

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCR Anchor Standard:

Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Understanding

- Reading comprehension
- Draw inferences
- Cite specific textual examples and details to support inferences and text meaning
- Analyze the text

Extended Understanding

- MLA Formatting for in- text citations and works cited pages

Academic Vocabulary

- Analyze/Analysis
- Cite
- Drawn
- Explicit
- Inference
- Textual Evidence

Content Elaborations

The big idea of **Key Ideas and Details** is the ability to comprehend and analyze informational texts in order to develop critical thinking, promote logical reasoning, and expand one's sense of the world and self

Next Grade Level Progression Statement

In the next grade level, students are expected to provide textual evidence when making inferences, identifying a main idea, summarizing a text, and explaining events, ideas, and concepts in informational text.

Question Ideas

- | | |
|---|--|
| <ul style="list-style-type: none">• Use two examples of textual evidence to show why the author wrote this piece.• Cite a piece of textual evidence to support the main point made by the author?• Analyze the passage; what can you conclude? How does the textual evidence support your conclusion? | <ul style="list-style-type: none">• When you analyze the text, what inference can you make? Use the text to prove the inference.• Use two pieces of text to prove ____.• What evidence can be found in the text to show ____.• Analyze the passage; what is implied? Cite a piece of textual evidence to support the implication. |
|---|--|

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students read Aiki's description of "A Medieval Feast" and demonstrate their understanding of all that goes into such an event by asking questions pertaining to *who, what, where, when, why, and how* such a meal happens and by answering using key details.

Ohio's Model Curriculum Instructional Supports

Strategies: Questioning the Text

Questioning the Text

As students read informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record the page number of the answer on the original sticky note. Post topic-specific lists of questions and their answers around the classroom. Strategy information can be found at [Into the Book](#).

Resources: Introduction to Asking Questions

An [Informative article](#) that explains the importance of teaching the reading comprehension strategy of answering questions. A sample lesson is included.

RI.2.1 (Prior Grade Standard)

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

RI.4.1 (Future Grade Standard)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

<p>RI.3.2 Analyze informational text development.</p>	<p><u>Essential Understanding from the Standard</u></p> <ul style="list-style-type: none"> a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea. <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Synthesize the main idea in multiple texts 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Main Idea /Central Idea* • Convey • Details • Determine • Distinct • Fact • Judgment • Opinion • Particular • Summarize/Summary
<p><u>CCR Anchor Standard:</u></p> <p>Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.</p>		

Content Elaborations

The focus of the **Key Ideas and Details** topic is building textual evidence and making inferences about informational text, determining main idea with supporting details, and retelling those important ideas of the text. Engagement; the ability to connect events, concepts, or procedures, and depth of understanding increase as readers make inferences and retell informational text

Next Grade Level Progression Statement

In the next grade level, students are expected to provide textual evidence when making inferences, identifying a main idea, summarizing a text, and explaining events, ideas, and concepts in informational text.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none">• Which of the following best captures the main idea?• What textual evidence supports the central idea?• What is the topic of the passage?• When you analyze the text, what details do you find that support the main idea? | <ul style="list-style-type: none">• How does the textual evidence support ___ as the central idea?• What is the main idea of this article? List two pieces of evidence to support your answer. |
|--|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students explain how the main idea that Lincoln had "many faces" in Russell Freedman's "Lincoln: A Photobiography" is supported by key details in the text.

Ohio's Model Curriculum Instructional Supports

Strategies: Retelling Stories

Retelling is giving back the important facts and details in BME order. Model retelling a story. Provide the students with an opportunity to read a fable, folktale, or myth. ELLs could use fables, folktales, or myths from their own culture, possibly even in their native language. Students reading below or above grade level should have texts available to them at their independent reading level for this activity. Have the students practice retelling the story with a partner and then independently, through writing. Use of the free *Duck, Duck, Moose* creativity apps for tablets would provide a unique way for students to retell the story with their capability to record and playback students' voices.

