

Reading Benchmarks: Literature (L) and Informational Text (I)

Key Ideas and Details																
<p>3.1.1.1: L- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> Who are the characters? What are the important details from the story? Why are they important? Where did the story take place? What details refer to the setting? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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<p>3.1.2.2: L- 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.</p>	<ul style="list-style-type: none"> What lesson/moral/ message is this story teaching you? What key details support the lesson/moral/message? <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Myths</td> <td>Folktales</td> <td>Fables</td> <td>Diverse Cultures</td> </tr> </table>	Myths	Folktales	Fables	Diverse Cultures	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML		
Myths	Folktales	Fables	Diverse Cultures													
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<p>3.1.3.3: L- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<ul style="list-style-type: none"> How is the character feeling or acting? (ask throughout the story) Why did the character feel or act that way? How did the character(s) actions affect the beginning, middle, and/or end of the story? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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<p>3.2.1.1: I- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> Student creates questions about important ideas in text. Student answers questions referring explicitly to the text. Where is the answer in the text? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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<p>3.2.2.2: I- Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> What is the main idea of this text? What are some key details in the text? How do the key details support the main idea? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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<p>3.2.3.3: I- 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.</p>	<p>Student uses language pertaining to time, sequence, and cause/effect.</p> <ul style="list-style-type: none"> Historical Events- What is the relationship between these historical events? Scientific Ideas- What is the relationship between these ideas or concepts? Technical Procedures-What is the relationship between the steps in the technical procedures? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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Craft and Structure																
<p>3.1.4.4: L- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language, including figurative language such as similes.</p>	<ul style="list-style-type: none"> What strategy do you use when you come to words you do not understand? Does this word have other meanings? What does this mean...(share simile)? Why does the author use a simile? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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<p>3.1.5.5: L- Refer to parts of stories, dramas, and poems when <u>writing or speaking</u> about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<ul style="list-style-type: none"> What are parts of this story/drama/poem called (chapters, stanzas, scenes)? How are they connected or organized (time order, topic)? <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Stories</td> <td>Dramas</td> <td>Poems</td> </tr> </table>	Stories	Dramas	Poems	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML			
Stories	Dramas	Poems														
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<p>3.1.6.6: L- Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> Are the characters or narrator thinking the same way as you? Do you agree with how the characters/narrator is thinking? If you were writing, what would the characters be thinking? Is it the same as what the author has written? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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<p>3.2.4.4: I- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>Student understands grade 3 vocabulary</p> <ul style="list-style-type: none"> What does this word mean? What does this phrase mean? What does this prefix/suffix mean? 	<table border="1"> <tr><td>Date</td><td></td><td></td><td></td></tr> <tr><td>Instruction</td><td>NF</td><td>IF</td><td>ML</td></tr> </table>	Date				Instruction	NF	IF	ML						
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<p>3.2.5.5: I- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> • What text features help you find information? • How do key words/sidebars/hyperlinks help you locate information? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>3.2.6.6: I- Distinguish their own point of view from that of the author of a text.</p>	<ul style="list-style-type: none"> • Do you agree or disagree with the author’s thinking? Why do you agree/disagree? • Are there specific details form the text to support your agreement or disagreement? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>Integration of Knowledge and Ideas</p>										
<p>3.1.7.7: L- 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).</p>	<ul style="list-style-type: none"> • What do the illustrations add to the text? What words describe the mood of the text? • What do the illustrations tell you about the character(s) or setting(s) in this book? • What words describe the character(s) or setting(s)? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>3.1.8.8: L- Not Applicable</p>										
<p>3.1.9.9: L- 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).</p>	<p>Using a series of books by the same author about the same or similar characters</p> <ul style="list-style-type: none"> • What is the same and/or different about the setting, theme, and plot in this series? • How are the problems these characters face similar across this series? • How did these characters solve the problem in different ways across this series? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>3.2.7.7: I- 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).</p>	<ul style="list-style-type: none"> • What information does the illustration add to your understanding of the text? • Student uses illustration to answer questions -Where...? -When...? -Why...? -How...? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>3.2.8.8: I- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> • How are the ideas in these two paragraphs connected? (time, order, comparison of events/ideas, cause/effect) • What words or sentences describe what comes first? Next? Last? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>3.2.9.9: I- Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>What important points or key details are the same in these two texts? What are different?</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>Range of Reading and Level of Text Complexity</p>										
<p>3.1.10.10: L- By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations? • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>3.2.10.10: I- 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. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations? • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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Foundational Skills		Date Met
Phonics and Word Recognition		
3.3.0.3- 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 multisyllable words.		
d. Read grade-appropriate irregularly spelled words, including high frequency words.		
Fluency		
3.3.0.4- Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding.		
b. Read grade-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.		
Language Benchmarks (brief list)		
Conventions of Standard English		
3.10.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (only e, f, and g)		
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Vocabulary Acquisition and Use		
3.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
a. Use sentence-level context as a clue to the meaning of a word or phrase.		
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
3.10.6.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		

