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**Office of School Performance**



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| The development of the Hillsboro School District K – 6 CCSS Learning Progressions was facilitated by Susan Richmond literacy TOSA at HSD’s Office of School Performance guided by Karin Hess’ Depth of Knowledge Reading Matrix (*National* *Center for Assessment).* <http://www.nciea.org/>The DOK matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks. *Content and assessment experts who offered advice, counsel, and feedback include:*Steve Larson Assistant SuperintendentDayle Spitzer Executive Director of Elementary SchoolsTravis ReimanExecutive Director of English Learner Programs & Professional Developmenthttp://clipart.edigg.com/1362998641/People_Clipart/Stickmen_Clipart/Stickmen005.gifHolly Peterson Literacy Specialist TOSA, Office of School PerformanceCandace Strohm Administrative AssistantKathy Wilson Administrative AssistantNancy Grundy Administrative AssistantThe actual Learning Progressions writers were K – 6 teachers and coaches within the Hillsboro School District. Their expertise, time and commitment made this work possible: | **Contributors to the Development of this Document** |

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**Learning Progressions Defined**

HSD Elementary Reading Learning Progressions were created working backward from each reading standard in order to create the small ***instructional steps*** called ***learning progressions*** (the predicted set of skills needed to be able to complete the required task demand (DOK) of each standard).

Another definition for Learning Progressions comes from (Corcoran, Mosher, & Rogat, 2009) **“A *hypothesized ordered progression of the levels* through which understandings and skills shift and develop as the student progresses toward the desired target with focused instruction.”**

HSD’s Learning Progressions are based on the difficulty of a task (Bloom’s) and the complexity of a task (Depth of Knowledge/DOK (Webb).

These progressions are sequenced by both Bloom’s Taxonomy and Webb’s Depth of Knowledge following the CR Matrix by Karin Hess (the matrix used by SBAC for developing assessments to match task demands). [ELA - DOK Matrix by Hess](http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf)

**Using the Learning Progressions**

Each literary and informational reading standard has a learning progression of sequential steps. These steps can be an instructional resource for mapping lessons based on student need. The learning progressions have “purple boxes.” These are identified developmental major key tasks for students. They are natural points for adjusting instruction. The “purple” adjustment points are assessed each quarter in the **K – 6 Pre-Assessments**. The Learning Progressions are also a “class checklist.” The results of the pre-assessments are a bridge to differentiate instruction based on student need and a bridge toward mastering each standard (assessed at the end of each quarter in the **K-6 Common** **Formative Assessments**). The learning progressions and a summary assessment sheet are on the Teaching and Learning Site at HSD as well as <http://sresource.homestead.com/index.html>.

**Learning Progressions Key of DOK Levels**

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| **K C**Knowledge Comprehension | **AP**Application | **AN EV**Analysis Evaluation | **SY**Synthesis |

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| **Common Core State Standards Reading Literature Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka  |
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| **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  Questions to ask for standard RL.3.1: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Who \_\_\_\_? Which sentence(s) from the story supports your answer? • What \_\_\_\_? Which sentence(s) from the story supports your answer? • Where does the story take place? Which sentence(s) from the story supports your answer? • When did \_\_\_? Which sentence(s) from the story supports your answer? • Why did \_\_\_? Which sentence(s) from the story supports your answer? • How is \_\_\_ different from \_\_\_? Which sentence(s) from the story supports your answer?  | Teacher Hints: ***This is the first time students are asked to provide text evidence.***Goals:1. Students will ask questions about the text.2. Students will answer questions referring to the text.[Questions and Answer Training Video](http://www.vdoe.whro.org/elementary_reading/QAR1-25-2010_F8_FastStart_512k.swf)[QAR Chart](http://www.readingquest.org/pdf/qar.pdf)[Guide Sheet for QAR](http://www.readwritethink.org/files/resources/lesson_images/lesson151/guide.pdf) |
| **Grade 3** |  **Path to DOK - 1**  | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C1** | **DOK 2 - Ch** | **DOK 2 - C**l | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Locate and recalls basic facts or events found explicitly in a story (read and discussed in class). | Define - Understand the meaning standard academic language: text, questions, answers and asks, refer, explicitly, basis | **Asks questions about characters, setting, events or conflicts in a text.****Answers who, what, when and where questions found explicitly in a text about characters, setting, events or conflicts.** | Concept DevelopmentAsks or answers questions about story elements (demonstrating an understanding that the text provides information needed to answer questions). | **Answers questions about a new story (read but not discussed in class) by referring explicitly to the text as the basis for answers.** | **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
