



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Informational Reading Standard 1

<p>College and Career Readiness (CCR): 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.</p>		
<p>Grade 2: Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in the text.</p>	<p>Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Grade 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p>
<p>Grade Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Make, test and revise predictions before, during and after reading • Use the combination of explicitly stated information, and background knowledge, to answer questions • Show (underline, highlight) where in the text you found your evidence (key details) • Select information that is relevant to the question • Demonstrate understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers 	<ul style="list-style-type: none"> • Close reading • Inference • Predictions • Generalizations(using relevant information from the text) • Background Knowledge • Explicitly stated information from the text • Text features • Types of Questions • Textual evidence • Annotation (ie. taking notes, marking text) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What predictions can I make about this text based on the cover of the book? The title? Text features? • What have you learned from the text? What do you predict will happen next? • Ask and answer who, what, when, where, why, how, why questions about the text. • Think about what you read and create your own question about an important idea in this text. • Where did you find your information? /Where did you find the answer to the question?
<p>3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Informational Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 2: Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.</p>	<p>Grade 3: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Grade 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine the main idea of informational text • Recount the key details • Identify main ideas and key details in a text • Explain how the key details support the main idea • Identify informational text features and/or structure(s) that help suggest main idea • Determine the main idea of a text; recount the key details and explain how they support the main idea 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Informational text features • Main topic • Difference between the main topic and key details • Focus of specific paragraphs 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the important ideas of this text? How do you know? • What is the main idea of idea of the text? How do you know? • How is the main idea supported by key details in the text?
<p>3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Informational Reading Standard 3

College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Grade 2: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Grade 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.	Grade 4: 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.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify the events, key ideas/ concepts, steps in informational texts • Identify and describe how informational and technical texts are structured • Identify words that signal relationships in informational texts (e.g., language of time, cause and effect, sequence, and relationships) • Explain or graphically represent how ideas, events, steps are connected • Use text-structure language to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts • Describe the relationship between a series of historical events, scientific ideas or concepts, steps of a technical procedure in a text • 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. 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/ technical texts) • Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures) • Key ideas/concepts, events, steps in informational texts. • Text structure in informational texts (e.g., time, sequence, cause/effect, steps) • Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another) • Transition/linking words that show relationships (e.g., first, because, then, on the other hand) for informational texts. 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What was the result of _____? • How are _____ and _____ related? • What is the first thing that you would do to complete this procedure? • What would you expect the result to be at the end? • When did this happen? • Which graphic organizer can be used to represent the key ideas/ concepts, events, or steps in informational text? (timeline, flow map, Venn diagram, cause effect, etc.) • Which transition/linking words helped identify the relationship?

3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]

Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including



Delaware English Language Arts Standards Learning Progressions

directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.

GRADE 3: Informational Reading Standard 4

<p>College and Career Ready (CCR): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Grade 2: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Grade 3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Grade 4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Determine the meaning of unknown words by identifying known parts (root words, Latin and Greek suffixes and prefixes) • Read and reread sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create and clarify meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area 	<ul style="list-style-type: none"> • Informational text • Word choice • Context clues • Non-linguistic images (e.g. picture/graphic clues) • Strategies for identifying and using context clues • Literal and non-literal meaning • Simple figurative language (e.g., simile, metaphor) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Explain how the parts of the word helped you determine the meaning of the word. • What does the word _____ mean in this sentence? • How can reading the sentences around the word help you understand its meaning? • How can reading words around the word help you understand its meaning? • What does the phrase _____ mean? • Where can you look in the text to help you figure out what that word means? • Use a dictionary, glossary, and/or digital reference tool to confirm the meaning of unknown words.
<p>3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts,</p>		



Delaware English Language Arts Standards Learning Progressions

including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Informational Reading Standard 5

