

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
THIRD GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

**Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Reading Standards: Foundational Skills (RF)
Writing (W)
Speaking and Listening (SL)
Language (L)**

READING STANDARDS FOR LITERATURE

Key Ideas and Details

3.RL.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Ask and answer questions to understand text
- Formulate questions to demonstrate understanding
- Refer explicitly to the text to answer questions

3.RL.2 – Recount stories, including fables, folktales, and myths from diverse cultures, including those by and about American Indians; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- Recount fables from diverse cultures
- Recount folktales from diverse cultures
- Recount myths from diverse cultures
- Determine the moral of a fable
- Determine the lesson of a folktale
- Determine the central message of a myth
- Determine how the central message, lesson, or moral is conveyed

3.RL.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Describe a character’s feelings/emotions and traits /motivations
- Retell the sequence of events using time order words
- Infer a character’s feelings and/or emotions
- Analyze a character’s feelings and/or emotions
- Interpret how a character’s traits, motivations, and feelings lead to actions
- Explain how a character’s actions contribute to the event sequence

Craft and Structure

3.RL.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- Identify literal and nonliteral (figurative) words and phrases
- Determine the meaning of literal and nonliteral words and phrases

3.RL.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- Refer to parts of stories, dramas, and poems when speaking or writing
- Use terms such as chapter, scene, and stanza to describe how a story, drama, or poem builds

3.RL.6 – Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.

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- Recognize own point of view
- Identify the narrator's and character's point of view
- Compare and contrast own point of view to the narrator's or the character's point of view

Integration of Knowledge and Ideas

3.RL.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- Identify specific aspects of a text's illustrations
- Visually and orally identify descriptions in a story or drama
- Recognize the mood of a story
- Explain how aspects of illustrations contribute to the words in a story, create the mood of the story, and emphasizes a character or setting

3.RL.8 – Not applicable

3.RL.9 – Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).

- Identify theme, setting, and plot
- Compare/contrast the theme in stories written by the same author about the same or similar characters
- Compare/contrast the setting in stories written by the same author about the same or similar characters
- Compare/contrast the plot in stories written by the same author about the same or similar characters

Range of Reading and Level of Text Complexity

3.RL.10 – By the end of the year; read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

- Identify and comprehend key ideas, details, and craft and structure of stories, dramas, and poetry

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

3.RI.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Ask and answer questions to understand text
- Formulate questions to demonstrate understanding
- Refer explicitly to the text to answer questions

3.RI.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

- Determine the main idea of a text
- Recount key details of a text
- Explain how the key details support the main idea

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. Include texts by and about American Indians.

- Define and use terms pertaining to times
- Define and use terms pertaining to sequence
- Define and use terms pertaining to relationships
- Define and use terms pertaining to cause and effect
- Identify relationships within text

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- Describe the relationship that occurs between historical events
- Describe the relationship that occurs between scientific ideas or concepts
- Describe the relationship that occurs between the steps from a procedure
- Describe the sequence of events using language pertaining to time
- Describe the sequence of events using language pertaining to sequence
- Describe the sequence of events using language pertaining to cause and effect

Craft and Structure

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.

- Identify general academic words and phrases and domain-specific words and phrases
- Determine the meaning of general academic words and phrases and domain-specific words and phrases

3.RI.5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Determine how readers use search tools
- Use various text features and search tools to locate key facts or information

3.RI.6 – Distinguish their own point of view from that of the author of a text.

- Recognize own point of view
- Identify the narrator’s and character’s point of view
- Compare/contrast own point of view to the narrator’s or the character’s point of view

Integration of Knowledge and Ideas

3.RI.7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- Recognize key events
- Recognize nonfiction text features
- Read graphs, charts, diagram, timelines, etc.
- Recognize interactive Web elements
- Demonstrate understanding using information from maps and photographs
- Demonstrate understanding using information from words telling where, when, why, and how key events occur

3.RI.8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- Define sentence
- Explain the purpose of a paragraph
- Identify structure(s) of paragraphs
- Explain how sentences logically connect to a paragraph’s meaning
- Determine how a text is organized

3.RI.9 – Compare and contrast the most important points and key details presented in two texts on the same topic.

