

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Strategy/Lesson Suggestions		Formative Assessment Suggestions
<p>Author and Me Analysis. Using a T-chart, have students compare their purpose for reading to the author’s purpose for writing. Students record important information on the left side of the chart. Students then make connections from their purpose for reading to the author’s purpose for writing and record those on the right side of the chart (Beers & Howell, 2003).</p> <p>QAR. QAR is a cognitive strategy that can also be applied to traditional text in an anthology or a chapter in a textbook in other content areas. This strategy is especially useful when students are asked to read something and answer questions about it. Teachers model the four types of questions: Right There, Think and Search, Author and Me, and On My Own (Raphael & Au, 2005).</p> <ol style="list-style-type: none"> 1. Right There --Pose a question to the class that may be answered by looking in one location in the text. Ask students how they figured out the answer to the question 2. Think and Search --Ask a question that may be answered by looking in more than one location of the text. 3. Author and Me--Pose a question that requires “reading” the text and using knowledge that is in your head. 4. On My Own--Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking questions. 		<p>Jeopardy Game. Prepare a set of answers at various levels on a section of text or a collection of texts. Students take turns on teams giving the question, with concrete references to the text. Students will have their book for reference to assist them in referring explicitly to the text. They must locate the information in the text before answering. For students who struggle with gathering information, some of the answers or hints might be provided to guide their reading. Advanced students might be given the more challenging answers or they could create some of the answers for the game.</p> <p>Illustrations. After reading an assigned text about an event or an object, each student will create an illustration, with labels, to show understanding of the description. Teachers will evaluate the students’ ability to recreate the event or object with an emphasis on explicit references to the text. They will also discuss student work with selected students.</p> <p>Exit Slip. Teachers will ask one or two key questions at the conclusion of a reading or research activity. Responses will be based on information from the text. Teachers will adjust the material for future study based on the accuracy of the information the student provides. They may wish to change the topic, the reading level, or provide support through a partner or small group.</p>
<p>References: Beers, S., & Howell, L. (2003). <i>Reading strategies for the content areas</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Raphael, T.E. (2005). QAR: Enhancing Comprehension and Test Taking Across Grades and Content Areas. http://onlinelibrary.wiley.com/doi/10.1598/RT.59.3.1/abstract</p>		

T-Chart Template

Purpose for Reading

Author's Purpose (to persuade, to explain, to inform....)

RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
	Strategy/Lesson Suggestions	Formative Assessment Suggestions
	<p>Consensus. In this activity, students identify the main ideas in a series of "coming-to-a-consensus" processes.</p> <ul style="list-style-type: none"> • Have students identify individually the three most important things (three main ideas) they learned from the text that they read. They should list them on a piece of paper. • Pair students to share their most important information (main ideas) and come to a consensus about the three most important pieces of learning (main ideas), again listing them. • Then have each pair join with another to form a group to discuss their findings and again come to a consensus about the three most important pieces of learning (main idea). • Finally, ask the groups to come together as a class, and have them exchange ideas and come to a class consensus of the three most important main ideas. As they do, list the class's main idea on the board. (Beers & Howell, 2003) <p>Mini-Lesson Ideas Related to Determining Importance. The following are mini-lesson ideas about determining importance.</p> <ul style="list-style-type: none"> • Main ideas are supported with details. • In nonfiction, there is often a main idea in every section. • Readers use many text features to help them distinguish important from unimportant information. • Good readers slow down when they think something is important or worth remembering. • Main idea can be stated in other ways such as central idea, main point • Sometimes the theme of a story must be inferred (Guisinger, 2012) 	<p>Groups of students read different passages. Next, students work together to create signs for the main idea and the key details of their selection. The student holding the main idea sign then presents it to the class and defends their choice. Next each of the students holding a key detail sign defends how their key detail supports the main idea.</p> <p>Note. For struggling students, teachers may want to start with a short paragraph at a lower reading level, then build on understanding. Also working with other students may provide support.</p>
<p>References: Beers, S., & Howell, L. (2003). <i>Reading strategies for the content areas</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Guisinger, P. (2012). <i>Determining importance</i>. Retrieved from http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000005 on Jan. 20, 2012</p>		

