

**LINCOLN PUBLIC SCHOOLS**  
**English Language Arts Learning Expectations: Grade 3**

**Massachusetts Standards**

**Strand:  
Reading**

**Students will be able to:**

Read and comprehend informational texts, including history/social studies, science, and technical texts in the grade 3 text complexity band independently and proficiently.

Read and comprehend literature, including stories, dramas, and poetry, in the grade 3 text complexity band independently and proficiently.  
*(Standard 10)*

**Big Ideas**

- Reading is a complex task that requires the skillful and simultaneous orchestrations of a number of cognitive processes.
- Comprehension requires readers to actively engage with a text as they gather information, follow a story, consider new ideas, relate ideas to previous information or text-based events, or think about a text in light of their own knowledge and experience.
- Skilled readers base their interpretations of the author’s intended meaning as made apparent by a wide range of textual evidence.

**Key Outcomes**

Students will demonstrate an understanding of a **text** by:

<b>Informational Text:</b>	<b>Literature:</b>
<ul style="list-style-type: none"> <li>● Describing 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, cause /effect. <i>(Standard 3)</i></li> <li>● Distinguishing their own point of view from that of the author of a text. <i>(Standard 6)</i></li> <li>● Comparing and contrasting the most important points and key details presented in two texts on the same topic. <i>(Standard 9)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Describing characters in a story (<i>e.g. their traits, motivations, or feelings</i>) and explain how their actions contribute to the sequence of events. <i>(Standard 3)</i></li> <li>● Distinguishing their own point of view from that of the narrator or those of the characters. <i>(Standard 6)</i></li> <li>● Comparing and contrasting the themes, settings and plots of stories written by the same author about the same or similar characters. <i>(Standard 9)</i></li> </ul>

## Essential Knowledge and Skills

### Students will:

#### Informational Text:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *(Standard 1)*
- Determine the main idea of a text; recount the key details and explain how they support the main idea. *(Standard 2)*
- Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. *(Standard 4)*
- Use text features and search tools (*e.g., key words, sidebars, hyperlinks*) to locate information relevant to a given topic efficiently. *(Standard 5)*
- Use information gained from illustrations (*e.g. maps, photographs*) and the words in a text to demonstrate understandings of the text (*e.g., where, when, why, and how key events occur*). *(Standard 7)*
- Describe the logical connection between sentences and paragraphs in a text (*e.g., comparison, cause/effect, first/second/third in a sequence*). *(Standard 8)*

#### Literature:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *(Standard 1)*
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. *(Standard 2)*
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. *(Standard 4)*
- 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. *(Standard 5)*
- 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*). *(Standard 7)*
- Identify elements of fictions (*e.g., characters,*

		<p><i>setting, plot, problem, solutions) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia). (Standard 8A)</i></p>
--	--	---