

Reading Informational Text (Level 3)	
Key Ideas and Details	
<i>Student Goal:</i>	<i>What it looks like:</i>
1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Students are required to use textual evidence to ask and answer general questions about key details using <i>who, what, when, where, why, and how</i> . They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Use questions and prompts such as: <ul style="list-style-type: none"> • Think about what you read and create your own questions (using <i>who, what, when, where, why, and/or how</i>) about an important idea in this text. • What is the main idea of this text? • What are the important ideas in this text? How do you know? • Which step comes first? After that? • What happened first? After that? • Can you tell me how these ideas are the same? Can you tell me how they are different?
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a <i>topic or subject area</i> of the student’s level.	Students are required to find out word meanings and phrases that are specific to Level 3. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently	Students are required to tell the main purpose of a text according to what the author wants the reader to know.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe	Use questions and prompts such as: <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? • Why do you think the author wrote this text? • What does the author want you to learn from this text?
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able describe the author’s reasoning by finding support within the text.

<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>Students at Level 3 are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have indentified when reading about two texts that share the same topic.</p>
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different?
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at Level 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students are required to read informational text in the Level 3 text complexity band proficiently with scaffolding as needed.</p> <p>“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>