CURRICULUM MAP

Course Title: Reading

UNIT/ORGANIZING PRINCIPLE: Reading Standards for Informational Text   **PACING:**

                                                        UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	**LEARNING TARGETS/SKILLS (Performance Tasks)**	**BENCHMARKS**	**KEY TERMINOLOGY**	**ACTIVITIES/ RESOURCES**
Key Ideas and Details **RI.3.1**	**I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**		**Cause** **Compare contrast** **Effect** **Informational text** **Key detail/ idea** **Phrase** **Point of view** **Search tool** **Sequence** **Text feature** **Topic**	**Reading series** **Study island** **Flip chart** **So You Want to Be President?**
RI.3.2	**I can determine the mail idea of a text; recount the key details of information to identify the main ideas of text.**			

RI.3.3	I can 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 RI.3.4	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			
RI.3.5	I can use text features and search tools to locate information relevant to a given topic efficiently.			
RI.3.6	I can distinguish their own point of view from that of the author of a text.			

Integration of Knowledge and Ideas				
RI.3.7	I can use information gained from illustrations and words in a text to demonstrate understanding of the text.			
RI.3.8	I can describe the logical connection between particular sentences and paragraphs in a text.			
RI.3.9	I can 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				
RI.3.10	I can 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 ban independently.			