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 and effect.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Semantic Feature Analysis (SFA). SFA uses a chart that compares the terminology of a subject by its features or characteristics. An SFA is a visual representation of how the terms students are studying are similar or different. An SFA can be used with any content subject area. An attachment is provided.</p> <ul style="list-style-type: none"> • Choose a subject of study, e.g., pets. • Create a table. List the terminology of the subject in the left column, and list the features or characteristics common to the subject in the top row as the sample below suggests. • Ask students to place a plus sign (+) to indicate that the feature applies to the term, or place a minus sign (–) to indicate that the feature does not apply to the term. • Discuss the similarities and differences among the terminology. <p>Cause and Effect. This strategy allows students to use critical thinking about a topic or event. Definitions below simplify the terms for students. <i>Cause:</i> An event that makes something else happen. <i>Effect:</i> The result of the cause. The effect happens after the cause.</p> <p>Sequence Graphic Organizer. An example of a sequence graphic organizer supporting the concept of cause and effect could be a chain. Students list the major steps or events on a circle which links to the next event. Boxes with the transition words first, next and last can be used. The fishbone organizer also supports this strategy (Beers and Howell, 2003).</p>	<p>After reading a historical selection have students list three to five key events on separate note cards, referring to the text. A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally. This could also be done with a science experiment.</p> <p>Students can record the steps from a procedure or other sequential event on separate cards. They then exchange with a different group who then decides the proper order. When called on, the group will stand and show their cards in sequential order. They will defend their reasoning for the order.</p>	
<p>References: Beers, S., & Howell, L. (2003). <i>Reading strategies for the content areas</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>		

Pets	Land	Water	Wings	Legs	Fins	Fur
Dog						
Fish						
Horse						
Snake						
Hamster						

RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Word Sorts. Sorts can be categorized according to sound features, according to relationships between pronunciations or how they look, according to origin and according to meaning (Reading First, 2004).</p> <p><i>Visual Sorts:</i> Examine word features and compare with another word</p> <p><i>Blind Sorts:</i> A word is read to the student and the student decides on placement in categories without seeing the word first. The student checks categorization after word is placed.</p> <p><i>Speed Sorts:</i> The student is asked to work quickly and accurately trying to beat the clock.</p> <p><i>Write to the Sorts:</i> Students have key words available for reference. The words are read for them and they write the words correctly in the appropriate category.</p> <p><i>Open Sorts:</i> Students choose categories for sorting and then organize items into columns based on categories. Others try to solve the sort by guessing about the features of the categories.</p> <p><i>Multiple Sorts:</i> A set of items is sorted several times for different purposes in different categories.</p> <p>Four Square Vocabulary Grid. Make a four square grid with the vocabulary word and a picture, if it will assist students, in the upper left, definition or meaning in lower left, “what it makes me think of” ...in the upper right and the opposite of the vocabulary term in the lower right (Reading First, 2004).</p>	<p>Have student create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same. (Frayer, Frederick, Kausmeier (1969).</p> <p>Exit slip. List the two or three key terms from the text. Ask students to explain what each word means and where in the reading can they show this to be true. Students will justify their answers.</p> <p>Peer assessment. Students exchange their exit slip or word web and evaluate each others’ work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.</p>	
<p>References: Illinois State Board of Education, Reading First. (2004). <i>Reading first academy: Third grade module</i> . Frayer, D., Frederick, W., & Klausmeier, H. (1969). <i>A schema for testing the level of cognitive mastery</i> (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.</p>		

RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
Strategy/Lesson Suggestions		Formative Assessment Suggestions
<p>There are five broad categories of text features found in informational texts. The first step is to explain what text features are. The second step is to show students how to use text features as a strategy (adapted from Hanson & Padua, 2011). Post an anchor chart in the classroom that illustrates the various text features for the teacher and students to view as needed.</p> <ol style="list-style-type: none"> 1. <i>Text divisions</i> identify how the text is organized and presented. Some examples are menus on a web page, sidebars, chapters, sections, introductions, summaries, and author information. 2. <i>Organizational tools and sources of information</i> help readers understand the information. Some print and non-print examples are titles, table of contents, index, headings and subheadings, glossary, pronunciation guide, and references. 3. <i>Graphics</i> show information that is easier to understand because of its visual representation, or enhances what was written in the text. Some examples are hyperlinks, diagrams, charts and tables, graphs, maps, labels, photographs, illustrations, paintings, cutaway views, timelines, and captions. 4. <i>Font size or formatting style</i>, such as boldface, italic, or a change in font signals the reader that these words are important. 5. <i>Layout</i> includes aids such as hyperlinks, insets, bullets, and numbers that point readers to important information. <ul style="list-style-type: none"> • Read the text prior to teaching to decide which text features need explicit teaching. Keep in mind that not all text features need to be taught at same time. • Continue to teach the value of text features over time until the students begin automatically integrating the use of text features in their daily reading. • Connect text features from reading to writing. 		<p>Give students sticky notes. Have them mark in their text what text features are found on the page and how they are useful. Another option would be to list several features and have the students put the sticky note by the feature and explain how it would be helpful.</p> <p>Given a topic, allow students to work in pairs for a pre-determined amount of time to find information using the internet. Have them create a resource page on the topic, complete with websites and hyperlinks. Discuss with the students what they did to create their resource page using the internet. Assess their understanding of technology features and search tools using a rubric.</p> <p>Remove the text from a science or social studies article, leaving only the text features, such as keywords, sidebars, pictures and captions. Have the students complete a quick draw with words and illustrations or briefly write a summary about the topic.</p>
<p>References: Hanson, S., & Padua, J. US Department Of Education, Regional Educational Laboratory Pacific. (2011). <i>Effective instructional strategies series: Text features</i>. Retrieved from PREL website: http://www.prel.org/media/176019/tf_eis.pdf</p>		

Suggested Chart: Write yes or no if text contains certain features.

	Yes or No	How feature helps understanding
Titles		
Subtitles		
Bold Words		
Hyperlinks		
Graphics (list specific one)		
Table of conents		

RI.3.6	Distinguish their own point of view from that of the author of a text.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Decision Tree. Choose a text that lends itself to having a problem such as an endangered animal. Create an organizer that places the problem in a box at the top. Extend two or three boxes from the top and label the boxes as possible solutions. Under each possible solutions box, students create advantages and disadvantages for each solution (Shell Education, 2008).</p> <p>Cubing. Start with a familiar topic and then move to more complex topics. Create a cube (Readance, Bean & Baldwin, 2004). The six sides of the cube are:</p> <ul style="list-style-type: none"> • Describe it: colors, shapes, and sizes • Compare it: what is it similar to or different from? • Associate it: what does it make the student think of? • Analyze it: tell how it is made or what it is composed of • Apply it: describe how it is used or what can be done with it • Argue for or against it: Take a stand and list reasons for supporting the idea. <p>Students then roll the cube and answer the topic by speaking or writing.</p> <p>Reading Response Journals/Learning Logs. Students read a selection. Next they write about the main concepts, their opinions, connections, and how the concepts might be changed or used for further study. For example, students read a selected text. Then they label a three column chart with the following: main idea, student opinions, and author point of view. Students record thoughts in each column. As an extension, students could locate other texts that support his or her opinion.</p>	<p>Take a story about a famous person that is told in third person. Have students rewrite the story from the point of view of a different character in the story. It could be another person, a significant animal or object. The student writer must support and defend their choices with facts from the original story.</p> <p>In a small group, plan and perform a historical story from the perspective of a different character, perhaps the villain or an important object. Decisions regarding events and behavior must accurately reflect information from the story. NOTE: There are many examples in literature books to help prepare students for this activity.</p> <p>Four corners. Have students read an article about animals in a rodeo, zoo or some other controversial topic. Propose a statement that it is good for animals to be in a rodeo. Mark the 4 corners of the room, Strongly Agree, Somewhat Agree, Somewhat Disagree or Strongly Disagree. Have students go to the corner they feel aligns with their point of view. Discuss with the others in their group, and then present a brief argument defending their position to the class. Students can then go to their desks and write a brief defense of their positions. For example, provide the topic of school lunch to allow students to share their perspectives.</p>	
<p>References: Readance, J., Bean, T., & Baldwin, R. S. (2004). <i>Content area literacy: An integrated approach</i>. (8 ed., p. 222). Dubuque, IA: Kendall/Hunt Publishing Company. Shell Education. (2008). <i>Successful strategies for reading in the content areas, grades 3-5</i>. Shell Education Publishing.</p>		