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| **RL 3.2** 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. | Questions to ask for standard RL.3.2:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• What happens in this \_\_\_ (story/fable/folktale/myth)? • Place each event in a box to show the order in which it happens in the \_\_\_\_\_ (story/fable/folktale/myth). • What lesson does the author hope the reader learns from the story? What key details in the story help the reader understand this lesson? • What lesson does ­­­­learn in the story? What key details in the story help the reader understand this lesson? • What lesson does this folktale teach? What key details in the folktale help teach this lesson? • What is the moral of this fable? What key details in the fable help teach this moral? • What lesson is this myth trying to teach? What key details are used to convey this lesson?  | Teacher Hints: ***This is the first time myths are presented. Students refer to central message, lesson or moral in grade 3. Beginning in grade 4 central message, lesson and moral are under the heading of Theme.*** Goals:1. Students will recount stories.2. Students will determine the central message.[Predicting the Main Idea Graphic Organizer](http://betterlesson.com/lesson/20113/using-subheadings-to-predict-main-ideas#/document/83753/using-subheadings-to-predict-main-ideas-lesson-resource?&_suid=1377105619218048179285085512224)[Grade 3 Main Idea Mini-Lesson](http://betterlesson.com/lesson/20113/using-subheadings-to-predict-main-ideas)[Main Idea Cookie Mini-Lesson](http://betterlesson.com/lesson/21837/main-idea-cookies)  |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**i | **DOK 2 - C**k | **DOK 2 - C**l | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall events and key details from a fable, folktale or myth from diverse cultures (read and discussed in class). | Define standard academic language - myth, fable, folktales, culture, moral, central message, key details, and lesson and convey. | **Answers who, what, when, where and how questions requiring a description of key details in a fable, folktale or myth.**  | Concept DevelopmentUnderstands that a text has clues (details) indicating the central message.  | **Uses text evidence to summarize key details of a text.** | Identify the central message, lesson or moral of a folktale, myth or fables (read but not discussed in class). | **Locate key details that support a central message, lesson or moral for a purpose (author’s message, purpose or theme), (read but not discussed in class).** | **RL 3.2** 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. |
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| **RL3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |   Questions to ask for standard RL.3.3:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Explain how ­­­­\_\_\_\_ changes the story. • Explain how the \_\_\_feels when \_\_\_. How does that affect \_\_\_\_\_? • Explain what \_\_\_\_. Did when \_\_\_\_. What does that show the reader about \_\_\_\_? • Explain why the main character changes during the story. How does that influence what happens next in the story? • Describe \_\_\_\_ (a character in the story). How do his/her actions contribute to the sequence of events in the story? • Explain how the actions of \_\_\_ (a character in the story) influence what happens next. | Teacher Hints: ***This is the first time character traits, motivation and feelings are addressed. These can be categorized in a graphic organizer.***Goals:1. Describe characters in a story.2. Explain how a character’s actions contribute to a sequence of events.[Character Map](http://www.readwritethink.org/files/resources/printouts/CharacterMap.pdf)[List of Character Traits](http://betterlesson.com/lesson/8290/what-are-character-traits#/document/37848/character-trait-resource-guide?&_suid=1377105475750018851456487873014)[Character Traits Grade 3 Mini-Lesson](http://betterlesson.com/lesson/8290/what-are-character-traits)[Character Study](http://www.sanchezclass.com/docs/character-study.pdf)[Character Frame](http://www.sanchezclass.com/docs/character-frame.pdf)[Events and Consequences Graphic](http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_events.pdf) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  |  **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**j | **DOK 2 - ANq** | **DOK 3 - C**u | **DOK 3 - APx** | **Standard** |
| **Path to DOK 2,3****Reading Literature CCSS****Learning Progressions** | Recall basic questions about characters and events in a story (read and discussed in class). | Define standard academic language - character, character traits (characteristics, motivation, feelings, etc), events and sequence of time and “contributes to...” | Explain the meaning of character traits and give examples.Explain the meaning of a sequence of events and give an example. | **Answer who, what, when, where and how questions about characters, traits, motivations and feelings in a story read and discussed in class.** | Concept DevelopmentExplain how characters’ traits may influence their actions with examples from a text. | **Make logical predictions about how a character’s trait may influence an action in a text, supported with textual details.** | Identify use of literary devices used to describe character traits (i.e., characterization, word usage, vivid descriptions). | **Explain how a character’s actions contribute to a specific sequence of events using supporting evidence from the text (not discussed in class).** | **Outline a progression of character traits in a new text (one not read as a class or discussed)** | **RL3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |
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| **RL3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Questions for Standard RL.3.4: :[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• What is the meaning of \_\_\_\_\_\_ on page 2? • Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5? • What is meant by the phrase, “Put on your thinking cap,” in paragraph 6?  | Teacher Hints: Use context clues to determine the meanings of words and phrases. Non-literal many mean connotations, nuances of meaning and/or idioms.Goal:1. Determine the meaning of words and phrase.2. Distinguish literal from non-literal language. | Resources[Teaching Students about Semantic Gradients](http://www.readingrockets.org/strategies/semantic_gradients/)[Lesson: Teaching Figurative Language Using Idioms](http://www.readwritethink.org/classroom-resources/lesson-plans/figurative-language-teaching-idioms-254.html?tab=1#tabs)[Lesson: Figurative Language Awards Ceremony](http://www.readwritethink.org/classroom-resources/lesson-plans/figurative-language-awards-ceremony-115.html?tab=1#tabs)[Article: Teaching Vocabulary](http://www.readinglady.com/mosaic/tools/Vocabulary%20Ideas%20compiled%20by%20Deb.pdf)[Words in Context Lesson](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_5.pdf)[students determine relationships among words by sorting them on a continuum](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_4.pdf)[Figurative Language Activities](http://www.ehow.com/list_6572225_figurative-language-activities-third-grade.html)[Metaphor Quiz](http://www.rhlschool.com/eng3n26.htm)[Simile Practice Worksheet](http://www.rhlschool.com/eng3n25.htm) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - K**c | **DOK 1 - Ce** | **DOK – 1 APg** | **DOK 2 - Ch** | **DOK 2 - AP**n | **Standard** |
| **Path to DOK 1,2****Reading Literature CCSS****Learning Progressions** | Locate domain-specific words and phrases studied or discussed in a text (basic recall of location) that represent literal translations. | Define (understand and use) Standard Academic Language: determine, words and phrases, distinguish, literal, nonliteral. | **Select appropriate words or phrases when literal or non literal language meaning is made clearly evident in the text.** **L.3.4d: Uses glossaries or beginning dictionaries to determine or clarify meaning.** | **L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)** | **L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | Concept Development: Student can specify and recognizes that words and/or phrases can be literal or nonliteral and explain why. | **Use context to identify the meaning of literal and nonliteral words and phrases in a text.** | **L.3.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered)... as well as literal/non-literal. | **RL3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
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| **RL3.5** 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. |  Questions for Standard RL.3.5:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Explain how the second chapter of the story helps the reader understand the setting of the story. Use examples from the story in your explanation. • Explain how scene 2 builds suspense. Use examples from the drama in your explanation. • Explain how the last stanza in the poem brings the ideas presented together. Use examples from the poem in your explanation.  | Teacher Hints: Example – a drama includes a description of the scene and lines for each character.Goals:1. Describe the structure of the story.2. Describe the structure of the drama.3. Describe the structure of the poem. | Links:[Using Poetry to Teach Reading](http://www.readingrockets.org/article/35/)[Using Drama to Build Literacy Teacher Article](http://webpages.marshall.edu/~meadows78/drama%20and%20lit%20art%202.pdf)[Drama from Picture Books](http://www.childdrama.com/picturebook.html)[Sequence of Events Graphic](http://www.readwritethink.org/files/resources/printouts/SequenceEvents.pdf)[Poetry Scavenger Hunt](http://3-http/3-6freeresources.blogspot.com/2012/04/poetry-scavenger-hunt.html) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 2 - APn** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Retell facts and details about a chapter, scene or stanza in a story, drama or poem (read and discussed in class). | Define (understand and use) Standard Academic Language: refer, dramas, poems, stories, describe, earlier, sections, builds, chapter, scene, and stanza. | Describe the specific literary elements of a story, drama or poem. | **Answers who, what when, where and how questions about a story, drama or poem by locating information from chapters, scenes or stanzas ( read but not discussed in class).** | Concept DevelopmentUnderstands that each part of a stanza (in a poem), a chapter (in a story) and a scene (In a drama) builds on earlier sections and gives an example. | **Identify a main idea in, or a generalization about a chapter, scene or stanza with supporting details.** | **Use the unique text features of chapters, scenes and stanzas to locate specific information about a story, drama or poem (which stanza refers to....).** | **RL3.5** 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. |
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| **RL 3.6** Distinguish their own point of view from that of the narrator or those of the characters. |  Questions for Standard RL.3.6:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Who is telling the story? • How does Lawanda feel about the trip? How is that different from how you would feel? • How does the narrator feel about Frank getting a new dog? How is that different from how you would feel?  | Teacher Hints: Point of View – personal opinion or perspective of the reader or author.Goals:1. Distinguish between our own point of view and the narrator. | Links:[Point of View Unit Ideas](http://www.readworks.org/lessons/grade3/point-view)[Character Perspective Chart](http://www.readwritethink.org/files/resources/lesson_images/lesson267/chart.pdf)[Booklist for Charting Character Perspectives](http://www.readwritethink.org/files/resources/lesson_images/lesson267/booklist.pdf)[How to Teach Character Perspectives Article](http://www.readwritethink.org/files/resources/lesson_images/lesson267/shanahan.pdf)[Two Bad Ants Point of View Lesson Plan](http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-point-view-with-789.html?tab=1#tabs) |
