

## Grade 3 Reading Informational Text Standards and Close Reading Planning

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

## 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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