

Grade 3 Reading Informational Text Standards and Close Reading Planning

Category	Informational Text	Questions
Key Ideas and Details	<p>RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><i>What does the text say? Follow-up: How do you know?</i> General Understanding ~ Key Details ~ Literal Level of Meaning general content/meanings, sequence of events, key/supporting details who, what, when, where, why, how much, how many (questions to ensure that students have understood what they've read)</p>
	<p>RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
	<p>RI.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.</p>	
Craft and Structure	<p>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. (See grade 3 Language standards 4–6 for additional expectations.) CA</p>	<p><i>How does the text work? Follow-up: How do you know?</i> Vocabulary ~ Text Structures (see handout) ~ Author's Craft (see handout) words, phrases, sentences, paragraphs</p>
	<p>RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	
	<p>RI.6 Distinguish their own point of view from that of the author of a text.</p>	
Integration of Knowledge and Ideas	<p>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).</p>	<p><i>What does the text mean? Follow-up: How do you know?</i> Author's Purpose ~ Intertextual Connections (within and between texts) ~ Inferences Purpose—consider point of view; identify the format; consider how the author wants the reader to react (ethos, pathos, logos)</p>
	<p>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).</p>	
	<p>RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	

Culminating Questions

What does the text inspire me to do? What does the text mean to me?
Writing Task? (Argumentative, Explanatory, Narrative) Project? Debate? Speech?
Presentation? Research? Socratic Seminar?

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).

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).

RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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