

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Louisiana Academic Standards  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Louisiana Academic Standards**

**Language Arts**

Grade 3 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR b. Develop the topic with facts, definitions, and details.

**STRAND Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

PERFORMANCE EXPECTATION 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR 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.

INDICATOR b. 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).

INDICATOR c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
-------	--	---------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR d. Explain their own ideas and understanding in light of the discussion.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION 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.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

PERFORMANCE EXPECTATION 1. **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

INDICATOR a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATOR h. Use coordinating and subordinating conjunctions.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

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

INDICATOR a. Capitalize appropriate words in titles.

INDICATOR e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

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

INDICATOR a. Choose words and phrases for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>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.</b>

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	<b>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).</b>

Dolphins

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	2.	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	7.	<b>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).</b>

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

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Phonics and Word Recognition
-------	--	------------------------------

PERFORMANCE EXPECTATION	3.	Know and apply grade-level phonics and word analysis skills in decoding words.
-------------------------	----	--

INDICATOR	a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
-----------	----	--

INDICATOR	b.	Decode words with common Latin suffixes.
-----------	----	--

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
-------	--	---------

PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------	----	---

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
-------	--	-------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
-------------------------	----	--

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

INDICATOR	d.	Provide a concluding statement or section.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

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

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

PERFORMANCE EXPECTATION	1.	<b>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.</b>
-------------------------	----	---

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

PERFORMANCE EXPECTATION	2.	<b>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.</b>
-------------------------	----	--

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
-------------------------	----	---

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	a.	Capitalize appropriate words in titles.
-----------	----	---

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
-----------	----	---

**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

INDICATOR	b.	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).
-----------	----	--

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	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).
-------------------------	----	---

Hagia Sophia

Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Key Ideas and Details</b>
--------------	--	------------------------------

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

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Craft and Structure</b>
--------------	--	----------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
--------------	--	---

PERFORMANCE EXPECTATION	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).
-------------------------	----	--

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

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND** Reading Standards for Foundational Skills

<b>TITLE</b>		<b>Phonics and Word Recognition</b>
--------------	--	-------------------------------------

PERFORMANCE EXPECTATION	3.	Know and apply grade-level phonics and word analysis skills in decoding words.
-------------------------	----	--

INDICATOR	a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
-----------	----	--

INDICATOR	b.	Decode words with common Latin suffixes.
-----------	----	--



**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR            a.            Read on-level text with purpose and understanding.

INDICATOR            c.            Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR            a.            Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR            b.            Develop the topic with facts, definitions, and details.

INDICATOR            d.            Provide a concluding statement or section.

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	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.
INDICATOR	b.	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).
INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>

INDICATOR d. Explain their own ideas and understanding in light of the discussion.

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

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

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATOR d. Form and use regular and irregular verbs.

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR a. Capitalize appropriate words in titles.

INDICATOR e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
-----------	----	---

**STRAND** Language Standards

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

INDICATOR	b.	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).
-----------	----	--

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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).

Hannibal's War

Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019

**STRAND** Reading Standards for Informational Text

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND** Reading Standards for Informational Text

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
--------------	--	---

PERFORMANCE EXPECTATION	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).
-------------------------	----	--

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

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
--------------	--	----------------

PERFORMANCE EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
-------------------------	----	--

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
-------------------------	----	---

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--------------------------------	----	---

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

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANC E EXPECTATION	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.
--------------------------------	-----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANC E EXPECTATION</b>	<b>1.</b>	<b>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.</b>
---	-----------	---

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANC E EXPECTATION</b>	<b>2.</b>	<b>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.</b>
---	-----------	--

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANC E EXPECTATION	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.
--------------------------------	----	---

PERFORMANC E EXPECTATION	6.	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.
--------------------------------	----	--

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
--------------------------------	-----------	---

INDICATOR a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--------------------------------	-----------	---

INDICATOR a. Capitalize appropriate words in titles.

INDICATOR e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
--------------------------------	-----------	---

INDICATOR a. Choose words and phrases for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
--------------------------------	-----------	--

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION 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).

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND**      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND**      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.

**STRAND**      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND**      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.

**STRAND**      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANC E EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **Writing Standards**

TITLE		Text Types and Purposes
-------	--	-------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
--------------------------------	-----------	---

INDICATOR a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR b. Develop the topic with facts, definitions, and details.

INDICATOR d. Provide a concluding statement or section.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

PERFORMANCE EXPECTATION 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION 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.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

**PERFORMANCE EXPECTATION 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.**

INDICATOR 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.

