting Reading Behaviors  Reading Benchmarks  F&P Phonics & Word Analysis Suffixes/Prefixes, Syllables and Word Features, Grade 3 test |  |
| 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. | F&P Benchmarks  F&P Six Dimensions Fluency Rubric |  |