Louisiana English Language Arts

Grade 3

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Refer explicitly to details and examples from a text when asking and responding to questions. RL.1

2 Recount stories, including fables, folktales, and myths from a variety of traditions; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. RL.2

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

Craft and Structure

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

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. RL.5

6 Distinguish the student's point of view from that of the narrator or those of the characters. RL.6

Integration of Knowledge and Ideas

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). RL.7

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, the placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the Reading Standards for Informational Texts. RL.8

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

Range of Reading and Level of Text Complexity

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. RL.10

1 Refer explicitly to details and examples from a text when asking and responding to questions. RI.1

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

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. RI.3

Craft and Structure

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. RI.4

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

6 Distinguish the student's point of view from that of the author of a text. RI.6

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. RI.10

Reading Standards for Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in an rat necessary and

Print Concepts

1 Demonstrate and apply handwriting skills. RF.1

a Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing. RF.1.A

b Write complete words, thoughts, and sentences legibly in cursive, leaving appropriate spaces between words. RF.1.B

Phonological Awareness

2 Mastered in Grade 1. RF.2

Phonics and Word Recognition

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important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know— to discern when particular children or activities warrant more or less attention. RF

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

- a Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.A
- b Decode and encode words with common Greek and Latin roots and affixes. RF.3.B
- c Decode and encode multisyllabic words with stressed and unstressed syllables. RF.3.C
- d Read grade-appropriate irregularly spelled words. RF.3.D

Fluency

4 Read grade-level texts with sufficient accuracy and fluency to support comprehension. RF.4

- a Read with automaticity and appropriate prosody or expression. RF.4.A
- b Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.B

Writing Standards The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or fu an

Text Types and Purposes

1 Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons. W.1

- a Introduce the topic or text they are writing about, state an opinion, and organize related reasons together in paragraphs. W.1.A
- b Provide reasons that support the opinion. W.1.B
- c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. W.1.C
- d Provide a concluding statement or section. W.1.D

2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. W.2

- a Introduce a topic and group related information together in paragraphs; include illustrations when useful to aid comprehension. W.2.A
- b Develop the topic with facts, definitions, and details. W.2.B
- c Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but). W.2.C
- d Provide a concluding statement or section. W.2.D

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mastered in preceding grades. W

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

- a Establish a situation and introduce a narrator and/or characters; organize the sequence of events logically. W.3.A
- b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.B
- c Use temporal and/or transitional words and phrases to signal event order. W.3.C
- d Provide a clear conclusion. W.3.D

Production and Distribution of Writing

4 Produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

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 1-3 up to and including grade 3.) W.5

6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others. W.6

Research to Build and Present Knowledge

7 Conduct research that builds knowledge about a topic. W.7

8 Use information from experiences and gather information from print and digital sources. W.8

- a Take brief notes on sources. W.8.A
- b Sort evidence into provided categories. W.8.B

9 (Begins in grade 4) W.9

Range of Writing

10 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing thr ex ye

Comprehension and Collaboration

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standards and retain or further develop skills and understandings mastered in preceding grades. SL

1 Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. SL.1

- a 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. SL.1.A
- b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). SL.1.B
- c Ask questions to check understanding of information presented, stay on topic, and connect their comments to the remarks of others. SL.1.C
- d Explain their own ideas and understanding, considering the discussion. SL.1.D

2 Determine the main ideas and supporting details of a text read aloud or information presented in various media and formats. SL.2

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

Presentation of Knowledge and Ideas

4 Present 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. SL.4

5 Create engaging multimedia recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays to emphasize or enhance certain facts or details of the recording. SL.5

6 Speak in complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification. SL.6

Language Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

Conventions of Standard English

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

- a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.1.A
- b Use regular and irregular plural nouns. L.1.B
- c Use abstract nouns. L.1.C
- d Use regular and irregular verbs. L.1.D
- e Use simple verb tenses. L.1.E
- f Ensure subject-verb and pronoun-antecedent agreement. L.1.F
- g Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.1.G
- h Use coordinating and subordinating conjunctions. L.1.H
- i Produce simple, compound, and complex sentences. L.1.I

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

- a Capitalize appropriate words in titles. L.2.A
- b Use commas in addresses. L.2.B
- c Use commas and quotation marks in dialogue. L.2.C
- d Form and use possessives. L.2.D
- e Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words. L.2.E
- f Consult reference materials when appropriate to confirm or correct spellings. L.2.F

Knowledge of Language

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

- a Choose words and phrases for effect. L.3.A
- b Recognize and observe differences between the conventions of spoken and written standard English. L.3.B

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. L.4

- a Use sentence-level context to determine the meaning of a word or phrase. L.4.A
- b Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. L.4.B
- c Use a known root word to determine the meaning of an unknown word with the same root. L.4.C
- d Consult reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases. L.4.D

Vocabulary Acquisition and Use

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

- a Distinguish the literal and nonliteral meanings of words and phrases in context. L.5.A
- b Use appropriate vocabulary to connect words to real-life applications. L.5.B
- c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). L.5.C

6 Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. L.6