INDICATOR b. 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).

INDICATOR c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

**PERFORMANCE EXPECTATION 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.**



INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
--------------------------------	-----------	---

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--------------------------------	-----------	---

INDICATOR	a.	Capitalize appropriate words in titles.
-----------	----	---

INDICATOR	b.	Use commas in addresses.
-----------	----	--------------------------

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
-----------	----	---

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
--------------------------------	-----------	---

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
--------------------------------	-----------	--

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION 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).

Leif Eriksson

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
--------------	--	------------------------------

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

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
--------------	--	----------------------------

PERFORMANCE EXPECTATION 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.

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
--------------	--	---

PERFORMANCE EXPECTATION 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).

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

**STRAND Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
-------	--	---------

PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------	----	---

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
-------	--	-------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
-------------------------	----	--

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

INDICATOR	d.	Provide a concluding statement or section.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

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

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Speaking and Listening Standards**

TITLE			Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.	
INDICATOR	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.	
INDICATOR	b.	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).	
INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	

**STRAND** Speaking and Listening Standards

TITLE			Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.	
INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.	

**STRAND** Speaking and Listening Standards

TITLE			Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.	
PERFORMANCE EXPECTATION	6.	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.	

**STRAND** Language Standards

TITLE			Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
INDICATOR	d.	Form and use regular and irregular verbs.	
INDICATOR	f.	Ensure subject-verb and pronoun-antecedent agreement.	

**STRAND** Language Standards

TITLE			Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

INDICATOR	a.	Capitalize appropriate words in titles.
INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases for effect.

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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).</b>

Magnets

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

**STRAND**                      **Reading Standards for Informational Text**

TITLE		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND**                      **Reading Standards for Informational Text**

TITLE		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		<b>Fluency</b>
PERFORMANCE EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**                      **Writing Standards**

TITLE		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with facts, definitions, and details.
INDICATOR	d.	Provide a concluding statement or section.

**STRAND**                      **Writing Standards**

TITLE		<b>Production and Distribution of Writing</b>
-------	--	---

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	<b>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.</b>
INDICATOR	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.
INDICATOR	b.	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).
INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	<b>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.</b>
INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.

**STRAND Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	d.	Form and use regular and irregular verbs.
INDICATOR	f.	Ensure subject-verb and pronoun-antecedent agreement.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	a.	Capitalize appropriate words in titles.
INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	a.	Choose words and phrases for effect.

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).



**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANC E EXPECTATION	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).

Mayflower, Part 1

**Louisiana Academic Standards**  
**Language Arts**  
Grade 3 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANC E EXPECTATION	2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
PERFORMANC E EXPECTATION	9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
--------------	--	----------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
--------------------------------	-----------	--

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
--------------	--	--

PERFORMANCE EXPECTATION	8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
-------------------------	----	---

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>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.</b>
--------------------------------	-----------	---

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR d. Explain their own ideas and understanding in light of the discussion.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.</b>
--------------------------------	-----------	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
--------------------------------	-----------	---

INDICATOR a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
--------------------------------	-----------	---

INDICATOR a. Choose words and phrases for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
--------------------------------	-----------	--

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	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).
-------------------------	----	---

Mayflower, Part 2

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
--------------	--	--------------------------------

PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
-------------------------	----	---

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

INDICATOR	d.	Provide a concluding statement or section.
-----------	----	--

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

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

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
-------------------------	----	---

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	d.	Form and use regular and irregular verbs.
INDICATOR	f.	Ensure subject-verb and pronoun-antecedent agreement.

**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	a.	Capitalize appropriate words in titles.
INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

My Friend, Part 1

Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**STRAND** Writing Standards

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

**STRAND** Writing Standards

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

**STRAND Writing Standards**

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
-------	--	---------------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
-------	--	---------------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
-------	--	-------------------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION 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).

My Friend, Part 2

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
--------------	--	--------------------------------

PERFORMANCE EXPECTATION 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR b. Develop the topic with facts, definitions, and details.

INDICATOR d. Provide a concluding statement or section.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

PERFORMANCE EXPECTATION 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION 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.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	d.	Form and use regular and irregular verbs.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	a.	Capitalize appropriate words in titles.
INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Choose words and phrases for effect.

