

**Montana Instructional Alignment  
Grade Level: 3**

**Content Standards**

**Communication Arts Content Standard 1 Speaking and Listening** —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
1.1	A. Describe the communication process and how all component parts interact in the process (sender/speaker, receiver/listener, message, medium/channel, feedback, and noise/interference)	Communication process
1.2	A. Use proper posture and gestures when delivering oral messages B. Understand that tone and vocal expression used by a speaker need to match the message	Tone, vocal expression
1.3	A. Use eye contact and attentive behaviors as a listener; provide feedback through appropriate questions and personal responses B. Use appropriate posture and nonverbal feedback when listening C. Answer questions about the message to demonstrate comprehension D. Make connections between the message and the listener’s own background, and recognize ways in which the message applies personally	Connections



1.4	A. Select topics to report, tell a story, or recount an experience B. Organize information, appropriate facts and descriptive details chronologically or topically	Report
1.5	A. Adapt communication to audience – peers, older students and adults B. Adapt communication to setting – classmates, classroom, grade level and school C. Adapt communication to purpose – inform and discuss	Purpose
1.6	A. Stay on topic by linking comments appropriately B. Explain own ideas and understandings as related to the discussion C. Identify main ideas and supporting details of information presented orally	
1.7	A. Demonstrate respectful listening strategies during a story telling event B. Understand the specific role of the storyteller, their background, and their purpose in telling the story C. Retell a story told to them by an adult	Background, role
1.8	A. Demonstrate respectful speaking behaviors including appropriate acknowledgment of the audience B. Demonstrate respectful listening behaviors including offering appropriate responses	



**Communication Arts Content Standard 2 Reading**—Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Benchmark	Essential Learning Expectations	Essential Vocabulary
2.1	A. Combine the elements of phonics to decode unknown words B. Use context clues to decode unknown words C. Identify and know the meaning of the most common prefixes and suffixes (e.g. un, re, mis, pre, ful, less, tion, ly, able)	Prefixes, suffixes
2.2	A. Use context clues to develop content specific vocabulary B. Use the glossary to determine word meanings C. Apply knowledge of prefixes, suffixes and roots to determine word meaning D. Identify and use homophones correctly	Homophones, phrasing, expression
2.3	A. Read grade level sight words accurately B. Read grade level text using appropriate phrasing, accuracy, and expression	
2.4	A. Monitor for meaning and recognize when comprehension breaks down B. Use appropriate strategies to self correct <ul style="list-style-type: none"> <li>• Rereading</li> <li>• Read ahead</li> <li>• Decode</li> <li>• Context clues</li> <li>• Use of text and media feature</li> </ul>	Media feature



2.5	A. Read texts (fiction, nonfiction, traditional literature including selections by and about Montana American Indians) B. Practice using background knowledge to make connections (self to text)	Traditional literature (chart)
2.6	A. Make predictions based on prior knowledge and text B. Use text to revise predictions	
2.7	A. Generate questions based on information from the text B. Use key words to locate information within the text	
2.8	A. Identify main events and/or key concepts in the text (fiction and non-fiction) B. Sequence a series of events and/or key concepts	
2.9	A. Cite a main idea B. Provide two or three supporting details	
2.10	A. Use prior knowledge to make inferences about the text B. Identify relevant context clues in the text to make inferences	



2.11	<p>A. Identify multiple text features to enhance comprehension</p> <ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Illustrations</li> <li>• Captions</li> <li>• Table of contents</li> <li>• Glossary</li> <li>• Headings</li> <li>• Charts</li> <li>• Title</li> </ul> <p>B. Use multiple text features to enhance comprehension</p>	
2.12	<p>A. Identify organizational structure of informational and narrative texts, including selections by and about Montana American Indians</p> <ul style="list-style-type: none"> <li>• Poem</li> <li>• Play</li> <li>• Tall tale</li> <li>• How to</li> <li>• Nonfiction</li> <li>• Fiction</li> <li>• Traditional literature</li> </ul> <p>B. Identify cause-effect and problem-solution relationships within the texts</p>	Genre

2.13	<p>A. Compare and contrast information within and among texts</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• Plot</li> <li>• Genre</li> </ul> <p>B. Explain the similarities and differences of literary elements within and across texts</p>	Plot, genre
2.14	<p>A. Read a variety of culturally diverse texts including those by and about Montana American Indians</p> <p>B. Recognize that the author's word choice is influenced by culture</p> <p>C. Recognize author's purpose to</p> <ul style="list-style-type: none"> <li>• Entertain</li> <li>• Inform</li> <li>• Persuade</li> </ul> <p>D. Recognize cultural differences and similarities within and across texts</p>	Entertain, inform, persuade
2.15	<p>A. Set goals to improve reading fluency and accuracy</p> <p>B. Monitor and record progress</p> <p>C. Choose books appropriate to reading level and purpose</p>	



