Identifies Key Ideas and Details of a Story—Grade 3 RL.03.01-RL.03.03 RI.03.01-RI.03.03	
Text Type: Literature or Informational	
Level 4.0 In addition to Level 3.0 performance, the student writer goes beyond what was taught:	Students should be able to thoroughly perform tasks with texts of unusually high complexity.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 **PROFICIENCY TARGET**	**Students should be able to adequately perform tasks with texts of moderate to high complexity.** • **Ask and answer questions to show understanding of text (RL.03.01, RI.03.01)** • **Use text to answer questions (RL.03.01, RI.03.01)** • **Draw Inferences (RL.03.01, RI.03.01)** • **Construct the central message, lesson, or moral and identify and explain the supporting details (RL.03.02)** • **Determine main idea of text and explain how details support main idea (RI.03.02)** • **Sequence events in a text (RL.03.02, RI.03.02)** • **Use specific details from the text to describe characters and how their actions contributed to the sequence of events (RL.03.03)** • **Explain what happened and why based on specific information in the text (RI.03.03)**
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should be able to partially perform tasks with texts of moderate complexity.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	Students should be able to minimally perform tasks with texts of low complexity. (May require teacher support for task)
Level 0.5	**With help**, a partial understanding of **some** of the 2.0 content and **none** of the 3.0 content.

IDENTIFIES KEY IDEAS AND DETAILS OF STORIES RL.03.01-RL.03.03 RI.03.01-RI.03.03		
Standard	**Student action**	**Content Elements to Teach**
RL.03.01/ RI.03.01	Ask and answer questions to show understanding of text	• Ask Questions strategy • Tier 2 vocabulary = explicit • Explicit details from the text (L)(I)
RL.03.01/RI.03.01	Use text to answer questions	Explicit details from the text (L) (I)
RL.03.01/RI.03.01	Infer	Infer Meaning strategy

RL.03.02	Construct the central message, lesson, or moral and identify and explain the supporting details (i.e. fables, folktales, and myths)	• Determine Importance strategy
		• Summarize/Synthesize strategy
		• Explicit details from the text:
		   1. Character development/feelings/interactions
		   2. Dialogue
		   3. Central Message=theme
		   4. Moral
		   5. Conflict/challenges
		   6. Setting
		   7. Author's lesson or message

RI.03.02	Determine main idea of text and explain how details support main idea	• Explicit details from text • Central ideas = main ideas (terms are interchangeable) • Key events
RL.03.02/RI.03.02	Sequence events in a text	• Key events (L) • Central ideas /subtopics (I) • Use language that pertains to transition words (first, next, etc) • Model the structure for writing a summary (intro, three main events/key ideas in sequential order, conclusion)
RL.03.03	Use specific details from the text to describe characters and how their actions contributed to the sequence of events	• Character feelings, thoughts, dialogue, actions • Major events/plot • Genre-specific features • Author's lesson or message • Cause/effect strategy • Sequence of events
RI.03.03	Explain what happened and why based on specific information in the text	• Cause/effect strategy • Explicit details in procedures, ideas, or concepts • Use language that pertains to transition words (first, next, etc.)