My House, Part 1

Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019

**STRAND Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANC E EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
--------------------------------	----	---

PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--------------------------------	----	---

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANC E EXPECTATION	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.
--------------------------------	-----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

PERFORMANC E EXPECTATION	1.	<b>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.</b>
--------------------------------	----	---

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

PERFORMANC E EXPECTATION	2.	<b>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.</b>
--------------------------------	----	--

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANC E EXPECTATION	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.
--------------------------------	----	---

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

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	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).
-------------------------	----	---

My House, Part 2

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

INDICATOR	d.	Provide a concluding statement or section.
-----------	----	--

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

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

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	d.	Form and use regular and irregular verbs.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	a.	Capitalize appropriate words in titles.
INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	a.	Choose words and phrases for effect.

Nile River, Yangtze River

Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANC E EXPECTATION	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).

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

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Phonics and Word Recognition</b>
PERFORMANC E EXPECTATION	3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATOR	a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
-----------	----	--

INDICATOR	b.	Decode words with common Latin suffixes.
-----------	----	--

**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
PERFORMANC E EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

**STRAND** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	<b>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.</b>
INDICATOR	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.
INDICATOR	b.	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).
INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	<b>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.</b>
INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.

**STRAND** **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

**STRAND** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**STRAND** **Language Standards**

TITLE		Vocabulary Acquisition and Use
-------	--	--------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR b. 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).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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).</b>

**Orchestra and Conductor**

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	<b>7.</b>	<b>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).</b>

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

**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND** **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Phonics and Word Recognition</b>
--------------	--	-------------------------------------

PERFORMANCE EXPECTATION	3.	Know and apply grade-level phonics and word analysis skills in decoding words.
-------------------------	----	--

INDICATOR	a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
-----------	----	--

INDICATOR	b.	Decode words with common Latin suffixes.
-----------	----	--

**STRAND** **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
--------------	--	----------------

PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------	----	---

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

INDICATOR	b.	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).
-----------	----	--

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** **Language Standards**



TITLE		Vocabulary Acquisition and Use
-------	--	--------------------------------

PERFORMANCE EXPECTATION	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).
-------------------------	----	---

Roanoke, Part 1

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
-------	--	-----------------------

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

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE EXPECTATION	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).
-------------------------	----	--

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

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

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
-------	--	---------

PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------	----	---

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANC E EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
--------------------------------	----	---

PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--------------------------------	----	---

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
--------------	--	--

PERFORMANC E EXPECTATION	8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
--------------------------------	----	---

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANC E EXPECTATION	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.
--------------------------------	-----	---

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANC E EXPECTATION</b>	<b>1.</b>	<b>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.</b>
---	-----------	---

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANC E EXPECTATION</b>	<b>2.</b>	<b>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.</b>
---	-----------	--

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANC E EXPECTATION	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.
--------------------------------	----	---

PERFORMANC E EXPECTATION	6.	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.
--------------------------------	----	--

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANC E EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
---	-----------	---

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

<b>PERFORMANC E EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
---	-----------	---

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANC E EXPECTATION</b>	<b>4.</b>	<b>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.</b>
---	-----------	--

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANC E EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
---	-----------	--

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANC E EXPECTATION	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).
Roanoke, Part 2		

**Louisiana Academic Standards**  
**Language Arts**  
Grade 3 - Adopted: 2019

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANC E EXPECTATION	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

INDICATOR	d.	Provide a concluding statement or section.
-----------	----	--

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANC E EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--------------------------------	----	---

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

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	a.	Capitalize appropriate words in titles.
-----------	----	---

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
-----------	----	---

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

Roman Colosseum

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
--------------	--	------------------------------

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

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
--------------	--	----------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
--------------	--	---

PERFORMANCE EXPECTATION	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).
-------------------------	----	--

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
-------	--	---------

PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------	----	---

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
-------	--	-------------------------

PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
-------------------------	----	--

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

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

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Speaking and Listening Standards**

TITLE			Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.	
INDICATOR	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.	
INDICATOR	b.	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).	
INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	

**STRAND** Speaking and Listening Standards

TITLE			Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.	
INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.	

**STRAND** Speaking and Listening Standards

TITLE			Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	6.	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.	

**STRAND** Language Standards

TITLE			Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	a.	Capitalize appropriate words in titles.	

**STRAND** Language Standards

TITLE			Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	a.	Choose words and phrases for effect.	

**STRAND** Language Standards

TITLE			Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.	

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	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).

Roman Hoplite, American Quarter Horse

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	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.

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	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).
<b>PERFORMANCE EXPECTATION</b>	8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
--------------	--	--



PERFORMANCE EXPECTATION 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.

**STRAND** Reading Standards for Foundational Skills

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR a. Read on-level text with purpose and understanding.

INDICATOR c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND** Writing Standards

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND** Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR 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.

INDICATOR b. 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).

