

## 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><b>1 Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>DOK 1, 2</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>8 Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>DOK 1, 2</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-7</b> 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>
<p><b>2 Central Ideas:</b> 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.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-2</b> 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>	<p><b>9 Central Ideas:</b> Identify or determine a main idea and the key details that support it.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p><b>3 Word Meanings:</b> 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.</p> <p>DOK 1, 2</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>10 Word Meanings:</b> 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.</p> <p>DOK 1, 2</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>

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<p><b>L-4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L-4b</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).</p> <p><b>L-4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><b>L-4d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L-5c</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L-4b</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).</p> <p><b>L-4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><b>L-4d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p><b>4 Reasoning &amp; Evidence:</b> 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.</p> <p>DOK 3</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL-3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL-6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL-9</b> 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><b>11 Reasoning &amp; Evidence:</b> 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.</p> <p>DOK 3</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-3</b> 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><b>RI-6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI-7</b> 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> <p><b>RI-8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI-9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

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<p><b>5 Analysis Within Or Across Texts:</b> 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.</p> <p>DOK 3, 4</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL-3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL-6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>12 Analysis Within Or Across Texts:</b> Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.</p> <p>DOK 3, 4</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-3</b> 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><b>RI-6</b> Distinguish their own point of view from that of the author of a text.</p>
<p><b>6 Text Structures &amp; Features:</b> Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL-5</b> 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.</p> <p><b>RL-7</b> 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>	<p><b>13 Text Structures Or Text Features:</b> Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI-7</b> 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>
<p><b>7 Language Use:</b> 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.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p><b>14 Language Use:</b> 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.</p> <p>DOK 2, 3</p> <p><b>Standards:</b></p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>L-5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>

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<b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>L-5a</b> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
<b>L-5a</b> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	<b>L-5b</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>L-5b</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	