Resources: Program an Animated Digital Version of the Story using Scratch and Alice

[Scratch](#) and [Alice](#), two digital technology applications, support an integrated approach to literature, at all grade levels, and concurrently build computer technology and programming skills, as well. Students can retell a story through programming animated characters, the setting, and plot, or create new interactive stories based on the reading genre being studied. Both *Scratch* and *Alice* help students learn to think creatively, reason systematically, and work collaboratively.

RI.2.2 (Prior Grade Standard)

- Analyze informational text development.
- a. Identify the main topic of a multi-paragraph text.
 - b. Identify the focus of specific paragraphs within the text.

RI.4.2 (Future Grade Standard)

- Analyze informational text development.
- a. Determine the main idea of a text and explain how it is supported by key details.
 - b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.3

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.

CCR Anchor Standard:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Understanding

- Identify details that concern individuals, events, or ideas
- Sequence the progression of an individual, event, or idea in an informational text
- Describe how individuals, events, or ideas respond and/or change throughout an informational text.

Extended Understanding

- Analyze interactions between individuals, events, or ideas in an informational text

Academic Vocabulary

- Analyze
- Anecdotes
- Characters/Characterization
- Detail
- Develop
- Elaborate
- Event
- Illustrate
- Interact

Content Elaborations

Retelling reflects an understanding of main ideas (both implicit and explicit) and supporting details across the entire text. Readers should study a variety of informational texts, including *historical*, *technical*, and *scientific* investigations across contents/disciplines in order to connect the ideas present in these types of texts.

Next Grade Level Progression Statement

In the next grade level, students are expected to provide textual evidence when making inferences, identifying a main idea, summarizing a text, and explaining events, ideas, and concepts in informational text.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> • How would you sequence the progression of the _____ event in the nonfiction article? • How did an individual evolve with the elaboration of the passage? • How does the key idea unfold? • Explain why it was important for the author to introduce the individual/event/idea in paragraph ____ of the text? • Describe three details the author uses to show how the key event evolves. • When and how did the ____ character/individual change? | <ul style="list-style-type: none"> • Where does the author provide an example or anecdote to support the development of the key idea? • At what point should the author have introduced the key idea? How would that have made the article better? • How did the events in the beginning of the article lead to its conclusion? • How did the individual's childhood experiences lead him/her to become ____? |
|--|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students read Robert Coles' retelling of a series of historical events in "The Story of Ruby Bridges". Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school.

Ohio's Model Curriculum Instructional Supports

Strategies: Exploring Cause and Effect

Expository texts are a key component of literacy but often do not get introduced to students until the later grades. Teachers begin by activating prior knowledge about cause and effect; the teacher then models discovering these relationships in a text and recording in a graphic organizer what relationships the class finds. Students work in small groups to apply what they learned using related books and then write paragraphs outlining the cause-and-effect relationships they have found.

Resources: Make It Real: Strategies for Success with Informational Texts by Linda Hoyt

Chapter 6 "Supporting English Language Learners: Building Content Knowledge and Language" Chapter 7 "Teaching Reading Skills with Informational Texts"

RI.2.3 (Prior Grade Standard)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.4.3 (Future Grade Standard)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCR Anchor Standard:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

Essential Understanding

- Interpret words and phrases
- Identify and analyze figurative language
- Identify and analyze technical language
- Understand how word choice (diction), figurative language, and technical language impact meaning

Extended Understanding

- Identify and analyze above-grade-level figurative language and tier-three vocabulary

Academic Vocabulary

- Analyze
- Connotation/Connotative
- Denotation
- Determine
- Diction
- Figurative Language
- (See your adopted textbook's glossary for grade-level appropriate figurative language devices, as they are too numerous to list here.)
- Phrases
- Technical

Content Elaborations

When readers focus on the Craft and Structure of informational text, they are developing an understanding of word meaning in relationship to the context in which it is placed, how to use text features to help comprehend text, and how to determine an author's perspective and purpose in writing a text.

