Reading Alignment--Grade 3

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| 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)  Students read Paul Fleischman’s poem “Fireflies,” determining the meaning of words and phrases in the poem,  particularly focusing on identifying his use of nonliteral language (e.g., “light is the ink we use”) and talking  about how it suggests meaning. [RL.3.4] |  |
| 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)?    RetellingRubric noting specific structural language—needs to be developed for district use (may add it to Fisher/Frey retelling rubric) |  |
| 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  When discussing E. B. White’s book Charlotte’s Web, students distinguish their own point of view regarding  Wilbur the Pig from that of Fern Arable as well as from that of the narrator. [RL.3.6] |  |
| 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  Students explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s Poppleton  in Winter to create the mood and emphasize aspects of characters and setting in the story. [RL.3.7] |  |
| 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  District created observation checklist |  |
| 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 |  |
| 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. | Benchmarking-F&P kit  Annotated Rubrics from Comprehension Toolkit Asking Questions  National Geographic assessments  I wonder/Answer/Code Questioning grid with any content |  |
| 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  Annotated Rubrics from Comprehension Toolkit  Benchmarking-F&P kit  Students explain how the main idea that Lincoln had “many faces” in Russell Freedman’s Lincoln: A Photobiography is supported by key details in the text. [RI.3.2] |  |
| 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 |  |