<p>College and Career Ready (CCR): Analyze the structure of text, 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.</p>		
<p>Grade 2: 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.</p>	<p>Grade 3: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Grade 4: 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.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Use text features to locate relevant information on a given topic • Use search tools to locate relevant information on a given topic • Use text features and search tools to locate information relevant to a given topic efficiently 	<ul style="list-style-type: none"> • Characteristics of informational text (e.g., how-to, biographies, technical, informational/expository) • Text features(e.g., captions, bold print, subheadings, glossaries, indices) Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks) • <i>Awareness</i> of text structures related to informational text (e.g., chronology, comparison, cause/effect, problem/solution – <i>these are explicitly taught in 4th grade</i>) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How do you this text is _____ (biography, how-to, technical, informational/expository)? • How is the information organized in this text (print/digital)? • How does ____ feature help you understand what you are reading? • Which information do you feel is most important? • If you were using the computer to search for your topic(s), which words would you use to start your search? • Which information do you feel is most focused on (relevant to) your topic?
<p>3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Informational Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 2: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Grade 3: Distinguish their own point of view from that of the author of a text.	Grade 4: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Demonstrate understanding of the author’s purpose for writing a text • Understand who is speaking in the text • Identify the author’s point of view in a text • Determine language or ideas expressing what the author believes about the information he/she is presenting • Identify their own point of view about the topic of a text • Distinguish their own point of view from that of the author of a text. 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Author’s point of view/ focus/attitude • Author’s purpose(to inform, to persuade, to explain how, to entertain) for writing a text 	<ul style="list-style-type: none"> • What is the author’s point of view? • Is the author relating information, or is he/she trying to convince you of an idea? How do you know? • Do you agree, or disagree, with what the author has said so far? Why or why not? • Explain your thoughts about what you read?
<p>3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p> <p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



**Delaware English Language Arts Standards
Learning Progressions**

GRADE 3: Informational Reading Standard 7

<p>College and Career Ready (CCR): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Grade 2: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Grade 3: 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).</p>	<p>Grade 4: 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.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Explain central idea and key details of the text • Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, map key/legend) • Integrate information from graphics/images/ illustrations with words from the text to make meaning • Explain how the integrated information (graphics/images/ illustrations and the text) contributes to an understanding of the text in which it appears • 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). 	<ul style="list-style-type: none"> • Central idea • Key details including where, when, why and how events occur • Graphics/images/illustrations (e.g., photographs, diagrams, timelines, charts, graphs, map key/legend) 	<p>Guiding Questions and Prompts:</p> <ul style="list-style-type: none"> • What is this text about? • What information can be used from the text to help readers understand? • What information can be obtained from the map? • What information does the “key/legend” of the map convey? • Looking at the illustration, how does it relate to the text? Why is this important to understanding the text? • Why is the graphic important?
<p>3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Informational Reading Standard 8

<p>College and Career Ready (CCR): 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.</p>		
<p>Grade 2: Describe how reasons support specific points the author makes in a text.</p>	<p>Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Grade 4: Explain how an author uses reasons and evidence to support particular points in a text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the key ideas/points in a text • Identify the relevant reasons/examples an author gives to support points in a text • Recognize text structures (e.g., comparison/contrast, cause/effect, chronological order) • Identify how one sentence is connected to the sentence before and after it (e.g., comparison/contrast, cause/effect, chronological order) • Understand how a concept continues from one paragraph to another • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main/key ideas/points • Supporting details • Relevant/important vs. irrelevant/unimportant details • Reasons/examples • Cohesion (e.g., topic sentences, transitional words and phrases, supporting details) • Awareness of text structures related to informational text (e.g., chronology, comparison, cause/effect, problem/solution – <i>these are explicitly taught in Standard 5 - 4th grade</i>) 	<p>Guiding Questions and Prompts:</p> <ul style="list-style-type: none"> • What is the author’s point/idea? • What details, or facts, support the author’s point/idea? • What details were relevant? Irrelevant? • How does this sentence connect with the sentence before/after? Was it logical? • How does the author connect the ideas in each of the paragraphs to the topic of the text? Was it logical? • What organizational pattern did the author use to write this text?
<p>3RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Informational Reading Standard 9

College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 2: Compare and contrast the most important points presented by two texts on the same topic.

Grade 3: Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 4: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Progression to Mastery

- Identify the most important points presented in texts
- Identify the key/supporting details presented in texts
- Compare by writing or graphically representing the most important points presented by two texts on the same topic
- Contrast by writing or graphically representing the most important points presented by two texts on the same topic
- Compare and contrast the most important points and key details presented in two texts on the same topic

Key Concepts

- Informational text (both literary nonfiction and expository/technical texts)
- Compare
- Contrast
- Illustrations
- Key/supporting details
- Most important vs. least important points

Guiding Questions/Prompts

- Use questions and prompts such as:
- What are the key details in the text?
 - How will you keep track of the important points of each text?
 - What details does the author use to support his point?
 - Can you tell your partner what is the same/different about what you are reading?
 - Is there information in this text that was not included in the other text?
 - How are the ideas the same in both texts?

Range of Reading and Level of Text Complexity

CCSS- Grade Specific Reading Standard 10 (Grade 1)

With prompting and support, read informational texts appropriately complex for grade 1.

Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics