



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Literary Reading Standard 1

<p>College and Career Readiness (CCR): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>		
<p>Grade 2: Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in the text.</p>	<p>Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Grade 4: Refer to details and examples in a text when referring to what a text says explicitly and when drawing inferences from the text</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Make, test and revise predictions before, during, and after reading • Use the combination of explicitly stated information, and background knowledge, to answer questions • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers 	<ul style="list-style-type: none"> • Text references • Inference • Predictions • Generalizations • Background Knowledge • Literary Elements (e.g. character, setting, events) • Explicitly stated information from the text • Text Based questions /Types of Questions (QAR?) (Right there, Think and Search, Author and Me, On my Own) • Conclusions • Main idea • Textual Evidence • Annotating text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What predications can I make about this text based on the cover of the book? The title? Text Features? • Ask and answer who, what, when, where, why, how, why questions about the text. • What do you predict will happen next? • Think about what you read and create your own question about an important idea in the text • Based on information in the text, what questions can you ask to show your understanding? • How would the story be different if told by a different point of view? • Which sentence(s) from the story support your answer?/Where did you find the answer to the question? • What evidence do you have to support your answer?
<p>3RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



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GRADE 3: Literary Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Grade 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Grade 4: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Recount/retell (or graphically represent) key details from literary texts, including fables, folktales, and myths from diverse cultures • Distinguish different genres from diverse cultures, such as: fables, folktales, myths • Determine central message, lesson or moral of a story • Explain how key details show a central message, lesson or moral • Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text 	<ul style="list-style-type: none"> • fables • folktales • myths • Central idea(s)/central message • Lesson/moral • Universal theme • drama • poem • details • summary • culture 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • In what order is the story written? • Recount (retell) the text in your own words. • What is the central idea/message (lesson or moral) of this poem/drama/story? • How do different cultures address the same central message/lesson/ or moral? • How does the author convey the central message (lesson or moral)? • How do you know this is a myth (a folktale, a fable)? How does a myth (a folktale, a fable) compare to a folktale (a fable, a myth)? • Which of the following statements best reflects the central message/lesson/moral of the story? What evidence from the text supports your choice?
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<p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



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GRADE 3: Literary Reading Standard 3

<p>College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>		
<p>Grade 2: Describe how characters in a story respond to major events and challenges.</p>	<p>Grade 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>Grade 4: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify characters in the story • Distinguish between major/minor characters in the story • Describe characters emotions and feelings • Describe the character traits and motivation • Retell the sequence of events • Describe how the characters actions affect the text • Describe characters in the story (e.g., their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events. 	<ul style="list-style-type: none"> • Characters: Main & Secondary • Characters' traits • Characters' feelings • Characters' motivation • Sequence of events • Plot • Plot line 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Who are the major/minor characters? • What traits stand out about _____ character? • How is this character feeling? What evidence in the text supports your answer? • What inferences can you make about the character based on their feelings and/or emotions? What clues in the text led you to this inference? • Why does this character act this way? What evidence can you find in the text to support your answer? • What motivates this character to act this way? Use evidence from the text to support your answer. • How do the character traits contribute to the story? • What was the problem in the story? What was the characters motivation in finding the resolution to the problem? • How do characters' actions help move the plot along?
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<p>Literary Text Includes stories (children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



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GRADE 3: Literary Reading Standard 4

<p>College and Career Ready (CCR): Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative, meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Grade 2: Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Grade 3: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral meaning.</p>	<p>Grade 4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Distinguish between words, phrases, and sentences • Use context clues to figure out the meaning of words and phrases within a text • Distinguish between literal and nonliteral words and phrases • Determine the meaning of literal and nonliteral words and phrases. • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral meaning. 	<ul style="list-style-type: none"> • Distinguish/Determine • Phrases • Non-literal/Literal meaning • Context clues • Idioms • Figurative language (e.g., simile, metaphor) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) • Feeling & sensory words/mood 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What does this word or phrase mean? • What clues in the text (sentence/paragraph) help you figure out the meaning of that word or phrase? • What is the author trying to say when he/she uses that phrase? • Which phrases are literal and which are non-literal in meaning? • Change this phrase from literal to nonliteral, and non-literal to literal.
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<p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



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GRADE 3: Literary Reading Standard 5

College and Career Ready (CCR): Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 2: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Grade 3: 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

Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify text features and structures of literary text • Use the term chapter when referring to parts of a story • Use the term stanza when referring to parts of a poem • Use the term scene when referring to parts of a drama • Describe how each successive part of a story, drama, or poem builds on earlier sections by using terms such as chapter, scene, or stanza • 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 	<ul style="list-style-type: none"> • Characteristics of a story • Characteristics of a drama • Characteristics of a poem • Text features related to literary text (e.g., title, chapter titles, table of contents, pictures/illustrations, punctuation, bold print, font size, italics, quotation marks) • Text structures related to literary text (e.g., chapter, scene, stanza) • Relationships between parts of text and whole text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How do the text features that the author uses change the meaning of the story? • In a play, what is the importance of having scenes? • In a book, what is the importance of having chapters? • In a poem, what is the importance of having stanzas? • The use of stage directions helps the reader _____. • In the earlier chapter we learned _____. How does what the author said in an earlier paragraph help us understand what is happening now?

3RL10: Range of Reading and Level of Text Complexity: 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. **[Lexile Band: 420-820]**

Literary Text

Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).



Delaware English Language Arts Standards Learning Progressions

GRADE 3: Literary_Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 2: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Grade 3: Distinguish their own point of view from that of the narrator or those of the characters.	Grade 4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify the author’s purpose for writing a text. • Understand point of view. (Understand who is speaking in the text) • Know what is meant by “first person” • Know what is meant by “third person” • Identify the view point of characters in a text. • Identify the view point of the narrator in a text. • Identify the reader’s personal point of view. • Distinguish their own point of view from that of the narrator or those of the characters. 	<ul style="list-style-type: none"> • Literary text(s) • Point of View (first person, third person) • Author’s view point • View point • Narrator/Speaker • Characters • Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Who is telling the story in this selection? • Who is the narrator? • Is this selection written in first person? <ul style="list-style-type: none"> ○ How do you know? ○ What words give clues? • Is this selection written in third person? How do you know? What words give you clues? • What do you think about what has happened so far? • Do you agree with the author’s message so far? • Can you put yourself in the character’s place? • How would you feel if this were you? Would you feel the same or differently?
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Delaware English Language Arts Standards Learning Progressions

GRADE 3: Literary Reading Standard 7

College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Grade 2: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 3: 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).

Grade 4: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Progression to Mastery

- Describe essential details/information from illustrations
- Combine information from illustrations with words from the literary text to make meaning
- Use details/ information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- Explain how illustrations contribute to what is conveyed in words in the text to create mood and describe character or setting
- 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).

Key Concepts

- Illustrations (e.g., photos, pictures, drawings)
- Versions of text (e.g., written, print, digital)
- Story details (e.g., character, setting, plot/events)

Guiding Questions/Prompts

- Use questions and prompts such as:
- How do/does the illustration(s) help tell the story?
 - What is the illustration’s contribution to the story?
 - What do the illustrations tell you about what the character is like?
 - What details from the text help you understand the characters/ setting/plot?
 - What does the illustration convey to you about the character (mood, setting)?
 - How do the illustrations help you understand what is happening in the story?

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Literary Text

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GRADE 3: Literary Reading Standard 9

<p>College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Grade 2: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Grade 3: 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>Grade 4: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify and describe the settings of two or more texts • Identify and describe character(s') traits in two or more texts • Retell the plot of two or more texts • Identify the themes in two or more texts • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters 	<ul style="list-style-type: none"> • Compare • Contrast • Theme • Setting • Plot (e.g., main events, problem/solution) • Character/character traits • Text-to-self, text-to-text, text-to-world connections 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the setting? How does the setting effect the story? How is the setting in this text different from or the same as the setting in that story? • What is the character like in the story? What traits help you to describe the character? How is the character in this story different from or the same as the character in that story? • What is the plot of this story? How is the plot of this story different from or the same as the plot in that story? • What is the theme of this story? How is the theme the same or different than the theme in that story?
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