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).	
Strategy/Lesson Suggestions		Formative Assessment Suggestions
<p>Text Aids. Text aids help readers see the details in something and how it provides them with extra visual information in order to comprehend at a deeper level. The words and visuals usually work together to convey messages.</p> <ul style="list-style-type: none"> • Use the think-aloud strategy to model by revisiting a familiar nonfiction text that includes photographs. Think aloud about how these details help you understand what you have read and share examples with students. • To provide guided practice, ask students to flag photos, examine the details that the photo provides and share the information as a whole group. • Engage the students in a discussion about the importance of text aids and how they assist in comprehension. <p>Content Area Stations. Provide several books, content area sections from textbooks, and magazine articles with text features that include photographs and maps that are about the same topic. Ask students to compare and contrast two photos or maps using a 2 column t-chart. For example, provide 2 types of cars and have students compare gasoline usage now and in the past and use information from the articles to support their thoughts.</p> <p>Investigative Reporting. Show maps or photos from different areas of study and ask students what they notice that is common from each. They should be able to respond by answering who, what, when, where, and how.</p>		<p>Three facts and a fib. Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib. Each student then shows his/her map and the four statements with another student. It is the task of the other student to figure out which is the fib. This could be completed with pairs of students working together.</p> <p>Analyzing photographs from a time in history, students create a compare and contrast chart, depicting similarities and differences between the past and present. When speaking or writing, each student will defend his/her thinking.</p> <p>Challenge students to retell the biography of someone well known by just showing artifacts, maps, and illustrations. They may NOT use a photo of the famous person. They must be able to defend their choice of artifacts, maps and illustrations.</p>
References:		

RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Strategy/Lesson Suggestions

Types of Informational Texts. Instruct students that there are types of informational texts and that choosing which type of text assists in comprehending the material read. Each of these types can be taught as a strategy along with the Summary Frames listed below.

- *Descriptive:* describes what something is.
- *Sequence:* describes how to make or do something. Signal words are first, second, next, then, finally.
- *Cause/Effect:* describes why something happens. Signal words are because, then, so, therefore, for this reason, results, since, effects, in order, consequences, thus.
- *Problem/Solution:* describes a problem or offers a solution to a problem.
- *Compare/Contrast:* describes how two items/concepts might be alike or different. Signal words are same, similar, although, however, on the other hand, but, yet, rather than, instead of.
- *Categorizing:* describes a list of things that are related to a topic. Signal words are an example, for instance, another, next, finally.

Summary Frames. Utilize samples of the following summary frames after reading to assist students in looking at signal words from a selected text and summarizing/connecting the information (Marzano, Pickering, & Pollock, 2004).

- Definition/Description: A ____ is a kind of ____ that ____.
- Sequence: First ____ then ____, and finally ____.
- Cause/Effect: ____ happens because ____.
- Problem/Solution: ____ needs ____ but ____ so ____.
- Compare and Contrast: (a) ____ and (b) ____ are alike in that they both ____; however, (a) ____ while (b) ____.
- Categorizing: ____ is ____; for instance, _____. ____ is another example.

