

GRADE 3 NYS CCLS Reading Informational Text Key Concepts

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KEY IDEAS AND DETAILS Standards 1-3

<p><i>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ** same language as RL</i></p> <ul style="list-style-type: none"> ⇒ Question development Who, what, where, when, why questions ⇒ Restate ⇒ Make a text based claim ⇒ Proof (answers should be text based and include 2 details) ⇒ Provide conclusion to short and extended answers ⇒ Code answers and text for (RCAPC) 	<p><i>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p> <ul style="list-style-type: none"> ⇒ Define main idea ⇒ Determine main idea in text ⇒ Determine relevant from irrelevant details ⇒ Connect supporting details to the main idea ⇒ Write a paragraph stating the main idea and key supporting details ⇒ Defend rationale for key details identified 	<p><i>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.</i></p> <ul style="list-style-type: none"> ⇒ Develop graphic organizers with beginning/middle/end ⇒ Create timelines ⇒ Sequence events ⇒ Determine cause effect ** as related to series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
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CRAFT AND STRUCTURE Standards 4-6

<p><i>RI 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. (Vocabulary Acquisition and Use)</i></p> <ul style="list-style-type: none"> ⇒ Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade choosing flexibly from a range of strategies. ⇒ Use sentence-level context as a clue to the meaning of a word or phrase. ⇒ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable</i>) ⇒ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). ⇒ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p><i>RI 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</i></p> <ul style="list-style-type: none"> ⇒ Review text features e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) ⇒ Apply use of text features to deepen knowledge of text ⇒ Conduct research on the computer 	<p><i>RI 6 Distinguish their own point of view from that of the author of a text.</i></p> <ul style="list-style-type: none"> ⇒ Know and understand the authors point of view ⇒ Develop your own point of view based on information learned from the text
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INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 - 9

<p><i>RI 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).</i></p> <ul style="list-style-type: none"> ⇒ Effectively interpret captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, graphs ⇒ Connect various text features to key events in text through multiple choice, and short answer questions, peer discussion 	<p><i>RI 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</i></p> <ul style="list-style-type: none"> ⇒ Make a claim ⇒ Understand comparison / cause effect/sequence ⇒ Connect ideas in a text together using comparison / cause effect/sequence ⇒ Describe orally, in graphic organizer, and short answer the logical connection between sentences and paragraphs in a text 	<p><i>RI 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p> <ul style="list-style-type: none"> ⇒ Read two texts on the same topic ⇒ Identify the key ideas ⇒ Determine similarities and differences among texts
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