

Grade 3 • Claim 1 • Reading Targets

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Literary Text	Informational Text
<p>1 Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, 2 Standards: RL-1</p>	<p>8 Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, 2 Standards: RI-1, 7</p>
<p>2 Central Ideas: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events. DOK 2, 3 Standards: RL-1, 2</p>	<p>9 Central Ideas: Identify or determine a main idea and the key details that support it. DOK 2, 3 Standards: RI-1, 2</p>
<p>3 Word Meanings: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, 2 Standards: RL-1, 4; L-4a–d, 5c</p>	<p>10 Word Meanings: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, 2 Standards: RI-1, 4, L-4a–d</p>
<p>4 Reasoning & Evidence: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation. DOK 3 Standards: RL-1, 3, 6, 9</p>	<p>11 Reasoning & Evidence: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation. DOK 3 Standards: RI-1, 3, 6, 7, 8, 9</p>
<p>5 Analysis Within Or Across Texts: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts. DOK 3, 4 Standards: RL-1, 3, 6</p>	<p>12 Analysis Within Or Across Texts: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view. DOK 3, 4 Standards: RI-1, 3, 6</p>
<p>6 Text Structures & Features: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text. DOK 2, 3 Standards: RL-1, 5, 7</p>	<p>13 Text Structures Or Text Features: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text. DOK 2, 3 Standards: RI-1, 5, 7</p>
<p>7 Language Use: Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context. DOK 2, 3 Standards: RL-1, 4; L-5a–b</p>	<p>14 Language Use: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses. DOK 2, 3 Standards: RI-1, 4; L-5a–b</p>