

**English Language Arts Standards Reading: Literature
Grade 3**

Key ideas and details

Craft and structure

Integration of knowledge and ideas

STANDARD	PRINT	ELECTRONIC
Key Ideas and Details		
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>TE: Week 3: The Circle Shell, p. 158, 159 TE: Week 11: What I Want to Be, p. 410, 411, 412 TE: Week 19: Saved from the Sea, p. 265, 266, 267 TE: Week 21: China’s Treasure, p. 306, 310, 311, 312, 314, 318 TE: Week 32: Spiders in my Stomach, p. 302</p>	<p>TE: Week 3: The Circle Shell, p. 158, 159 TE: Week 11: What I Want to Be, p. 410, 411, 412, 413 TE: Week 19: Saved From the Sea, p. 265, 266, 267 TE: Week 21: China’s Treasure, p. 306, 310, 311, 312, 314, 318 TE: Week 32: Spiders in my Stomach, p. 302</p>
<p>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.</p>	<p>TE: Week 11: The Wild Snow Dog, p. 396, 397, 402 TE: Week 13: Shakes it Up All Around, p. 68, 72, 73, 76 TE: Week 15: Kwanzaa Celebration, p. 157, 158, 159 TE: Week 29: The Racer, p. 202, 206, 210</p>	<p>TE: Week 11: The Wild Snow Dog, p. 396, 397, 402 TE: Week 13: Shake it Up All Around, p. 68, 72, 73, 76 TE: Week 15: Kwanzaa Celebration, p. 157, 159 TE: Week 29: The Racer, p. 206, 207, 210, 212</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>TE: Week 11: The Wild Snow Dog, p. 394, 395, 396 TE: Week 15: Jason and Jake, p. 141, 142, 144, 148, 155 TE: Week 17: Cattle Caller on the Oregon Trail, p. 198, 206, 210 TE: Week 26: Red Alert!, p. 123</p>	<p>TE: Week 11: The Wild Snow Dog, p. 394, 395, 396, 398 TE: Week 15: Jason and Jake, p. 141, 142, 144, 148, 155 TE: Week 17: Cattle Caller on the Oregon Trail, p. 198, 206, 210 TE: Week 26: Red Alert!, p. 123</p>

Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	TE: Week 1: Race Day, p. 68 TE: Week 1: Tich, p. 90 TE: Week 4: Gorilla Mountain, p. 173 TE: Week 22: The Bike Race, p. 336, 337, 344 TE: Week 24: Magda the Mammoth Hunter, p. 406 TE: Week 24: He Ran Because He Loved to Run, p. 424 TE: Week 33: Never Give Up, p. 332, 336, 337	TE: Week 1: Race Day, p. 68 TE: Week 4: Gorilla Mountain, p. 173 TE: Week 22: The Bike Race, p. 336, 337, 344 TE: Week 24: He Ran Because He Loved to Run, p. 424 TE: Week 33: Never Give Up, p. 332, 336, 337
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.	TE: Week 12: Slam Dunk, p. 428 TE: Week 16: Tracking Animals, p. 164 TE: Week 17: Cattle Caller on the Oregon Trail, p. 203, 206 TE: Week 32: Spiders in my Stomach, p. 302, 306	TE: Week 1: Race Day, p. 68, 72 TE: Week 12: Slam Dunk, p. 428 TE: Week 16: Tracking Animals, p. 164 TE: Week 17: Cattle Caller on the Oregon Trail, p. 203, 206
6. Distinguish their own point of view from that of the narrator or those of the characters.	TE: Week 9: Deep Trouble, p. 324, 333 TE: Week 15: Jason and Jake, p. 140, 144, 148 TE: Week 21: Not Exactly, p. 327 TE: Week 30: Waterworks, p. 236	TE: Week 9: Deep Trouble, p. 324, 333 TE: Week 15: Jason and Jake, p. 140, 144, 148 TE: Week 21: Not Exactly, p. 327 TE: Week 30: Waterworks, p. 236
Integration of Knowledge and Ideas		
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).	TE: Week 3: Hoppy, p. 152 TE: Week 17: Cattle Caller on the Oregon Trail, p. 203, 204 TE: Week 24: Magda the Mammoth Hunter, p. 398 TE: Week 30: Waterworks, p. 251	TE: Week 3: Hoppy, p. 152 TE: Week 17: Cattle Caller on The Oregon Trail, p. 203, 204 TE: Week 24: Magda the Mammoth Hunter, p. 398 TE: Week 30: Waterworks, p. 251
8. (Not applicable to literature)		

<p>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).</p>	<p>TE: Week 14: Flooded Out, p. 102, 114 TE: Week 19: Saved From the Sea, p. 264, 267 TE: Week 29: Danger on Copper Mountain, p. 220 TE: Week 33: I Want to Act, p. 350, 351</p>	<p>TE: Week 14: Flooded Out, p. 102, 114 TE: Week 19: Saved From the Sea, p. 264, 267 TE: Week 29: Danger on Copper Mountain, p. 220 TE: Week 33: I Want to Act, p. 350, 351</p>
<p>Range of Reading and Level of Text Complexity</p>		
<p>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.</p>	<p>TE: Week 5: River Running, p. 200, 204, 208, 212 TE: Week 5: The Firefighter, p. 218, 219 TE: Week 19: Saved from the Sea, p. 265, 266 TE: Week 24: He Ran Because He Loved to Run, p. 422, 423, 424, 425 TE: Week 26: Red Alert!, p. 122</p>	<p>TE: Week 5: River Running, p. 198, 199, 202, 203, 206, 210 TE: Week 19: Saved by the Sea, p. 265, 266 TE: Week 24: He Ran Because he Loved to Run, p. 422, 423, 424, 425 TE: Week 26: Red Alert!, p. 122</p>