**3rd Grade Reading Literature**

# **★**[**RL.3.1**](https://docs.google.com/document/d/14iRe0I3gMW8Ye5iKd4pEMv5Ymqv4bah5Yh7ZawsGzug/edit?usp=sharing) **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a base for the answers.**

1. Ask questions to understand the key details of a text read ***aloud***.
2. Ask questions to understand the key details of a text read ***independently***.
3. Explicitly refer to the text to answer questions of a text read ***aloud***.
4. Explicitly refer to the text to answer questions of a text read ***independently***.

# **★**[**RL.3.2**](https://docs.google.com/document/d/1IdOc0OJBQBj3jTjsHkWgJIlr-I6WzZidoTRmsslXjCI/edit?usp=sharing) **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.**

1. Recount stories from diverse cultures in a text read aloud.
2. Recount stories from diverse cultures in a text read independently.
3. Determine the central message, lesson, or moral in a text read aloud.
4. Determine the central message, lesson, or moral in a text read independently.
5. Use key details to provide evidence that supports the central message, lesson, or moral.

# ★[**RL.3.3**](https://docs.google.com/document/d/1WiHBtO7T36NvhNXz08cInkjjRMxyUS1zclVbxwc5L4c/edit?usp=sharing) **Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.** (ELP Standard Connection)

1. Describe characters’ traits.
2. Describe characters’ motivations.
3. Describe characters’ feelings.
4. Explain how characters’ actions contribute to the sequence of events.

# [RL.3.4](https://docs.google.com/document/d/1Lc4WsO6Ue10YxK96g7Jrial04DjbDmW6LiN-adP7MDw/edit?usp=sharing) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

1. Distinguish literal from nonliteral language. For example, “Take steps” could mean ‘to walk forward’ (literal) while, “Take steps” could also mean ‘to make a plan to solve a problem’ (nonliteral).
2. Using knowledge of literal and nonliteral language, determine the meaning of words and phrases in a text.

\*See also Language Standard L.3.5.A

# [RL.3.5](https://docs.google.com/document/d/1jvzToexc_qFdApELoX8S4DYBG6OUZzqwmCLzTDtUqc4/edit?usp=sharing) 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.

1. In a story, refer to chapters when writing or speaking about a text, and explain how each part builds on earlier sections.
2. In a drama, refer to scenes when writing or speaking about a text, and explain how each part builds on earlier sections.
3. In a poem, refer to stanzas when writing or speaking about a text, and explain how each part builds on earlier sections.

# **★**[**RL.3.6**](https://docs.google.com/document/d/1z0XdPo7EeGyRzIyRGCJA8iR_Q1EzoNKeev42QJLpEu8/edit?usp=sharing) **Distinguish their own perspective from that of the narrator or those of the characters, also distinguishing the difference between first- and third-person point-of-view narrations.**

1. Explain the difference between first-and third-person point-of-view narrations.
2. Distinguish between point-of-view and perspective.
3. Compare personal perspective of the story from that of the narrator and/or the characters of the story.

# [RL.3.7](https://docs.google.com/document/d/1s2UgpDj8KXmPaYEXSFZTp1PlXoUckTpJOvJQZdIsw6M/edit?usp=sharing) 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).

1. Explain how specific aspects of illustrations in a story support what’s happening in the text.

# RL.3.8 Not applicable to literature

# **★**[**RL.3.9**](https://docs.google.com/document/d/1D5FvLm6g_4xAujmL3fTNYiCfXd3-A5PUUGo9wAzRKfk/edit?usp=sharing) **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).**

1. Compare and contrast the settings of stories written by the same author about the same or similar characters.
2. Compare and contrast the plots of stories written by the same author about the same or similar characters.
3. Compare and contrast the themes of stories written by the same author about the same or similar characters.

# [RL.3.10](https://docs.google.com/document/d/1Z1K3MjHFhE51ykHDjTyN-7CnvymrlB07cvK4x0rKb3o/edit?usp=sharing) By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

1. Read and comprehend grade 6 level literary texts independently.

* Lexile Level Band = 415L to 760L
* RIT Band = 190-212