<b>Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
3.1	A. Identify multiple settings (when and where) B. Identify main and supporting characters C. Identify problem and solution of a story D. Retell the events of a story in chronological order	Solution
3.2	A. Create mental images to enhance the understanding of a story B. Identify how the author's choice of words and phrases enhances the meaning of the story C. Identify simple similes and their use in the story	Simile
3.3	A. Identify the characteristics of fiction B. Identify the characteristics of non-fiction C. Identify the characteristics of tall tales, fables and chapter books, mysteries, traditional literature including those by and about Montana American Indians D. Identify the characteristics of poems: acrostic, tongue twisters, couplet, simple rhyming patterns (e.g., ab, ab)	Acrostic poem, tongue twister, couplet, rhyming patterns
3.4	A. Read a piece of literature and identify the culture represented including those by and about Montana American Indians B. Give examples of author's word choice that represent a culture or historical time period	Historical time period



3.5	A. Read pieces of literature, including those by and about Montana American Indians, and identify the cultures represented B. Identify cultural similarities and differences between two texts and relate to personal experiences	Personal experience
3.6	A. Explain how responses to the text are based on personal experiences and/or details in the text	

<b>Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
4.1	A. Describe techniques used in a media message that entertains B. Describe techniques used in a media message that persuades C. Describe techniques used in a media message that informs	
4.2	A. Name creator(s) of a media message and define their role(s) B. Discuss if the media message is relevant, appropriate, detailed, current, authoritative, or biased	
4.3	A. Locate examples of facts in various media messages B. Locate examples of fiction in various media messages C. Recognize opinion in various media messages	
4.4	A. Understand the etiquette that governs the use and creation of media messages	

4.5	A. Recognize consequences to others when using and creating any media message	
4.6	A. Create media messages with a purpose and audience in mind	
4.7	A. Recognize that media messages influence individuals B. Recognize that media messages influence cultures C. Recognize that media messages influence societies	

**Standard: Communication Arts Content Standard 5 Writing** — Students will write to communicate effectively for a variety of purposes and audiences.

Benchmark	Essential Learning Expectations	Essential Vocabulary
5.1	A. Plan written works using prewriting strategies B. Draft written works to create opinion/argument, informative/explanatory and narrative/creative texts C. Revise written works based on feedback D. Edit written works based on feedback E. Publish written works	
5.2	A. Determine purpose for writing B. Generate ideas C. Select topic D. Narrow topic according to purpose E. Write a sentence introducing the top	

5.3	<p>A. Determine appropriate supporting details for topics.</p> <p>B. Develop topic with facts, definitions, details</p> <p>C. Include illustrations to aid in comprehension.</p> <p>D. Provide reasons to support opinions</p>	
5.4	<p>A. Organize multiple sentences on one topic showing a logical organizational structure</p> <p>B. Use temporal words to signal order of events.</p> <p>C. Introduce and group related information together.</p> <p>D. Use multiple paragraphs to organize information by topic</p>	
5.5	<p>A. Expand word choice through the intentional use of nouns, verbs, adverbs, and adjectives</p> <p>B. Write using complete sentences with varying lengths</p> <p>C. Recognize voice and personality in writing</p>	
5.6	<p>A. Practice cursive handwriting with proper letter formation</p> <p>B. Practice keyboarding skills</p> <p>C. Spell high frequency and grade level words correctly</p> <p>D. Use conventions to write sentences and paragraphs</p> <p>E. Use commas in a series, in greetings and closings of letters, and in addresses</p>	



	<p>F. Recognize and use nouns, verbs, pronouns, adjectives, adverbs, articles, and conjunctions</p> <p>G. Write complete sentences and paragraphs, with attention to agreement</p>	
5.7	<p>A. Write using various formats for a variety of purposes</p> <p>B. Write for a variety of audiences</p>	
5.8	<p>A. Identify forms/genres/mode used in writing</p> <p>B. Write opinion/argument, informative/explanatory and narrative/creative texts in a variety of forms</p> <p>C. Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences</p>	
5.9	<p>A. Write paragraphs that maintain focus throughout the work</p>	
5.10	<p>A. Recognize the problem or task</p> <p>B. Identify the topic</p> <p>C. Discuss the steps needed to solve the problem or task</p> <p>D. Generate research questions</p> <p>E. Discuss and identify possible resources</p> <p>F. Choose relevant resources to solve the problem or task</p> <p>G. Conduct and write short research projects that build knowledge about a topic</p>	



5.11	A. Record basic bibliographic data including author, title, and copyright date B. Recognize intellectual property rights	
5.12	A. Set appropriate goals with guidance B. Recognize writing accomplishments	
5.13	A. Use guided writing activities to help understand information B. Use guided writing activities to reflect on personal experiences in life and learning	