Formative Assessment Suggestions

Cut apart three to five sentence strips with events from a historical event or steps to make or build an object. Challenge students to arrange the strips in the correct order. After they have selected the sequence, have them explain/defend the sequence.

Students create a chart with cause at the top of one column and effect on the other. As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.

Present students with an invalid cause and effect. They will then explain why it is an invalid effect relating to the cause and create a valid effect.

References:

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. Upper Saddle River, NJ: Prentice Hall.

RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Compare and Contrast Chart. Compare two texts. Students write how the overall main idea and key items are similar and then describe how each is different. Attached at the link below is a chart that lends itself to these skills.</p> <p>Biographies. Compare two historical figures and use the guiding questions to find similarities and differences. Answers to questions can be posted on a t-chart to compare. Where are they from? How old are they? What is the gender and ethnic background of each? What are they known for? Do they have any relationship to each other? What are their character traits? What did/do they do? What do they believe? Why are they interesting? What stands out most about each of them?</p> <p>Environmental Print Comparison. Allow students to bring in coupons or advertisements for the same products such as pizzas. Decide on the key details or criteria students should focus on for the comparison for example, ingredient costs, delivery costs, dine in or carry out, pricing for a certain size pizza with same ingredients, and whether they have specials or coupons. This can be done with many different types of advertisements and then scaffold to texts. A chart is attached that could be utilized.</p> <p>Concept Comparison. Students compare two concepts such as wars in different time periods or inventions. Create a guiding list of questions to compare the key details of each such as who? what? where? when? why? how? When describing objects, consider properties like size, shape, color, sound, weight, taste, texture, smell, number, duration, and location.</p> <p>References:</p>	<p>Students read two texts about the same event from different points of view. They then use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different.</p> <p>Students create a diagram of the key details from two texts on the same topic. In the diagram they indicate key ideas in the center, and then along the sides address the details from each text.</p> <p>Students read two texts on the same topic, such as homework from the point of view of a student and a parent without knowledge about the authors. They then predict which was written by the student and the adult, defending their opinion with details from the texts.</p>	

RI.3.10	By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades text complexity band independently and proficiently.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Collaborative Strategic Reading (CSR). Before reading, brainstorm what is known about a topic and predict what will be learned about a topic when reading the passage. During reading, note any parts or words that are difficult to understand and use a fix up strategy:</p> <ol style="list-style-type: none"> 1. Reread the sentence and look for key ideas to help understand the word 2. Reread the sentences before and after looking for clues. 3. Look for a prefix or suffix in the word. 4. Break the word apart and look for smaller words. 5. Identify the most important person, place or thing and the most important idea about the person, place or thing. <p>After reading ask questions to check understanding of most critical information and review what was learned (Klingner & Vaughn, 1999).</p> <p>Reading for the Gist. Students read an article or selection of text and list the answers to the 5W’s and H (who, what, where when, why and how). Using a graphic organizer, students then write a 20 word summary using their notes. A full description of this lesson plan is available here (Gray, 2012).</p> <p>Additional resources can be found here.</p>	<p>Students are given a challenging grade level text. They read it independently and then create either a piece of writing, graphic organizer, or Wordle explaining the key ideas and details of the piece.</p> <p>Students read multiple texts on a single topic. They then create a written or graphic organizer demonstrating how the two pieces are alike and different. (Compare and Contrast)</p>	
<p>References: Gray, C. (2012). <i>Get the gist: A summarizing strategy for any content area</i>. Retrieved from http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html?tab=4. Klingner, J., & Vaughn, S. (1999). Promoting reading comprehension, content learning, and english acquisition through collaborative strategic reading (csr). <i>The Reading Teacher</i>, 52(7), 738-747.</p>		