| **Grade 3** | **Path to DOK - 1** | **DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - AN**q | **DOK 3 - Cu** | **DOK 3 - C**w | **DOK 3 - AN**A | **Standard** |
| **Path to DOK 3****Reading Literature CCSS****Learning Progressions** | Recall what specific characters in a text said about an event (read and discussed in class). | Define (understand and use) Standard Academic Language: point of view, distinguish, narrator, characters and phrase “from that of...”. | Identifies the narrator of a text. Identifies characters in a text. | **Describe or explain specific parts of a text that give understanding to what a character or narrator said.** | Concept DevelopmentUnderstands that points of view vary and are reflected in words or actions and gives an example of own point of view. | Identifies and compare the different points of view in a text. | **Explain a character’s point of view using supporting evidence from the text.** | Describe how a narrator’s or character’s point of view may affect the reader’s own point of view. | **Analyze how a character or narrator’s point of view is different than your own.** | **RL 3.6** Distinguish their own point of view from that of the narrator or those of the characters. |
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| **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). |  Questions for Standard RL.3.7:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Explain how the illustration helps the reader understand the setting of the story. Use examples from the story and illustration in your explanation. • Explain how the illustrations make the reader feel. Why? • Explain how the illustration helps the reader understand the main character in the story.  Use examples from the story and illustration in your explanation.  | Teacher Hints: This is the first time ***mood*** is addressed. Show students details of the illustration (i.e., colors, facial expressions) to bring out mood, character traits and setting.Goals:1. Explain how illustrations contribute to a story. | Links:[Teaching With Illustrators](http://www.scholastic.com/teachers/article/teaching-illustrators)[Compare Fables and How They Convey Mood](http://www.umass.edu/aesop/fables.php)[RL.3.7 Videos for Kids](http://ccss3.watchknowlearn.org/Category.aspx?CategoryID=15136)[Promethean Planet Illustrations help in Comprehension](http://www.prometheanplanet.com/en/Resources/Item/30742/how-illustrations-help-in-comprehension-of-a-text)[A Video Interview with Author Mark Teague](http://www.readingrockets.org/books/interviews/teague/)[Interactive Understanding the Value of Pictures](http://www.studyzone.org/testprep/ela4/a/illustrationsintextl.cfm) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
| **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - Cf** | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 2 – Ap**n | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Tell about or locate illustrations in a text read and discussed in class. | Define (understand and use) Standard Academic Language: explain, aspects, specific, illustrations, contribute, conveyed, create, mood, emphasize, characters, aspects and setting. | **Identify or describe specific illustrations that create mood, emphasize aspects of a character or setting.** | **Answer questions explaining how or in what way illustrations** **contribute to a specific part of a text.**  | Concept DevelopmentUnderstands that a text’s illustrations can contribute to the message the story is telling. | **Locate information within the text that is conveyed by specific aspects of the text’s illustrations.** | **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). |
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| **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). | Questions for Standard RL.3.9: :[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• How are the themes/plots/settings in Kevin Henke’s books \_\_\_\_\_\_\_\_ (title) and\_\_\_\_\_\_\_\_ (title) alike and different? | Teacher Hints: CCSS **Appendix B** has grade-level storiesGoal:1. Compare and contrast stories written by the same author. | Resources:[How to Implement an Author's Study](http://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf)[Mapping Characters Across Books](http://www.readwritethink.org/classroom-resources/lesson-plans/mapping-characters-across-book-409.html?tab=4#tabs)[Patricia Polacco's Books Lesson Plan](http://www.readwritethink.org/classroom-resources/lesson-plans/schema-building-study-with-996.html)[Lesson: Narrative Characters' Characteristics](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf)[Compare and Contrast Venn Diagram Rubric](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-rubric-30202.html#ideas) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** | **Path to DOK - 4** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - Cf** | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 2 - AN**q | **DOK 3 - C**v | **DOK 3 - AN**z | **DOK 3 -SYH** | **DOK 4 - SYU** | **Standard** |
| **Path to DOK 4****Reading Literature CCSS****Learning Progressions** | Answers recall questions about themes, settings or plots from a book read and discussed in class. | Define (understand and use) Standard Academic Language: compare, contrast, theme, setting, plot, similar, characters | Identify the literary elements in a text (theme, setting and plot) read and discussed in class. | **Answers who, what, when, where or how questions about themes, setting and plots read and discussed in class.** | Concept Development:Students understand that a theme, setting and plot in texts written by the same author may have similarities and differences. | **Locate information in two texts in two texts to show what themes, settings and plots have in common.** | Classify literary elements of two or more texts (theme, setting and plot) written by the same author by similarities and differences using a graphic (Venn). | Identify themes across multiple texts written by the same author about the same or similar characters. | **Analyze how themes across multiple texts written by the same author are connected to each other**. | Synthesize information about theme, setting or plot in one text and form a conclusion. | **Synthesize information in two or more texts about theme, setting or plot using comparing and contrasting to form a conclusion.** | **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). |
