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**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **3rd Grade Reading Standards**

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| ***Standards*** | ***Percent Correct*** | ***Students in RED or YELLOW*** | ***Materials for Remediation******(Ex.- i-Ready Lesson #’s)*** | ***Date Retaught*** |
| **Key Ideas and Details** |
| **LAFS.3.RL.1.1 - A**sk and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. |  |  |   |  |
| **LAFS.3.RL.1.2-** 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. |  |  |  |  |
| **LAFS.3.RL.1.3 -** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |  |  |  |  |
| **Craft and Structure** |
| **LAFS.3.RL.2.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |  |  |  |  |
| **LAFS.3.RL.2.5-** 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. |  |  |  |  |
| **LAFS.3.RL.2.6-** Distinguish their own point of view from that of the narrator or those of the characters. |  |  |  |  |
| **Integration of Knowledge and Ideas** |
| **LAFS.3.RL.3.7 -** 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). |  |  |  |  |
| **LAFS.3.RL.3.9 -** 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). |  |  |  |  |
| **Range of Reading and Level of Text Complexity** |  |  |  |  |
| **LAFS.3.RL.3.10 -** 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. |

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| ***Standards*** | ***%******Correct*** | ***Students in RED or YELLOW*** | ***Additional Materials for Remediation******(Ex.- i-Ready Lesson #’s)*** | ***Date******Retaught*** |
| **Key Ideas and Details** |
| **LAFS.3.RI.1.1- -** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |  |  |  |
| **LAFS.3.RI.1.2-** Determine the main idea ofA text; recount the key details and explain how they support the main idea. |  |  |  |  |
| **LAFS.3.RI.1.3- -**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. |  |  |  |  |
| **Craft and Structure** |
| **LAFS.3.RI.2.4-** Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. |  |  |  |  |
| **LAFS.3.RI.2.5-**Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |  |  |  |  |
| **LAFS.3.RI.2.6-**Distinguish their own point of view from that of the author of a text. |  |  |  |  |
| **Integration of Knowledge and Ideas** |
| **LAFS.3.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). |  |  |  |  |
| **LAFS.3.RI.3.8-**Describe the logical connection between particular sentences and paragraphs in a text. |  |  |  |  |
| **LAFS.3.RI.3.9-**Compare and contrast the most important points and key details presented in two texts on the same topic. |  |  |  |  |
| **Range of Reading and Level of Text Complexity** |
| **LAFS.3.RI.1.4.10-**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. |  |  |  |  |