Key Ideas and Details: Literature

Grade 3

Grade 1	Grade 2	Grade 3
Benchmark 1		
Ask and Answer Questions		
Ask and answer questions that focus on key details	Ask and answer questions -Who -What -Where -When -Why -How	Questions and answers demonstrate understanding Answers refer explicitly to text
Benchmark 2		
Recount Stories and Determine Theme		
Retell stories with key details Demonstrate understanding -Central message -Lesson	Recount stories from diverse cultures -Fables -Folktales Determine -Central message -Lesson -Moral	Recount stories from diverse cultures -Fables -Folktales -Myths Determine -Central message -Lesson -Moral Support with key details
Benchmark 3		
Describe Characters' Actions and Motives		
Describe -Characters -Settings -Major events Support with key details	Describe how characters respond -Major events -Challenges	Describe characters -Traits -Motivations -Feelings Explain how characters' actions contribute to sequence of events
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Ask Questions Answer Questions Identify Key Details Recount Stories	Determine Themes Describe Characters Describe Characters' Actions	
Instructional Goals		
Answer questions with reference to a text Interpret inferred meanings from key details in a text Describe characters and how they affect a story sequence		

Craft and Structure: Literature

Grade 3

Grade 1	Grade 2	Grade 3
Benchmark 4		
Determine Meaning of Words and Phrases		
Identify words and phrases that suggest feelings or appeal to the senses	Describe how words and phrases supply rhythm and meaning -Regular beats -Alliteration -Rhymes -Repeated lines	Determine the meaning of words and phrases Distinguish literal from non-literal language
Benchmark 5		
Reference Text Structure		
Explain major differences between stories and informational text	Describe the overall structure of a story -Beginning (introduces) -Middle -Ending (concludes)	Refer to parts of texts -Story (chapters) -Drama (scenes) -Poem (stanza) Describe how each part builds on earlier sections
*Across a variety of text types		
Benchmark 6		
Distinguish Points of View		
Identify who is telling the story	Acknowledge difference in points of view -Includes using character voices while reading aloud	Distinguish points of view -Personal -Narrator -Characters
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Word Meaning Understand Phrase Meaning Distinguish Literal from Non-Literal	Understand Parts of Texts Distinguish Points of View	
Instructional Goals		
Determine the difference between literal and figurative language Reference how parts of a text built on earlier sections Distinguish personal points of view from the narrator's and characters'		