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| **Common Core State Standards Reading Informational Text Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka  |
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| **RI.3.1**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Questions to ask for standard RI.3.1:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Who \_\_\_? Which sentence(s) from the article supports your answer? • What gave \_\_ the idea for \_\_? Which sentence(s) from the article supports your answer? • Where was the first \_\_\_? Which sentence(s) from the article supports your answer? • When do \_\_\_, \_\_\_? Which sentence(s) from the article supports your answer? • Why was \_\_\_? Which sentence(s) from the article supports your answer? • How are \_\_ and \_\_alike and different? Which sentence(s) from the article supports your answer?  | Teacher Hints: ***This is the first time students are asked to provide text evidence.***Goals:1. Students will ask questions about the text.2. Students will answer questions referring to the text.[Writing Your Own Questions](http://www.sanchezclass.com/docs/question-starters.pdf)[Mini-Lesson Informational Text](http://www.clpgh.org/research/parentseducators/educators/blast/elementary/3rdgrade/InformationalText.html)[Asking Questions Mini-Lessons for Grade 3](http://www.lkdsb.net/program/elementary/admin/Asking%20Questions.pdf) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - K1**a | **DOK 1 - K1**c | **DOK 1 - C1**f | **DOK 2 - Ch** | **DOK 2 - C**l | **Standard** |
| **Path to DOK 1,2****Informational Text****Learning Progressions** | Answer and ask questions about details or examples in an informational text previously read and discussed in class.  | Define/ Understand the meaning of the words/terms standard academic language: text, questions, answers and asks. | **Answers who, what, where, when or how questions about key ideas found explicitly in an informational text.**  | **Concept Development****Shows an understanding of the relationship between “why” questions and answers found explicitly in informational text.** | **Answers questions about a specific detail, idea or topic in an informational text and then goes back to the text as a reference to support the answer(s), (read but not discussed in class).** | **RI.1**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
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| **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. |  Questions to ask for standard RI.3.2:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• What is the main idea of the article? What key details support this main idea? • What are the key details in the article? How do the key details support the main idea? • What is \_\_\_\_ a good title for the article? How do the key details support the selection of this title?  | Teacher Hints: ***This is the first time students’ main idea is used. Before grade 3 it was referred to as Main Topic. This is also the first time students are asked to explain how central messages are conveyed through key details!***Goals:1. Students will determine the main idea and how it is supported by key details.[Using Sub-Headings to Predict Main Idea Mini-Lesson](http://betterlesson.com/lesson/20113/using-subheadings-to-predict-main-ideas)[Predicting the Main Idea Graphic Organizer](http://betterlesson.com/lesson/20113/using-subheadings-to-predict-main-ideas#/document/83753/using-subheadings-to-predict-main-ideas-lesson-resource?&_suid=1377105619218048179285085512224)[Marzano Summary Frames](http://sddial.k12.sd.us/esa/doc/teachers/marzano/SummaryFrames.pdf)[One Sentence Summary Frame](http://www.sanchezclass.com/docs/one-sentence-summary-frames.pdf)[One Sentence Summary Chart](http://www.sanchezclass.com/docs/one-sentence-summary-chart.pdf) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**i | **DOK 2 - C**k | **DOK 2 - C**l | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recalls specific key details from an informational text that support the main idea (read and discussed in class). | Define/ Understand the meaning of the words/terms standard academic language: main idea, support, recount/retell, explain and key details. | **Answers who, what, when, where and how questions about specific key details found in an informational text (read but not discussed).** | Concept DevelopmentUnderstands that key details provide clues or indications about the main idea of a text. | Summarize the text by recounting the key details. | **Determines the main idea of the text by evidence of (recognizing) the key details (new text).** | **Locates information (key details) that supports a main idea in an informational text.** | **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. |
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| **RI3.3** 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. |  Questions to ask for standard RI.3.3:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• What caused \_\_? What information from the article supports your answer? • What is the effect of \_\_ What information from the article supports your answer? • Why is it important to \_\_? What information from the article supports your answer? • Explain how \_\_\_. Use information from the article in your explanation. • Explain the relationship between \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (series of historical events). Use information from the article in your explanation. • Explain the relationship between \_\_\_\_\_\_and \_\_\_\_\_ (scientific concepts/ideas). Use information from the article in your explanation. • Explain the steps in \_\_\_\_ (a technical procedure). Use information from the article in your explanation. | Teacher Hints: ***Use scientific, historical or technical texts.***Goals:1. Describe time relationships in text.2. Describe sequence relationships in text.3. Describe cause and effect relationships in text.[Sequence of Events Graphic](http://www.readwritethink.org/files/resources/printouts/SequenceEvents.pdf)[Content Passages](http://www.k12reader.com/subject/3rd-grade-reading-comprehension-worksheets/) | [Cause and Effect Star Chart](http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_star.pdf)[Cause and Effect Chain](http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_chain.pdf)[Awesome Science Graphic Organizers](http://irondalecom.jefcoed.com/Documents/Graphic%20Organizers/organizer%20science.pdf)[Write a Procedural Text: Preparing Noodles](http://www.readingmatrix.com/articles/jacobs_yong/article-part2.pdf)[Creative, Inventive and Notable People History Lesson](http://www.readtennessee.org/sites/www/Uploads/Grade%203%20Unit%203%20%20Creative%2C%20Inventive%2C%20and%20Notable%20People.pdf)[Timeline Graphic Organizer](http://www.teachervision.fen.com/tv/printables/TCR/0743932080_033.pdf) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 1 C**h | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recall: specific steps in a technical procedureRecall: a series of historical events. Recall scientific ideas or concept....in text read/discussed. | **Define** transitional words pertaining to time sequence and cause and effect such as; first, then, next, after that, finally.**Define (understand)** the terms historical, scientific and technical as well as time, sequence and cause/effect. | **Describe how a series of events, ideas or concepts, or scientific steps are related when explaining who, what, when, where or how.** | **Explain a cause and effect of a historical event.****Explain the sequence of steps in a technical procedure.****Explain time elements between a series of historical events.****Explain the influence of time and cause/effect on scientific ideas or concepts.** | **RI3.3** 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 |
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| **RI3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* | Questions to ask for standard RI.3.4:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5? • What does \_\_\_ (a general academic word/phrase) mean as it is used in this article? How does it help the reader’s understanding of the information presented? • What does \_\_\_ (a domain-specific word/phrase) mean? • What does the word \_\_\_\_\_ mean in paragraph 2 ◦How are academic and domain-specific words used in informational texts? ◦What are the differences among facts, feelings, and opinions? ◦What are some word clues for understanding where things happened? | Teacher Hints: ***Use scientific, historical or technical texts.***Goals:1. Determine the meaning of words and phrases.

Resources:[Academic Word List Finder](http://www.nottingham.ac.uk/alzsh3/acvocab/index.htm)[Matching Synonyms with Antonyms Lesson Plan](http://lessonplanspage.com/LAMatchingWithSynonymsAntonyms4.htm/)[Building Vocabulary Words Lesson Plan](http://www.readwritethink.org/classroom-resources/lesson-plans/world-words-building-vocabulary-53.html)[Introduction to Using Context Clues Lesson](http://lessonplanspage.com/LAIntroductionToUsingContextClues35.htm/) | <http://www.confusingwords.com/>[A Weekly Spelling Program](http://www.readwritethink.org/classroom-resources/lesson-plans/sort-hunt-write-weekly-278.html)[Word Family Sort](http://www.readwritethink.org/classroom-resources/student-interactives/word-family-sort-30052.html)[Many, Many Context Clue Sites](http://ethemes.missouri.edu/themes/1641) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
|  **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**e | **DOK 1 - AP**g | **DOK 2 – Ap**n Context Clues | **Standard** |
| **Path to DOK 1,2****Informational Text****Learning Progressions** | Locate domain-specific words and phrases studied or discussed in a text (basic recall of location). | Understands and uses **Academic Standard Language** accurately: determine, general, academic, domain, specific, words, phrases, relevant. | **Select words and phrases when meaning or definition is clearly evident.****L.3.4d: Uses** **glossaries or beginning dictionaries to determine or clarify meaning.** | **L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) | **L.3.4c** **Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).** | **L.34 a**Use sentence-level context as a clue to the meaning of a word or phrase. | **L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).** | **RI3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* |
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| **RI3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |  Questions for Standard RI.3.5:[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• What does the caption under the picture tell you? • What information do the headings give the reader about the next section of the text? • Why are some words in bold print? • Why does the author provide hyperlinks? • Where can more information on \_\_\_ be located?  | Teacher Hints: This is the first time key ***words, sidebars and hyperlinks*** are addressed. It is also the first time students are asked to focus on information that is ***relevant*** to the topic.Goals:1. Use text features to locate information.2. Use search tools to locate information. | Links:[Many Links on Text Features!!](http://www.literacyleader.com/?q=node/461)[Grade 3 Maryland Document Text Features Reference](http://www.mdk12.org/instruction/clarification/reading/grade3/2A2.html)[Grade 3 Web Links](http://www.scotchmediacenter.org/3rd-grade.html)[Lesson Plan Teaching Science Through Picture Books](http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-science-through-picture-31.html)[Comprehending Non-Fiction Text on the Web](http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-terrain-comprehending-nonfiction-98.html) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
| **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - Cf** | **DOK 2 - C**h | **DOK 2 - Cl** | **DOK 2 - AP**n | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Locate specific text features (i.e., key words, sidebars, hyperlinks) from a text read and discussed in class. | Define (understand and use) Standard Academic Language: key words, sidebars, hyperlinks, relevant, efficiently, topic and text features/tools. | **Answers questions about the purpose of different text features and search tools.**  | Concept DevelopmentUnderstands that search or text features (tools) can provide information about a text or topic. | **Locate information using key words, sidebars or hyperlinks (and other search tools/text features) relevant to a topic.** | **Obtain and Interpret information using key words, sidebars or hyperlinks relevant to a topic.**  | **RI3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
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| **RI3.6 Distinguish** their own point of view from that of the author of a text. |  Questions for Standard RI.3.6 [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• How does the author feel about the topic? Do you agree or disagree? Explain why or why not.  | Teacher Hints: Point of view refers to personal opinion or perspective of the author in informational text.Goals:1. Distinguish between our own and the author’s point of view. | Links:[Point of View Teaching Strategy](http://www.morningsidecenter.org/teachable-moment/lessons/point-view-grades-3-6) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - K**c | **DOK 1 - Cf** | **DOK 2 - C**h | **DOK 2 - ANq** | **DOK 3 - Cu** | **DOK 3 - C**w | **DOK 3 - AN**A | **Standard** |
| **Path to DOK 2,3****Informational Text****Learning Progressions** | Recall what an author conveys in a text about an event (read and discussed in class). | Define (understand and use) Standard Academic Language: point of view, distinguish, author, and phrase “from that of...”. | **Describe or explain specific parts of a text that give understanding to an author’s point of view.** | Concept DevelopmentUnderstands that an author’s point of view is reflected in words and gives an example of his/her own point of view. | **Identifies and lists the author’s points of views within a text. Compares an author’s point of view with their own.** | **Explain an author’s point of view using supporting evidence from the text.** | Describe how an author’s point of view may affect the reader’s own point of view. | **Analyze how an author’s point of view is different than your own.** | **RI3.6 Distinguish** their own point of view from that of the author of a text. |
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| **RI3.7** 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). |  Questions for Standard RI.3.7: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• How does the map help the reader understand why the countries fought for control of the river? • How does the photograph help the reader understand why people were eager to visit the canyon? • How does the map help the reader understand where the battle occurred? • How does the photograph help the reader understand when the event occurred? • How does the map help the reader understand how the Mississippi River helped farmers get their crops to market?  | Teacher Hints: This is the first time ***maps and photographs*** are addressed. Describe was used because demonstrate understanding is not a measurable skill.Goals:1. Describe test using information gained from illustrations and words. | Links:[National Geographic for Kids Photos](http://kids.nationalgeographic.com/kids/photos/)[Mini-Lesson How Mental Images Support Text](http://mcrileyliteracyresources.wikispaces.com/file/view/MentalImageMini-lessons.pdf)[Apply Question and Answer Relationship to Illustrations](http://www.readwritethink.org/classroom-resources/lesson-plans/applying-question-answer-relationships-370.html)[Using a Picture Book to Guide Research](http://www.readwritethink.org/classroom-resources/lesson-plans/looking-landmarks-using-picture-841.html) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 1 - C**h | **DOK 2 - C**l | **DOK 2 - C**l | **DOK 2 - AP**n | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Locate or recall specific illustrations (maps, photographs) or specific words from a text read and discussed in class (rote memory). |   Define (understand and use) Standard Academic Language: illustrations, maps and photographs, the phrase “gained from”, demonstrate, key events and occur. | **Answers questions using illustrations as well as words in a text.**  | Concept DevelopmentUnderstands that words of a text and illustrations (maps or photographs) are informational sources. | **Identifies a main idea or generalization(s) about how or why key events occur (using illustrations or text).**  | Locates specific illustrations or text information as evidence to support a central idea. | **Obtain and interpret information based on the illustrations and the words in the text to demonstrate understanding.**  | **RI3.7** 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). |