Next Grade Level Progression Statement

In the next grade level, students determine the meaning of content vocabulary used in the text. They use text structure to help them understand the text and determine an author's perspective. They will compare and contrast firsthand and secondhand accounts.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none">• What does the word/phrase ___ mean in this selection?• Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?• Which of the following synonyms is closest in meaning to the word ___?• Which words in the passage are tier-three words? What is the meaning of each of these technical terms? | <ul style="list-style-type: none">• How did the author use word choice (diction) to impact meaning?• How did the author use word choice (diction) to create a cohesive article?• What word(s) could you use to replace ___ in order to rewrite the passage for an audience of third-graders?• What kind of figurative language is being used in paragraph 5? How does it affect the meaning of the passage? |
|--|--|

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students *determine the meanings of words and phrases* encountered in Sarah L. Thomson's "Where Do Polar Bears Live?", such as *cub, den, blubber, and the Arctic*.

Ohio's Model Curriculum Instructional Supports

Strategies: Determining the Meaning of Academic and Content-specific Words and Phrases

Have students read an informational text with academic and domain-specific words and phrases in bold print or underlined. Allow students to work collaboratively in small groups to determine the meanings of these words and phrases using context clues and other resources, such as a glossary or dictionary. Students can then work together to use these words or phrases in their own sentences. Gifted students could design their own mini-dictionary or word wall, while others are working on the sentences independently or in pairs.

Resources: Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers by Alexandra Bluestein Reading Teacher, Apr 2010, Vol. 63 Issue 7, p597-600

Provides strategies for focusing comprehension instruction on specific text features in informational text.

RI.2.4 (Prior Grade Standard)

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.4.4 (Future Grade Standard)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCR Anchor Standard:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Understanding

- Identify and understand text structures and their parts
- Identify and understand types of sentences
- Identify and understand syntactical structures
- Understand how ideas develop in an informational text

Extended Understanding

- Close reading

Academic Vocabulary

- Analyze
- Chapter
- Paragraph
- Particular
- Section
- Sentence
- Syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure)
- Text Structure (chronological, comparison, cause/effect, problem/solution, etc.)

Content Elaborations

When readers focus on the **Craft and Structure** of informational text, they are developing an understanding of word meaning in relationship to the context in which it is placed, how to use text features to help comprehend text, and how to determine an author's perspective and purpose in writing a text.

Next Grade Level Progression Statement

In the next grade level, students determine the meaning of content vocabulary used in the text. They use text structure to help them understand the text and determine an author's perspective. They will compare and contrast firsthand and secondhand accounts.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> • How do the ideas in the text develop? • How does the structure of the article help with the development of the main idea? • Analyze the use of text features (graphics, headers, captions, etc.). Do they add to or detract from the ideas being conveyed? • How does the sentence, paragraph, chapter, or section fit into the overall structure of ____? • Why did the author choose to use a cause/effect structure? Would another text structure have been more effective at developing the ideas in the text? | <ul style="list-style-type: none"> • Analyze the text structure and explain why the author chose to write it this way. • How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text? • What types of sentences does the author use? How do they help with idea development? • Describe the syntax of the article. How does the author's syntactical choices affect the overall text structure? |
|--|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students use *text features*, such as the table of contents and headers, found in Alikì's text "Ah, Music!" to identify relevant sections and *locate information relevant to a given topic* (e.g., rhythm, instruments, harmony) *quickly and efficiently*.

Ohio's Model Curriculum Instructional Supports

Strategies: Diagramming Text Features

Give students a copy of an informational article from a magazine, such as *Time For Kids* or *National Geographic Kids*. These can often be found on the magazine websites and copied for classroom use without violating copyright laws or through a search on *Explora for Grades PreK-5* [EBSCO] on www.infohio.org. Using colored sticky notes, students should label the text features common to informational text (i.e. headings, illustrations, sidebars, diagrams). Give struggling learners a reference sheet with visual examples of text features to use during this strategy.

Resources: *Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers* by Alexandra Bluestein Reading Teacher, Apr 2010, Vol. 63 Issue 7, p597-600

Provides strategies for focusing comprehension instruction on specific text features in informational text.

RI.2.5 (Prior Grade Standard)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.4.5 (Future Grade Standard)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.6

Distinguish their own perspective from that of the author of a text.

