



# INDIANA ACADEMIC STANDARDS FRAMEWORKS

## English/Language Arts: Grade 3

Reading Comprehension	
<b>Learning Outcome</b>	Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
<b>Standard</b>	<b>3.RC.8:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)
Evidence Statements	Academic Vocabulary
<ul style="list-style-type: none"> <li>Identify the structure of an informational text.</li> <li>Locate topic sentences, signal words, and context clues that help identify the text structure.</li> <li>Understand the characteristics and purposes of different types of text structures (chronological or problem/solution) in informational texts.</li> <li>Explain how authors structure informational texts to indicate problem/solution or a chronological order of events.</li> </ul>	<ul style="list-style-type: none"> <li>Nonfiction text</li> <li>Text structure               <ul style="list-style-type: none"> <li>Problem and solution</li> <li>Chronological order</li> </ul> </li> <li>Signal words</li> </ul>
Clarification Statements	Common Misconceptions
<ul style="list-style-type: none"> <li>3.RC.8 is the foundational standard for <a href="#">3.RC.6</a>.</li> <li>Text structure refers to the way an author organizes their text.</li> <li>Informational texts used for this standard may include biographies/autobiographies.</li> <li>Identifying the text structure at the beginning encourages the reader to question how subsequent sections of the text fit into the identified text structure. This process enables the reader to monitor their comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Students that are proficient readers of literature will not necessarily be proficient readers of expository texts. Fiction texts follow similar general organizational patterns; however, expository texts can have very different text structures.</li> </ul>
Looking Back	Looking Ahead
<b>2.RC.8:</b> Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. (E)	<b>4.RC.7:</b> Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)

## Instructional Resources and Strategies

- [English/Language Arts Grades K-12 Vertical Articulation Guides](#)
- [English/Language Arts Grades 2-5 Vertical Articulation Guide](#)
- [How to Teach Expository Text Structure to Facilitate Reading Comprehension, from Reading Rockets](#)
- [Second and Third Grade Student Center Activities: Expository Text Structure, from Florida State University's Florida Center for Reading Research](#)
- [Components of the Reading Rope: Literacy Knowledge, from Braintrust Tutors](#)
- [Text Comprehension, from Literacy How](#)
- [Literacy Comprehension Strategies](#)
- [Literacy Comprehension Planning Template/Template with Examples](#)
- Teach and support students in using graphic organizers matched to specific informational text structures during reading and while planning written responses.
- After reading, ensure that students have understood and can communicate the big ideas or enduring meanings of the text, using a variety of response modes (oral, written, artistic).

## Universal Supports for All Learners

- [2024 Content Connectors](#)
- [Universal Design for Learning Playbook](#)
- [UDL Guideline Infographic, from Learning Designed](#)
- [UDL Guidelines from CAST](#)
- [Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series](#)
- [Learning Styles and the Writing Process, from the University of Arizona SALT Center](#)
- [Corgi: Digital Graphic Organizers](#)
- [Reading and Writing Graphic Organizers, from BrainPop Educators](#)
- [Writing Graphic Organizers, from Student Treasures](#)

## Assessment Considerations

- [IREAD-3 Test Blueprint](#)
- [IREAD-3 Item Specifications](#)
- [IDOE Released Items Repository](#)
- [Indiana Assessment Framework](#)
- [Exploring Released Items for Writing Instruction - SmART Tool Tutorial](#)
- [Smarter Balanced SmART Tool](#)
- [ILEARN Constructed Response Item Types and Scoring](#)

## Interdisciplinary Connections

*Coming Soon*

## Disciplinary Literacy

*Coming Soon*

Contact IDOE's [Office of Teaching and Learning](#) with any questions.

