



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p><u>Questions to Focus Learning</u></p> <p>What structures does an author use to present information in informational text? Why do authors choose particular structures?</p> <p>Authors use logical connections of comparison, cause/effect, and sequential order to support their points in informational text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know comparisons tell the similarities and differences between two or more things.</p> <p>I can identify comparisons within a text.</p> <p>I know that cause/effect describes why one or more events occurred.</p> <p>I can identify cause and effect relationships within a text.</p> <p>I know that sequential order of a text describes events in the order they happened or tells the ordered steps to do or make something.</p> <p>I can identify sequential order of a text.</p> <p>I know authors use different structures to present information within a text.</p> <p><i>Reasoning Targets</i></p> <p>I can explain why the connection between particular sentences and paragraphs in a text is a comparison, cause/effect or sequential order.</p> <p>I can describe how the logical connection between particular sentences and paragraphs in a text help the reader understand the author's points.</p>

### Vocabulary

cause/effect  
comparison  
first/second/third  
logical connection  
sequential order

### Teacher Tips

[Cause and Effect Relationships](#) -- This lesson helps students to identify cause and effect relationships in text.  
[Struggling Readers](#) -- Although this article focuses on the ELL classroom, the ideas and activities can be adapted to other student populations, particularly struggling readers. A list of books which lend themselves to compare and contrast activities is provided. (Source: LD Online)  
[Visual Support](#) - Nests and Houses **PowerPoint Presentation**: Provides the visual support your students need to help them identify key elements and structures in compare/contrast texts.

### Vertical Progression

RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.  
RI.1.8 - Identify the reasons an author gives to support points in a text.  
RI.2.8 - Describe how reasons support specific points the author makes in a text.  
RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.  
RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  
RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  
RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  
RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  
RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  
RI.11-12.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.3.8](#)