



## WorldWise Informational Texts

### Guided Reading Levels NOP (30–38) Linked to Next Generation Science Grade 3 Outcomes

Title	Level*	Next Generation Grade 3 Science Standards	ELA Standards			
		Disciplinary Core Ideas	Reading Informational text	Writing	Speaking & Listening	Language
<p><b>Animal Lifetimes</b> All animals are different and have different life cycles, but all have a ‘lifetime’ in common.</p>	N (30)	LS1.B Growth and development of organisms LS2.C Ecosystem dynamics, functioning, and resilience LS2.D Social interactions and group behaviors LS3.A Inheritance of traits LS3.B Variation of traits LS4.A Evidence of common ancestry and diversity LS4.B Natural selection LS4.C Adaptation	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose	3.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase
<p><b>Animal Parents</b> Animals have unique and diverse life cycles: parents raise some animals and some animals care for themselves.</p>	N (30)	LS1.B Growth and development of organisms LS2.D Social interactions and group behavior LS3.A Inheritance of traits	3.RI.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	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.1b Follow agreed-upon rules for discussions	3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
<p><b>Caring for Animals</b> People care for captive, sick, or endangered animals in a variety of ways, using a range of technologies. Conservation programs are important to ensure the survival of some species.</p>	N (30)	LS1.B Growth and development of organisms LS2.C Ecosystem dynamics, functioning, and resilience LS4.A Evidence of common ancestry and diversity LS4.B Natural selection LS4.D Biodiversity and humans	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships



WorldWise  
Content-based Learning

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<b>The Land Where I Live</b> The climate in different regions of the world. Includes three case studies: the Arctic, a rainforest, southern California.	N (30)	ESS2.D Weather and climate LS4.D Biodiversity and humans	3.RI. 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	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.1d Explain their own ideas and understanding in light of the discussion	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase
<b>Looking After Our World</b> Understanding how we can look after our world by establishing world heritage sites	N (30)	LS2.C Ecosystem dynamics, functioning, and resilience LS4.D Biodiversity and humans	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons	3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
<b>The Weather Today</b> Knowledge of the weather and daily weather patterns is useful for our everyday activities. In the case of extreme weather, people need to be informed so that they keep safe.	N (30)	ESS2.D Weather and climate ESS3.B Natural hazards	3.RI.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	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	3.L.3a Choose words and phrases for effect
<b>Amazing Animals Survivors</b> When the environment changes, some animals survive well, some move to new environments, and some die.	O (34)	LS2.C Ecosystems dynamics, functioning, and resilience LS2.D Social interactions and group behaviors LS4.B Natural selection LS4.C Adaptation	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	3.L.3a Choose words and phrases for effect
<b>Bicycles by Design</b> A history of the bicycle, including bicycles today, and safety and technology.	O (34)	ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.1d Explain their own ideas and understanding in light of the discussion	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

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	O (34)					
<b>Busy Highways</b> Animal migration – why and how animals make incredible journeys.	O (34)	LS1.B Growth and development of organisms LS2.C Ecosystem dynamics, functioning, and resilience LS2.D Social interactions and group behavior LS4.C Adaptation	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	3.L.3a Choose words and phrases for effect
<b>The Coral Reef</b> Coral reefs are fragile environments, home to thousands of sea creatures, and some of the most complex habitats on Earth.	O (34)	LS1.B Growth and development of organisms LS2.C Ecosystem dynamics, functioning, and resilience LS2.D Social interactions and group behavior LS4.C Adaptation LS4.D Biodiversity and humans ESS2.D Weather and climate	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose	3.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
<b>Plants: The Key to Life</b> Why are plants important in our world? What has caused native plants to diminish in number? Why do we need replanting programs?	O (34)	LS2.C Ecosystem dynamics, functioning, and resilience LS4.C Adaptation	3.RI.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	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	3.L.3a Choose words and phrases for effect
<b>The Animal Kingdom</b> Understanding what living things are, how they are grouped and classified.	P (38)	LS1.B Growth and development of organisms LS3.A Inheritance of traits LS3.B Variation of traits LS2.C Ecosystem dynamics, functioning, and resilience LS4.A Evidence of common ancestry and diversity LS4.B Natural selection LS4.C Adaptation	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase

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<p><b>Animals and their Ancestors</b> The changes in plants and animals over time contrasted with species that have hardly changed.</p>	P (38)	LS2.C Ecosystem dynamics, functioning, and resilience LS4.A Evidence of common ancestry and diversity LS4.C Adaptation LS4.D Biodiversity and humans	3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	3.L. 6.Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships
<p><b>Everything Moves</b> Rules or laws of nature are called forces – they determine how everything moves.</p>	P (38)	PS2.A Forces and motion PS2.B Types of interaction	3.RI.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	3.W. 2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.1d Explain their own ideas and understanding in light of the discussion	3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
<p><b>Finding Our Way</b> People use technology for direction and navigation.</p>	P (38)	ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	3.RI. 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>	3.W. 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose	3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
<p><b>Going, Going, Gone?</b> When the environment changes, some animals survive or reproduce, others relocate or adapt, and some die.</p>	P (38)	LS2.C Ecosystem dynamics, functioning, and resilience LS4.C Adaptation LS4.D Biodiversity and humans	3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>	3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

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<p><b>Keeping Well</b> Over time, medical inventions and technology have assisted people to enjoy better health.</p>	P (38)	<p>ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution</p>	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3.SL.1b Follow agreed-upon rules for discussions	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships
<p><b>Monarch Butterflies: The Long Migration</b> The great migration of the monarch butterfly. Its life cycle and relationship with the milkweed plant.</p>	P (38)	<p>LS1.B Growth and development of organisms LS2.C Ecosystem dynamics, functioning, and resilience LS2.D Social interactions and group behavior LS3.A Inheritance of traits LS4.D Biodiversity and humans</p>	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea	3.W. 2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	3.L.3a Choose words and phrases for effect