

## GRADE 3 NYS CCLS Reading Literature Key Concepts

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### KEY IDEAS AND DETAILS (Standards 1-3)

<p><i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <ul style="list-style-type: none"> <li>⇒ Question development Who, what, where, when, why questions</li> <li>⇒ Restate</li> <li>⇒ Make a text based claim</li> <li>⇒ Proof (answers should be text based and include 2 details)</li> <li>⇒ Provide Conclusion</li> <li>⇒ Code answers and text for (RCAPC)</li> </ul>	<p><i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</i></p> <ul style="list-style-type: none"> <li>⇒ Define fable folktale and myth</li> <li>⇒ Use the words (MCL) moral, central message and lesson interchangeably</li> <li>⇒ Determine (MCL)</li> <li>⇒ Summarize key details supporting from the text</li> </ul>	<p><i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</i></p> <ul style="list-style-type: none"> <li>⇒ Define charter trait, motivation and feelings</li> <li>⇒ Explain sequence of events</li> <li>⇒ Identify how charters change over time- use text evidence (trait, motivation and character</li> <li>⇒ Synthesis~ how do events and characters interact over the course of the story</li> </ul>
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### CRAFT AND STRUCTURE (Standards 4-6)

<p><i>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</i></p> <ul style="list-style-type: none"> <li>⇒ Define literal language</li> <li>⇒ Define nonliteral language</li> <li>⇒ Identify examples literal and non literal language</li> <li>⇒ Determine word meaning in literal and non literal language</li> </ul>	<p><i>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.</i></p> <ul style="list-style-type: none"> <li>⇒ Define chapter, scene, stanza</li> <li>⇒ Classify books by genre</li> <li>⇒ Synthesize story over time (In the beginning I thought... now I'm thinking...)</li> <li>⇒ Connect events using a graphic organizer</li> <li>⇒ Describe how each event builds on the previous event</li> <li>⇒ Through whole group shared reading, compare various text <i>children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth, poetry, biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics</i></li> </ul>	<p><i>Distinguish their own point of view from that of the narrator or those of the characters.</i></p> <ul style="list-style-type: none"> <li>⇒ Identify who is telling the story, and their role in the story</li> <li>⇒ Describe the different points of view as evidenced by text</li> <li>⇒ Identify all characters in story and their role</li> </ul>
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### INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 & 9 (Standard 8 NA Literature)

<p><i>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (Include in Art instruction)</i></p> <ul style="list-style-type: none"> <li>⇒ Describe pictures in text</li> <li>⇒ Connect pictures to key ideas of the text, setting and characters</li> <li>⇒ Identify character traits with text evidence</li> <li>⇒ Define mood</li> </ul>	<p><i>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</i></p> <ul style="list-style-type: none"> <li>⇒ Read multiple series books</li> <li>⇒ Explain character theme, setting, plot</li> <li>⇒ Chart theme setting, plot, theme for multiple books of one series</li> <li>⇒ Describe verbally and in writing how each (theme, plot, setting, are the same or different</li> </ul>
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### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Standard 10; Response to Literature NYS Specific Standard 11

<ul style="list-style-type: none"> <li>⇒ Read a wide range of texts</li> <li>⇒ Identify cultural perspectives (focus on specific counties studied in SS as outlined by NYS SS Framework and SS curriculum map)</li> <li>⇒ Choose and books from several genres throughout the year (a minimum of 8 books specific to literature)</li> </ul>
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