INDICATOR c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND** Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR d. Explain their own ideas and understanding in light of the discussion.

**STRAND** Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
-------	--	-------------------------------------

PERFORMANCE EXPECTATION 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.

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

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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).

Rooster, Part 1

Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019

**STRAND** Reading Standards for Informational Text

TITLE		Key Ideas and Details
-------	--	-----------------------

PERFORMANCE EXPECTATION	1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
-------------------------	----	---

PERFORMANC E EXPECTATION	2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
--------------------------------	----	--

**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
--------------	--	----------------------------

PERFORMANC E EXPECTATION	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.
--------------------------------	----	--

**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
--------------	--	---

PERFORMANC E EXPECTATION	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).
--------------------------------	----	--

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

**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
--------------	--	--

PERFORMANC E EXPECTATION	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.
--------------------------------	-----	---

**STRAND** **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
--------------	--	----------------

<b>PERFORMANC E EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
---	-----------	--

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANC E EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
--------------------------------	----	---

PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--------------------------------	----	---

**STRAND** **Writing Standards**

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION 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.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
-------	--	---------------------------------

PERFORMANCE EXPECTATION	1.	<b>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.</b>
-------------------------	----	---

INDICATOR 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.

INDICATOR b. 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).

INDICATOR c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
-------	--	---------------------------------

PERFORMANCE EXPECTATION	2.	<b>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.</b>
-------------------------	----	--

INDICATOR d. Explain their own ideas and understanding in light of the discussion.

**STRAND Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
-------	--	-------------------------------------

PERFORMANCE EXPECTATION 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.

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

**STRAND Language Standards**

TITLE		Conventions of Standard English
-------	--	---------------------------------

PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
-------------------------	----	---

INDICATOR a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATOR d. Form and use regular and irregular verbs.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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).</b>

Rooster, Part 2

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR b. Develop the topic with facts, definitions, and details.

INDICATOR d. Provide a concluding statement or section.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
--------------------------------	-----------	---

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--------------------------------	-----------	---

INDICATOR	a.	Capitalize appropriate words in titles.
-----------	----	---

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
-----------	----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
--------------------------------	-----------	---

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

## Louisiana Academic Standards

## Language Arts

Grade 3 - Adopted: 2019

**STRAND**                      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANC E EXPECTATION	2.	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.
PERFORMANC E EXPECTATION	3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**STRAND**                      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
PERFORMANC E EXPECTATION	6.	Distinguish the student's point of view from that of the narrator or those of the characters.

**STRAND**                      **Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	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).

**STRAND**                      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANC E EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR                      a.                      Read on-level text with purpose and understanding.

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR	a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
-----------	----	--

INDICATOR	b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
-------	--	------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
-------	--	---------------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
-------	--	---------------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	---



INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
--------------------------------	-----------	---

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
--------------------------------	-----------	--

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION	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).
-------------------------	----	---

**STRAND**                      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANCE EXPECTATION	2.	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.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
INDICATOR	a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

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

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	a.	Capitalize appropriate words in titles.
-----------	----	---

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
-----------	----	---

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

The Theft of Thor's Hammer, Part 1

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>
--------------------------------	-----------	---

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

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Craft and Structure</b>
--------------	--	----------------------------

PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
-------------------------	----	--

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

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
--------------	--	---

PERFORMANCE EXPECTATION	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).
-------------------------	----	---

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Phonics and Word Recognition</b>
--------------	--	-------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
--------------------------------	-----------	---

INDICATOR	a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
-----------	----	--

INDICATOR	b.	Decode words with common Latin suffixes.
-----------	----	--

**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
--------------	--	----------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
--------------------------------	-----------	--

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STRAND Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

PERFORMANCE EXPECTATION 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR 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.

INDICATOR b. 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).

INDICATOR c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR d. Explain their own ideas and understanding in light of the discussion.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	4.	<b>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.</b>

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

INDICATOR	b.	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).
-----------	----	--

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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).

The Theft of Thor's Hammer, Part 2

Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019

**STRAND Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
--------------	--	------------------------------

PERFORMANCE EXPECTATION	1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANCE EXPECTATION	2.	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.

**STRAND** **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATOR	a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	b.	Decode words with common Latin suffixes.

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.

**STRAND** Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	d.	Form and use regular and irregular verbs.
INDICATOR	f.	Ensure subject-verb and pronoun-antecedent agreement.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	a.	Capitalize appropriate words in titles.
INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND** Language Standards

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Choose words and phrases for effect.

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
-------	--	--------------------------------



<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR      b.      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).

