

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	3
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Standards Relating to Craft and Structure

3.RI.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.

3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.

Craft and Structure: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>How do readers determine the meaning of unknown words in an informational text?</p> <p>How will knowing vocabulary words help readers understand the text?</p> <p>How do text features help readers locate relevant information in text?</p> <p>How does the author's point of view differ from the reader's point of view?</p>	<p>An understanding of vocabulary helps readers comprehend what they're reading.</p> <p>Text features help create meaning for readers.</p> <p>The reader's point of view can be different from that of the author.</p>

Learning Progression: Craft and Structure (3.RI.4 3.RI.5 3.RI.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	3.RI.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.	4.RI.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.
2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.	3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.	4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).
2.RI.6 Identify the main purpose of	3.RI.6 Identify the author's point of view	4.RI.6 Compare and contrast a

a text, including what the author wants to answer, explain, or describe.	based on text evidence and distinguish the student's point of view from that of the author.	firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>3.RI.4</p> <ul style="list-style-type: none"> Technology resources Definition Nonfiction Context clues Text features <p>3.RI.5</p> <ul style="list-style-type: none"> Search engines Search tools <p>3.RI.6</p> <ul style="list-style-type: none"> Point of view 	<p>3.RI.4</p> <p>There are multiple strategies that can be used to find the meaning of a word.</p> <p>3.RI.5</p> <p>Text features provide quick access to information.</p> <p>Not all information is relevant when using a search tool.</p> <p>Hyperlinks and sidebars on the Internet are organized ways to navigate information.</p> <p>3.RI.6</p> <p>Text features provide quick access to information.</p> <p>Not all information is relevant when using a search tool.</p> <p>Hyperlinks and sidebars on the Internet are organized ways to navigate information.</p>	<p>3.RI.4</p> <p>Use resources to investigate meanings of words.</p> <p>Apply the meaning to comprehend the nonfiction text.</p> <p>3.RI.5</p> <p>Select and use the appropriate text feature to find information.</p> <p>Navigate search engines effectively.</p> <p>Distinguish the relevancy of information when conducting a search.</p> <p>3.RI.6</p> <p>Identify the author's point of view.</p> <p>Distinguish your personal point of view.</p> <p>Compare/contrast your personal point of views with that of the author.</p>

Student Friendly Language
<p>3.RI.4</p> <p>I can find the meaning of a word I don't know in a nonfiction text by using available resources.</p> <p>3.RI.5</p> <p>I can use text features to locate information. I can use the Internet to locate relevant information.</p> <p>3.RI.6</p> <p>I can distinguish my point of view from that of the author.</p>

Key Vocabulary

3.RI.4 <ul style="list-style-type: none">• Nonfiction	3.RI.5 <ul style="list-style-type: none">• Hyperlink• Sidebar• Search tools• Text features	3.RI.6 Point of view
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Our vocabulary helps us understand the world around us.

We can use non-fiction literature and search engines to find answers about topics we are interested in.

We can use hyperlinks and search engines to access online materials.

Resources

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

Achievement Level Descriptors

Craft and Structure:

3.RI.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.

3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.

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"> • Minimally use text features and digital search tools to locate information. • Minimally determine the meanings of few grade-level domain-specific and academic words and phrases with multiple meanings, based on context, word relationships, word structure, or use of resources. • Minimally identify the author's point of view, and minimally distinguish the student's point of view from the author's point of view. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Partially use text features and digital search tools to locate relevant information. • Partially determine the meanings of some grade-level domain-specific and academic words and phrases with multiple meanings, based on context, word relationships, word structure, or use of Resources. • Partially identify the author's point of view, based on some supporting details from the text; and partially distinguish the student's point of view from the author's point of view. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Adequately use text features and digital search tools to locate relevant information efficiently. • Adequately determine the meanings of grade-level domain-specific and academic words and phrases with multiple meanings, based on context, word relationships, word structure, or use of resources. • Adequately identify the author's point of view, based on supporting details from the text; and distinguish the student's point of view from the author's point of view. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly use text features and digital search tools to locate relevant information efficiently. • Thoroughly determine the meanings of grade-level domain-specific and academic words and phrases with multiple meanings, based on context, word relationships, word structure, or use of resources. • Thoroughly identify the author's point of view, based on strong supporting details from the text; and thoroughly distinguish the student's point of view from the author's point of view.