CCR Anchor Standard:

Assess how point of view, perspective, or purpose shapes the content and style of a text.

Essential Understanding

- Express their own thoughts about the information they have read
- Identify the author's perspective
- Determine the author's purpose
- Understand and explain how the perspective or purpose is conveyed in a text

Extended Understanding

- Close reading
- Compare/contrast texts with opposing perspectives/purposes on the same topic.

Academic Vocabulary

- Analyze
- Author's purpose (to inform, entertain, persuade, etc.)
- Convey
- Determine
- Perspective*
- Point of View* (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)

Content Elaborations

The unique features and organization of informational text support readers in managing information (e.g., text features and search tools), learning content, interpreting vocabulary, deepening comprehension, and understanding authors' purposes. Comprehension continues to increase as readers understand and distinguish their perspective from that of the author's.

Next Grade Level Progression Statement

In the next grade level, students determine the meaning of content vocabulary used in the text. They use text structure to help them understand the text and determine an author's perspective. They will compare and contrast firsthand and second hand accounts.

Question Ideas

- What is the author's perspective?
 - What is the author's purpose?
 - What is the perspective being used in the text? How does the author convey his perspective?
 - How is the objective point of view conveyed?
 - How is the subjective point of view conveyed?
 - How is the (first person, third person, omniscient, etc.) point of view conveyed by the author?
- What details from the text help convey the author's perspective?
 - How would _____ change if the author's purpose were changed from informing to entertaining?
 - What details and structures are used to convey the author's point of view or purpose?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students read Selby Beeler's *Throw Your Tooth on the Roof: Tooth Traditions Around the World* and identify what Beeler wants to answer as well as explain the main purpose of the text.

Ohio's Model Curriculum Instructional Supports

Strategies: Author's Perspective

After reading an informational text, have students use a T-chart to write about the author's perspective on the topic of the text (identify the author's perspective and provide textual evidence) and their own perspective on the topic of the text. Students then share and discuss their perspective with other students in the class. Struggling learners should be given support during this strategy with prompting questions. **This also addresses the Social Emotional standards dealing with Awareness and Self Expression.*

Resources: Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers by Alexandra Bluestein Reading Teacher, Apr 2010, Vol. 63 Issue 7, p. 597-600

Provides strategies for focusing comprehension instruction on specific text features in informational text.

RI.2.6 (Prior Grade Standard)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.4.6 (Future Grade Standard)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.7

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).

CCR Anchor Standard:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Understanding

- Identify and integrate information on the same topic/issue presented in diverse formats
- Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats
- Reading, viewing, and listening comprehension

Extended Understanding

- Synthesize varied information

Academic Vocabulary

- Coherent
- Compare/Contrast
- Diverse
- Format
- Issue
- Integrate
- Media
- Quantitative
- Summarize
- Synthesize
- Topic

Content Elaborations

The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to comprehend a text using its features, determining an author's point and the evidence used to support that point, and investigating similar main ideas and topics across texts. Examples of these relationships between evidence and points include but are not limited to, comparison, cause/effect, and first/second/third in a sequence. Critical thinkers use print and non-print media to interpret and explain an author's message. When readers integrate information from both visual and print sources, they have a greater understanding of the content.

Next Grade Level Progression Statement

In the next grade level, students interpret information from various formats to explain how the author uses the information to support a particular point. They will integrate multiple sources so they can write or speak about a topic intellectually.

Question Ideas

- What information on _____ topic/issue is presented in each of the sources?
 - Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source.
 - Summarize each of the sources of information on the issue of _____.
 - What are the similarities and differences between the information presented in the text and the video? Write a summary of both the text and the video that integrates the information presented by both sources on the topic.
- List three ideas that you have integrated concerning _____ after having read the article, watched the video, and listened to the lecture.
 - After researching _____ (informational texts and media), write a report that describes _____ (topic or issue).
 - After reading/experiencing three digital/print sources on _____, write an essay that integrates your findings and is supported by textual citations.

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students *explain how the specific image of a soap bubble and other accompanying illustrations in Walter Wick's "A Drop of Water: A Book of Science and Wonder" contribute to and clarify their understanding of bubbles and water.*

Ohio's Model Curriculum Instructional Supports

Strategies: 5 W's Chart

Teach students how to make connections between the illustrations and words in a text and use those connections to demonstrate/clarify understanding of the text by completing a "[5 W's and H](#)" graphic organizer.

Resources: Meaning of Illustrations

Students are guided through a [lesson](#) where they use illustrations to convey meaning within informational texts.

RI.2.7 (Prior Grade Standard)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.4.7 (Future Grade Standard)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.8

Describe the relationships between the evidence and points an author uses throughout a text.

CCR Anchor Standard:

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Essential Understanding

- Define and identify an argument
- Define and identify a claim
- Trace and evaluate arguments and claims
- Identify reasons and evidence in a text that support claims
- Distinguish claims supported by reasons and evidence from claims that are not

Extended Understanding

- Determine if reasoning is sound

Academic Vocabulary

- Argument
- Claim
- Data
- Delineate
- Distinguish
- Evaluate
- Evidence
- Reasons
- Specific
- Trace
- Warrant

Content Elaborations

The big idea of **Integration of Knowledge and Ideas** is that informational text expands the knowledge base and perspectives found in text and empowers the reader to make informed choices in life.

The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to comprehend a text using its features, determining an author's point and the evidence used to support that point, and investigating similar main ideas and topics across texts. Examples of these relationships between evidence and points include but are not limited to, comparison, cause/effect, and first/second/third in a sequence.

Next Grade Level Progression Statement

In the next grade level, students interpret information from various formats to explain how the author uses the information to support a particular point. They will integrate multiple sources so they can write or speak about a topic intellectually.

Question Ideas

- What is the main argument made in the essay?
- What claims support the argument in the article?
- What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3?
- Trace one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim.
- Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.
- After watching the commercial, identify the claim, reason, data, and warrant. Also identify the counterclaim if one was given.
- After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not.

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students *describe the reasons* behind Joyce Milton's statement that bats are nocturnal in her "Bats: Creatures of the Night" and how she *supports the points* she is making in the text.

Ohio's Model Curriculum Instructional Supports

Strategies: Think Aloud

The teacher will conduct a brief think-aloud activity, modeling the thinking that he or she does when reading an informational text. The teacher will record the similarities and differences between the things being compared and contrasted using a graphic organizer such as a Venn diagram. The students' role in this first think-aloud activity will be to watch and listen to the model that the teacher provides. The teacher will also point out relationships between the evidence and the points an author uses.

Resources: Meaning of Illustrations

Students are guided through a [lesson](#) where they use illustrations to convey meaning within informational texts.

RI.2.8 (Prior Grade Standard)

Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

RI.4.8 (Future Grade Standard)

Explain how an author uses evidence to support particular points in a text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.9

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

CCR Anchor Standard:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Understanding

- Reading comprehension
- Identify, compare, and contrast the same event presented by two different authors

Extended Understanding

- Close reading

Academic Vocabulary

- Analyze
- Approach
- Compare
- Contrast
- Informational Genres (nonfiction, biography, memoir, etc.)
- Informational Text Forms (encyclopedia, newspaper, academic journal, etc.)
- Presentation

Content Elaborations

The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to comprehend a text using its features, determining an author's point and the evidence used to support that point, and investigating similar main ideas and topics across texts. Examples of these relationships between evidence and points include but are not limited to, comparison, cause/effect, and first/second/third in a sequence.

Next Grade Level Progression Statement

In the next grade level, students interpret information from various formats to explain how the author uses the information to support a particular point. They will integrate multiple sources so they can write or speak about a topic intellectually.

