

RI Informational Text

- **Key Ideas and Details**

- 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Determine the meaning of words using synonyms in context (3-VV.1)
 - Identify an author's statement of opinion (3-ZZ.2)
 - Compare information from two texts (3-BBB.1)
 - Compare and contrast in informational texts (3-EEE.1)
 - Match problems with their solutions (3-EEE.2)
 - Determine the order of events in informational texts (3-EEE.4)
 - Read and understand informational passages (3-FFF.5)
 - Group behavior: North American caribou (Science 3-K.5)
 - Group behavior: African wild dogs (Science 3-K.6)
 - Group behavior: leaf-cutter ants (Science 3-K.7)
 - Traits and adaptations (Science 3-N.1)
 - Identify ecosystems (Science 3-P.1)
 - Recognize ecosystems (Science 3-P.2)
 - Weather and climate: cite evidence (Science 3-S.6)
 - Water on Earth (Science 3-T.1)
 - Benjamin Franklin (Social studies 3-D.1)
 - Frederick Douglass (Social studies 3-D.7)
 - Harriet Tubman (Social studies 3-D.9)
 - Rosa Parks (Social studies 3-D.16)
 - Bill Gates (Social studies 3-D.21)
 - Christmas (Social studies 3-G.6)
 - Identify shortage and surplus with data (Social studies 3-H.8)
- 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - Determine the main idea (3-YY.2)
 - Compare information from two texts (3-BBB.1)
 - Read and understand informational passages (3-FFF.5)

- Harriet Tubman (Social studies 3-D.9)
- 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.
 - Identify time-order words (3-DDD.1)
 - Put the sentences in order (3-DDD.2)
 - Match problems with their solutions (3-EEE.2)
 - Match causes with their effects (3-EEE.3)
 - Determine the order of events in informational texts (3-EEE.4)
 - Construct animal life cycle diagrams (Science 3-K.2)
 - Compare stages of an animal's life cycle (Science 3-K.3)
 - Compare different animals' life cycles (Science 3-K.4)
 - Read and construct flowering plant life cycle diagrams (Science 3-L.4)

- **Craft and Structure**

- 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.
 - Use context to identify the meaning of a word (3-VV.2)
 - Cesar Chavez (Social studies 3-D.18)
 - Bill Gates (Social studies 3-D.21)
- 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - Read and understand informational passages (3-FFF.5)
- 6 Distinguish their own point of view from that of the author of a text.
 - Distinguish facts from opinions (3-ZZ.1)
 - Identify an author's statement of opinion (3-ZZ.2)
 - Identify the purpose of a text (3-AAA.1)
 - Compare information from two texts (3-BBB.1)

- **Integration of Knowledge and Ideas**

- 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).
 - Which book title goes with the picture? (3-II.1)
 - Determine the order of events in informational texts (3-EEE.4)
 - Heating, cooling, and changes of state (Science 3-C.2)
 - Predict temperature changes (Science 3-D.2)
 - Read animal life cycle diagrams (Science 3-K.1)
 - Compare stages of an animal's life cycle (Science 3-K.3)
 - Compare different animals' life cycles (Science 3-K.4)
 - Classify fruits and vegetables as plant parts (Science 3-L.1)
 - Read and construct flowering plant life cycle diagrams (Science 3-L.4)
 - Read an animal pedigree chart (Science 3-O.4)
 - Read a plant pedigree chart (Science 3-O.5)
 - Read a thermometer (Science 3-S.1)
 - Use a letter-number grid (Social studies 3-A.2)
 - Read a map: cardinal directions (Social studies 3-A.3)
 - Benjamin Franklin (Social studies 3-D.1)

- Paul Revere (Social studies 3-D.2)
- Davy Crockett (Social studies 3-D.4)
- John Deere (Social studies 3-D.5)
- Abraham Lincoln (Social studies 3-D.6)
- Harriet Tubman (Social studies 3-D.9)
- Sitting Bull (Social studies 3-D.10)
- Theodore Roosevelt (Social studies 3-D.12)
- Amelia Earhart (Social studies 3-D.14)
- Bill Gates (Social studies 3-D.21)
- Checks and balances (Social studies 3-E.7)
- The American flag (Social studies 3-F.4)
- The Washington Monument (Social studies 3-F.6)
- Thanksgiving (Social studies 3-G.2)
- Lunar New Year (Social studies 3-G.8)
- Producers and consumers (Social studies 3-H.2)
- 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
 - Identify time-order words (3-DDD.1)
 - Put the sentences in order (3-DDD.2)
 - Compare and contrast in informational texts (3-EEE.1)
 - Match problems with their solutions (3-EEE.2)
 - Match causes with their effects (3-EEE.3)
 - Determine the order of events in informational texts (3-EEE.4)
 - Identify text structures (3-EEE.5)
- 9 Compare and contrast the most important points and key details presented in two texts on the same topic.
 - Compare information from two texts (3-BBB.1)
 - Compare and contrast in informational texts (3-EEE.1)
- **Range of Reading and Level of Text Complexity**
 - 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

- Determine the main idea (3-YY.2)
- Read and understand informational passages (3-FFF.5)
- Group behavior: North American caribou (Science 3-K.5)
- Group behavior: African wild dogs (Science 3-K.6)
- Group behavior: leaf-cutter ants (Science 3-K.7)
- Identify ecosystems (Science 3-P.1)
- Recognize ecosystems (Science 3-P.2)
- Igneous, sedimentary, and metamorphic rocks (Science 3-Q.4)
- Weather and climate: interpret text I (Science 3-S.4)
- Weather and climate: interpret text II (Science 3-S.5)
- Weather and climate: cite evidence (Science 3-S.6)
- Benjamin Franklin (Social studies 3-D.1)
- Frederick Douglass (Social studies 3-D.7)
- Harriet Tubman (Social studies 3-D.9)
- Theodore Roosevelt (Social studies 3-D.12)
- Rosa Parks (Social studies 3-D.16)
- Bill Gates (Social studies 3-D.21)

California Common Core Content Standards: Informational Text Grade 3



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| Range of Reading and Level of Text Complexity | 10 | | | |