

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	3
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### Standards Relating to Key Ideas & Details

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.

3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Key Ideas and Details: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How does using text evidence help a reader ask and answer questions about informational text?	Text evidence helps to ask and answer questions.
How do readers use details in text to determine the main idea?	Key details helps determine the main idea of a text.
How does an event from the past affect what is happening now?	Events from the past impact the present and future.

### Learning Progression: Key Ideas & Details (3.RI.1 3.RI.2 3.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>	4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.
2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.</b>	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.</b>	4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the

		text.
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>3.RI.1</b></p> <ul style="list-style-type: none"> <li>Text provides information for an answer.</li> <li>Text creates questions.</li> </ul> <p><b>3.RI.2</b></p> <ul style="list-style-type: none"> <li>Key details</li> <li>Main ideas</li> </ul> <p><b>3.RI.3</b></p> <ul style="list-style-type: none"> <li>Steps in a process (technical procedures/following directions)</li> <li>Cause/effect</li> <li>Timelines</li> <li>Historical event</li> <li>Past, present, future</li> <li>Sequencing</li> </ul>	<p><b>3.RI.1</b> Referring back to the text will help them ask and answer questions.</p> <p>All readers question what they are reading.</p> <p><b>3.RI.2</b> Key details are used to determine the main idea of the text.</p> <p><b>3.RI.3</b> Following directions are steps in a process.</p> <p>Understand the relationship between past, present, and future.</p>	<p><b>3.RI.1</b> Use text to confirm answers to questions.</p> <p>Ask questions from text they are reading.</p> <p>Cite evidence from the text to explain and discuss what was read.</p> <p><b>3.RI.2</b> Identify the main idea of a text.</p> <p>Recall the key details of the text and explain how they support the main idea.</p> <p><b>3.RI.3</b> Organize dates or steps in sequential order.</p> <p>Explain how information or events from the past affect the present or future.</p>

<b>Student Friendly Language</b>
<p><b>3.RI.1</b> I can ask and answer questions using text evidence to show I understand what is happening by rereading and retelling.</p> <p><b>3.RI.2</b> I can tell the main idea of the text. I can use key details in text to determine the main idea.</p> <p><b>3.RI.3</b> I can explain how events from the past affect what is happening now.</p>

## Key Vocabulary

### 3.RI.1

- Nonfiction text
- Refer
- Explicitly
- Questioning
- Reread

### 3.RI.2

- Main Idea
- Key details
- Text

### 3.RI.3

- Historical events
- Scientific ideas and concepts
- Time (past, present, future)
- Cause and effect
- Sequence (technical procedures)

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Asking and answering questions helps us to understand the world around us.

Questioning what we are reading in printed material helps us understand.

Using key details helps us understand events in the past, present, and future.

## Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

## Achievement Level Descriptors

### Key Ideas & Details:

**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RI.2** Determine the main idea of a text; identify the key details and explain how they support the main idea.

**3.RI.3** Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Ask and answer minimal questions about the text to minimally determine the main idea, identify few key details, and minimally explain their importance to the main idea.</li> <li>• Minimally explain the relationship between few ideas, key events, or concepts in a historical, scientific, or technical procedures text.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Ask and answer partial questions about the text to partially determine the main idea, identify some of the key details, and partially explain their importance to the main idea.</li> <li>• Partially explain the relationship between some ideas, key events, or concepts in a historical, scientific, or technical procedures text.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Ask and answer adequate questions about the text, referring explicitly to the text, to adequately determine the main idea, identify the key details, and explain their importance to the main idea.</li> <li>• Adequately explain the relationship between ideas, key events, or concepts in a historical, scientific, or technical procedures text and adequately use language that pertains to time, sequence, and cause/effect.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Ask and answer thorough questions about the text, referring explicitly to the text, to thoroughly determine the main idea, identify the key details, and explain their importance to the main idea.</li> <li>• Thoroughly explain the relationship between ideas, key events, or concepts in a historical, scientific, or technical procedures text and thoroughly use precise language that pertains to time, sequence, and cause/effect.</li> </ul>