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| **RI3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |  Questions for Standard RI.3.8: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• Explain how the first paragraph relates to the second paragraph. Use examples from the article in your explanation. • Explain how the author develops his/her idea across the paragraphs. Use examples from the article in your explanation. • Explain what the author does to help the reader understand how to put the tent together. Use examples from the article in your explanation. | Teacher Hints: Use clue words ( i.e., both, like, so, because, first, next and last) for comparison, cause/effect/ and sequence to show the connections.Goals:1. Describe the connection between sentences in a text.2. Describe the connection between paragraphs in a text.[Grade 3 On-Line Language Builder](http://www.internet4classrooms.com/skills-3rd-langbuilders.htm)[Writing Transition Words and Phrases (excellent list)](http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm)[Cause and Effect Signal Words Lesson](http://betterlesson.com/lesson/21965/cause-and-effect-signal-words#./cause-and-effect-signal-words?&_suid=1388788814781016454019738933667)[Paragraph Puzzle Activity](http://www.readwritethink.org/files/resources/lesson_images/lesson872/puzzles.pdf)[Mini Lesson (really cute) on Cause and Effect](http://www.studyzone.org/testprep/ela4/a/causeandeffectl.cfm)[Lesson: Exploring Cause and Effect on Natural Disasters](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html)[Lesson: Comparing across three stories](http://betterlesson.com/unit/10967/comparing-and-contrasting#/lesson/21441/comparing-across-3-stories?&_suid=13887889907500531097246065551)[Comic Strips and Cause and Effect](http://www.readwritethink.org/classroom-resources/lesson-plans/engaging-with-cause-effect-30678.html) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**l | **DOK 2 - Cm** | **DOK 2 - AN**s | **DOK 3 - C**u | **Standard** |
| **Path to DOK 3****Informational Text****Learning Progressions** | Read and discussed in class:Locate a sentence within a paragraph. Locate a paragraph within a text. | Define (understand and use) Standard Academic Language: logical, connection, between, particular (sentences and paragraphs), comparison, cause/effect, sequence words (first, second, third, etc...). | **Describe or explain who, what, when, where or how using transitional words when speaking or writing:****Sequence words (e.g. first, next, then, after that, finally).****Cause/Effect language (cause, effect, if, then, because).** **Comparison language (more, less, -er,-est, etc...).** | **Concept Development:****Students understand that sentences and paragraphs are logically connected (by ideas, events, etc...) and transitional language is often a clue about the connections.** | **Locate supporting information between particular sentences and paragraphs in a text using transitional language as a clue.** | Analyze/Identify the text structures of comparison, cause and effect or sequence by identifying signal words, transitions or semantic cues.  | **Explain why sentences and paragraphs in a text are connected (use structural text references – comparison, cause/effect/ first/second/third in a sequence).** | **RI3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
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| **RI3.9** Compare and contrast the most important points and key details presented in two texts on the same topic | Questions for Standard RI.3.9 [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)• How are the most important points in the two texts about \_\_\_\_\_\_ alike and different? • How are the key details in the two texts about \_\_\_\_\_ alike and different?  | Teacher Hints: Example: Compare the points in two texts about frogs.Goals:1. Compare and contrast key details in two texts on the same topic.2. Compare and contrast important points in two texts on the same topic.[Compare and Contrast Structures for ELLs - Article for Teachers](http://www.ldonline.org/article/40005)[Compare and Contrast Structures in Expository Text Lesson](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html)[Compare and Contrast Charts](http://www.readingquest.org/strat/compare.html)[Compare and Contrast Strategy (1 page resource for teacher)](http://teacher.scholastic.com/products/classroombooks/pdfs/mini_comp3.pdf)[Compare and Contrast Structures and ELLS in K - 3](http://www.ldonline.org/article/40005/)[Crocodiles and Alligators Compare and Contrast Video](http://www.youtube.com/watch?v=dlZGtdsJDjc&feature=related%20) |
| **Grade 3** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** | **Path to DOK - 4** |
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| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 2 - AN**p | **DOK 3 - C**u | **DOK 3 - AN**y | **DOK 4 - SY**U | **Standard** |
| **Path to DOK 4****Informational Text****Learning Progressions** | Read and Discussed in Class:Locate key details in two texts on the same topic.Locate important points in text texts on the same topic. | Define (understand and use) Standard Academic Language: Compare, contrast, important points, key details, presented and topic. | **Answers who, what, where, when or how questions about key details, from two texts on the same topic**. | Concept development:Students understand that key details and important points can be found in two texts on the same topic. | **Locate important points in two texts on the same topic (these are major points or main ideas supporting the topic).** | Categorize or list key details from two texts on the same topic under important points or main ideas. | **Explain the connection between two texts on the same topic using supporting evidence (key details).** | Compare and contrast similarities and differences of key details about important points in two texts on the same topic. | **Synthesize key details presented in two texts about the same topic, correlating the most important points into one conclusion.** | **RI3.9** Compare and contrast the most important points and key details presented in two texts on the same topic. |
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