Question Ideas

- | | |
|---|--|
| <ul style="list-style-type: none"> • What event do both texts have in common? <ul style="list-style-type: none"> • How do the two texts differ in the treatment of that event? • How are the two texts similar in the treatment of that theme? • Compare the first-person account to the historical text concerning the liberation of Auschwitz. • After reading both texts, outline each author's presentation of _____. | <ul style="list-style-type: none"> • What events can be found in both texts? Do both texts approach the events the same? • How does the author's approach to the event in the biography differ from the second author's approach to the same event in the narrative? • How do the two authors' presentations of _____ differ from the historical account to the memoir? |
|---|--|

Ohio's Learning Standards for English Language Arts Supports: Appendix A

Compare/Contrast: Have students read articles from different sources but on the same topic (i.e., from a news magazine and a gossip magazine). Have students compare/contrast the points of view of different authors, how they structure each argument, and how their word choice is significant. This will help students to realize that the bias of the authors is important as it can color their views of the issue involved. This exercise can work well with primary sources from history: two people who fought in the same war's diaries, people who are storm chasers and those who lived through a storm, 9/11, current events, etc.

Ohio's Model Curriculum Instructional Supports

Strategies: Compare and Contrast

Students will participate in a compare and contrast lesson based on an informational topic. They will use strategies learned thus far to compare and contrast two different things. Students will read two more books or articles on that same topic, then will choose the main points from each book and compare and contrast those using a Venn diagram. Gifted students can do an Internet search to find a credible source for their second text on the topic.

Resources: Books to Teach Compare and Contrast

Are Trees Alive? - This beautifully illustrated book explains how trees live and grow by drawing comparisons between trees and human beings, such as comparing a tree's bark to the reader's skin.

The Sun, the Wind, and the Rain. - The book uses a very consistent, explicit compare-contrast text structure.

RI.2.9 (Prior Grade Standard)

Compare and contrast the most important points presented by two texts on the same topic.

RI.4.9 (Future Grade Standard)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 3

RI.3.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR Anchor Standard:

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

Essential Understanding

- Demonstrate comprehension of grade-level literary nonfiction
- Demonstrate comprehension of above grade-level literary nonfiction with scaffolding
- Identify/evaluate text complexity

Extended Understanding

- Demonstrate comprehension of above grade-level literary text without scaffolding

Academic Vocabulary

- Comprehension
- Decoding
- Fluency
- Informational Text
- Lexile
- Literary Nonfiction
- Nonfiction
- Proficient
- Text Complexity
- Scaffolding

Content Elaborations

When readers focus on the **Craft and Structure** of informational text, they are developing an understanding of word meaning in relationship to the context in which it is placed, how to use text features to help comprehend text, and how to determine an author's perspective and purpose in writing a text.

Next Grade Level Progression Statement

In the next grade level, students determine the meaning of content vocabulary used in the text. They use text structure to help them understand the text and determine an author's perspective. They will compare and contrast firsthand and secondhand accounts.

Question Ideas

- How should you choose which texts to read?
 - What strategies should you use to comprehend a complex text?
 - What procedures can you use to help you read and comprehend a text above your reading level?
 - What reading comprehension strategies will you use to be sure you can understand this text?
- Apply the four steps of text complexity to determine if this is an appropriate text for you. Use the Text Complexity Analysis Sheet or Text Complexity Bookmark to assist you.
 - How do you monitor your own comprehension as you read?
 - What steps are involved in close reading of a text?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

A Three-Part Model for Measuring Text Complexity

1. **Qualitative** dimensions of text complexity- refers to those aspects of text complexity best measured or only measurable by an attentive human reader.
2. **Quantitative**- refers to those aspects of text complexity , such as word length, and is typically measured by computer software.
3. **Reader and task considerations**- variables specific to particular readers and tasks must be considered when determining whether a text is appropriate for a given student.

*Appendix A provides more detailed information regarding each part.

Ohio's Model Curriculum Instructional Supports

Strategies: 3-2-1 Strategy

The [3-2-1 strategy](#) has students reflect on informational text and note three things they learned, two things they wonder, and one question they still have. Struggling learners can be given a template for this activity. For gifted learners, the teacher can have them use the Internet to find the answer to their question.

Resources: Pearltrees: Text Complexity

[Resources for text complexity](#) can be accessed on the Department's Pearl Tree's page.

RI.2.10 (Prior Grade Standard)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 (Future Grade Standard)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.