Craft and Structure: Informational

Grade 3

Grade 1	Grade 2	Grade 3
Benchmark 4		
Determine Meaning of Words and Phrases		
Ask and answer questions to determine or clarify meaning of words and phrases in a text	Determine word meaning Determine phrase meaning *Grade 2 complexity	Determine word meaning -General academic -Domain-specific Determine phrase meaning *Grade 3 complexity
Benchmark 5		
Use Text Features and Search Tools		
Know and use various text features -Headings -Glossaries -Icons -Electronic menus -Tables of contents	Know and use various text features -Captions -Bold print -Headings -Subheadings -Glossaries -Indexes -Icons -Electronic menus	Use text features -Captions -Bold print -Indexes -Glossaries -Subheadings Use search tools -Key words -Sidebars -Hyperlinks
Benchmark 6		
Distinguish Points of View		
Distinguish between information provided by illustrations and words	Identify the main purpose of the text What does the author want to... -Answer -Explain -Describe	Distinguish personal point of view from the author's
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Word Meaning Understand Phrase Meaning Know Text Features	Know Search Tools Distinguish Points of View	
Instructional Goals		
Define content area vocabulary Demonstrate proficiency using text features and search tools Distinguish personal points of view from the author's		

Key Ideas and Details: Informational

Grade 3

Grade 1	Grade 2	Grade 3
Benchmark 1		
Ask and Answer Questions		
Ask and answer questions that focus on key details	Ask and answer questions -Who -What -Where -When -Why -How	Questions and answers demonstrate understanding Answers refer explicitly to text
Benchmark 2		
Determine Main Idea		
Identify main topic Retell key details	Identify main topic in a multiparagraph text Identify focus of specific paragraphs	Determine main idea Support with key details
Benchmark 3		
Describe Relationships		
Describe connections -Individuals -Events -Ideas -Pieces of information	Describe connections -Historical events -Scientific ideas or concepts -Technical procedure steps	Describe Relationships -Historical events -Scientific ideas or concepts -Technical procedure steps Use language pertaining to... -Time -Sequence -Cause/effect
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Ask Questions Answer Questions Reference Text Explicitly Identify Key Details	Determine Main Idea Describe Relationships Know Language Describing Relationships	
Instructional Goals		
Ask and answer questions with reference to a text Determine the main idea of a text and support it with key details Use specific language pertaining to time, sequence, and cause/effect to describe relationships		

Integration of Knowledge and Ideas: Literature

Grade 3

Grade 1	Grade 2	Grade 3
Benchmark 7		
Explain Relationship Between Illustrations and Text		
Use illustrations and details in a story to describe -Characters -Setting -Plot	Use information from illustrations and words (printed and digital) to demonstrate understanding -Characters -Setting -Plot	Explain how illustrations contribute to a story -Create mood -Emphasize aspects of a character or setting
Benchmark 8		
<i>(Not Applicable to Literature)</i>		
-	-	-
Benchmark 9		
Compare and Contrast Stories		
Compare and contrast adventures and experiences of characters in stories	Compare and contrast two or more versions of the same story -Different authors -Different cultures	Compare and contrast -Themes -Settings -Plots ...written by the same author about the same or similar characters
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Meaning from Illustrations	Compare and Contrast	
Instructional Goals		
Explain how illustrations add meaning to a text Compare and contrast story elements		

Integration of Knowledge and Ideas: Informational Grade 3		
Grade 1	Grade 2	Grade 3
Benchmark 7		
Use Information from Illustrations		
Use illustrations and words to understand key details in a text	Explain how images contribute to and clarify text	Use information gained from illustrations and words to demonstrate understanding of the text
Benchmark 8		
Describe the Logical Connection of Information		
Identify the reasons an author gives to support points in a text	Describe how reasons support specific points the author makes	Describe the logical connection of information -Comparison -Cause/effect -First/second/third *Sentence and paragraph level
Benchmark 9		
Compare and Contrast Texts		
Identify similarities and differences between two texts on the same topic -Illustrations -Descriptions -Procedures	Compare and contrast the most important points in two texts on the same topic	Compare and contrast -Most important points -Key details *Presented in two texts on the same topic
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Meaning from Illustrations Understand Word Meaning	Compare and Contrast Information Identify Key Details	
Instructional Goals		
Describe a text using meaning from both illustrations and words Describe the logical connections of information in sentences and paragraphs Compare and contrast two texts on the same topic		