

Grade 3

Literary

#1 Students *ask and answer questions* regarding the plot of Patricia MacLachlan’ s *Sarah, Plain and Tall*, explicitly referring to the book to form the basis for their answers.

#4 Students read Paul Fleischman’ s poem “Fireflies,” determining the meaning of *words and phrases* in the poem, particularly focusing on identifying his use of *nonliteral language* (e.g., “light is the ink we use”) and talking about how it suggests meaning.

#6 When discussing E. B. White’ s book *Charlotte’s Web*, students *distinguish their own point of view* regarding Wilbur the Pig *from* that of Fern Arable as well as *from* that of *the narrator*.

#7 Students *explain* how Mark Teague’ s *illustrations* contribute to what is conveyed in Cynthia Rylant’ s *Poppleton in Winter* to *create the mood and emphasize aspects of characters and setting* in the story.

Informational

#2 Students *explain how the main idea* that Lincoln had “many faces” in Russell Freedman’ s *Lincoln: A Photobiography* is supported by *key details* in the text.

#3 Students read Robert Coles’ s retelling of *a series of historical events* in *The Story of Ruby Bridges*. Using their knowledge of how *cause and effect* gives order to *events*, they use *specific language* to describe the *sequence* of events that leads to Ruby desegregating her school.

#5 Students *use text features*, such as the table of contents and headers, found in Alike’ s text *Ah, Music!* to identify relevant sections and *locate information relevant to a given topic* (e.g., rhythm, instruments, harmony) *quickly and efficiently*.