- Identify the most important points in two texts
- Identify the key details in two texts
- Identify similarities of key details
- Identify differences in key details
- Compare/contrast the most important points in two different texts on the same topic
- Compare/contrast the key details in two different texts on the same topic

Range of Reading and Level of Text Complexity

3.RI.10 – By the end of the year, read and comprehend informational texts, including

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history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

- Identify and comprehend informational text key ideas, details, craft and structure, and integration of knowledge

FOUNDATIONAL SKILLS

3.RF.1 -Not applicable

3.RF.2 – Not applicable

Phonics and Word Recognition

3.RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes
- Decode words with common Latin suffixes (-able,-ible, -tion)
- Decode multisyllable words
- Read grade-appropriate irregularly spelled words

Fluency

3.RF.4 – Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING

Text Types and Purposes

3.W.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
- Provide reasons that support the opinion
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons
- Provide a concluding statement or section

3.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
- Develop the topic with facts, definitions, and details
- Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information
- Provide a concluding statement or section

3.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

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- Use temporal words and phrases to signal event order
- Provide a sense of closure

Production and Distribution of Writing

3.W.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)

- Analyze the reason for writing to decide the task
- Analyze the reason for writing to decide the purpose
- Determine suitable idea development strategies
- Determine suitable organization

3.W.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-2 up to and including grade 3.)

- Recognize how to plan, revise, edit, rewrite, and try a new approach
- Develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach

3.W.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

- Know how to use technology and basic computer skills to produce writing, edit, and revise writing to interact with others
- Select appropriate technology tools that fit the intended audience and purpose

Research to Build and Present Knowledge

3.W.7 – Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.

- Conduct shared research using various sources and tools
- Examine information gathered during shared research
- Discriminate between relevant and irrelevant information

3.W.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about American Indians.

- Recognize print and digital sources
- Gather information from print and digital sources
- Provide brief notes from sources
- Sort evidence from sources into provided categories

3.W.9 – Not applicable

Range of Writing

3.W.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Identify the various purposes for writing
- Identify and understand the various organizational structures
- Identify and understand different genres or purposes for writing
- Determine when to write for short or extended time frames
- Determine the appropriate organizational structure for specific audiences and purposes

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SPEAKING AND LISTENING

Comprehension and Collaboration

3.SL.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- 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
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- Ask questions to check understanding of information presented, stay on topic, and like their comments to the remarks of others
- Explain their own ideas and understanding in light of the discussion

3.SL.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Determine the main idea of an oral or media presentation
- Determine supporting details of an oral or media presentation

3.SL.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- Identify where questioning is needed about what a speaker says
- Identify appropriate elaboration and detail when answering questions about information from a speaker
- Formulate appropriate questions about information from a speaker
- Formulate answers about information from a speaker, offering appropriate elaboration and detail

Presentation of Knowledge and Ideas

3.SL.4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians.

- Identify a topic, facts, and descriptive details
- Identify and recall an experience
- Identify clearly pronounced and enunciated words
- Identify an understandable pace
- Determine appropriate supportive facts
- Determine relevant descriptive details

3.SL.5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

- Recognize “engaging” audio recordings
- Identify fluid reading
- Identify facts or details
- Emphasize/enhance facts by adding visual displays
- Emphasize/enhance details by adding visual displays

3.SL.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

- Recognize complete sentences when spoken
- Identify the audience
- Differentiate when situation calls for speaking in complete sentences

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- Interpret requested detail or clarification
- Formulate a response

LANGUAGE

Conventions of Standard English

3.L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Form and use regular and irregular plural nouns
- Form and use regular and irregular plural nouns
- Use abstract nouns (e.g., childhood)
- Form and use regular and irregular verbs
- Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses
- Ensure subject-verb and pronoun-antecedent agreement (*The star player along with the coach (has/have) disappeared, together with (his/their) luggage; the rest of the team (is/are) flying on without them.*)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified (-er, -est)
- Use coordination (*for, and, nor, but, or yet, so*) and subordination conjunctions (*conjunctions that connect independent and dependent clauses such as after, since, unless, while, though*)
- Produce simple, compound, and complex sentences

3.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles
- Use commas in addresses
- Use commas and quotation marks in dialogue
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Knowledge of Language

3.L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases for effect (word choice)
- Recognize and observe differences between the conventions of spoken and written standard English

Vocabulary Acquisition and Use

3.L.4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*)

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- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

3.L.5 – Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*)
- Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)

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 (e.g., *After dinner that night we went looking for them*).

- Acquire grade appropriate conversational words and phrases
- Acquire grade appropriate general academic words and phrases
- Acquire grade appropriate domain-specific words and phrases
- Acquire grade appropriate words and phrase that signal spatial relationships
- Acquire grade appropriate words and phrases that signal temporal relationships