Tomatoes

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND                      Reading Standards for Informational Text**

<b>TITLE</b>	<b>Key Ideas and Details</b>
--------------	------------------------------

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

**STRAND                      Reading Standards for Informational Text**

<b>TITLE</b>	<b>Craft and Structure</b>
--------------	----------------------------

PERFORMANCE EXPECTATION      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.

**STRAND                      Reading Standards for Informational Text**

<b>TITLE</b>	<b>Integration of Knowledge and Ideas</b>
--------------	---

PERFORMANCE EXPECTATION      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).

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

**STRAND                      Reading Standards for Informational Text**

<b>TITLE</b>	<b>Range of Reading and Level of Text Complexity</b>
--------------	--

PERFORMANCE EXPECTATION      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.

**STRAND                      Reading Standards for Foundational Skills**

<b>TITLE</b>	<b>Phonics and Word Recognition</b>
--------------	-------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
--------------------------------	-----------	---

INDICATOR      a.      Identify and know the meaning of the most common prefixes and derivational suffixes.

INDICATOR	b.	Decode words with common Latin suffixes.
-----------	----	--

**STRAND** **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATOR	b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
-----------	----	--

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b>

<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>
--------------------------------	-----------	--

<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.</b>
--------------------------------	-----------	--

**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>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.</b>

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--------------------------------	-----------	---

INDICATOR a. Capitalize appropriate words in titles.

INDICATOR e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
--------------------------------	-----------	---

INDICATOR a. Choose words and phrases for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR b. 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).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
--------------------------------	-----------	--

INDICATOR a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
--------------	--	---------------------------------------

PERFORMANCE EXPECTATION 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).

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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).

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

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

**STRAND** Writing Standards

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND** Speaking and Listening Standards

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

PERFORMANCE EXPECTATION	1.	<b>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.</b>
-------------------------	----	---

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND** Speaking and Listening Standards

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

PERFORMANCE EXPECTATION	2.	<b>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.</b>
-------------------------	----	--

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND** Speaking and Listening Standards

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
--------------	--	------------------------------

PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
-------------------------	----	---

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>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.</b>

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	<b>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).</b>

Treasure Map, Part 2

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

INDICATOR	d.	Provide a concluding statement or section.
-----------	----	--

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b>

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	a.	Capitalize appropriate words in titles.
-----------	----	---

INDICATOR	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
-----------	----	---

INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
-----------	----	---

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------



**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
-------	--	-----------------------

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

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
-------	--	---------------------

PERFORMANCE EXPECTATION	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.
-------------------------	----	--

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
-------	--	------------------------------------

PERFORMANCE EXPECTATION	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).
-------------------------	----	--

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

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

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
-------	--	---

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
-------	--	---------

PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------	----	---

INDICATOR	a.	Read on-level text with purpose and understanding.
-----------	----	--

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-----------	----	--

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
-------	--	--

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
--------------	--	--

PERFORMANCE EXPECTATION	8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
-------------------------	----	---

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION	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.
-------------------------	-----	---

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>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.</b>
--------------------------------	-----------	---

INDICATOR	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.
-----------	----	--

INDICATOR	b.	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).
-----------	----	---

INDICATOR	c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
-----------	----	---

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
--------------	--	--

<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>
--------------------------------	-----------	--

INDICATOR	d.	Explain their own ideas and understanding in light of the discussion.
-----------	----	---

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
--------------	--	--

PERFORMANCE EXPECTATION	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.
-------------------------	----	---

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

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
-----------	----	---

INDICATOR	d.	Form and use regular and irregular verbs.
-----------	----	---

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	a.	Capitalize appropriate words in titles.
-----------	----	---

**STRAND** Language Standards

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	a.	Choose words and phrases for effect.
-----------	----	--------------------------------------

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	a.	Use sentence-level context as a clue to the meaning of a word or phrase.
-----------	----	--

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
-----------	----	--

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
-------	--	--------------------------------

PERFORMANCE EXPECTATION	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).
William Penn, Part 2		

**Louisiana Academic Standards  
Language Arts  
Grade 3 - Adopted: 2019**

**STRAND                      Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATOR	a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
-----------	----	--

INDICATOR	b.	Decode words with common Latin suffixes.
-----------	----	--

**STRAND                      Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
-----------	----	--

INDICATOR	b.	Develop the topic with facts, definitions, and details.
-----------	----	---

INDICATOR	d.	Provide a concluding statement or section.
-----------	----	--

**STRAND                      Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
--------------	--	---

PERFORMANCE EXPECTATION	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
-------------------------	----	---

PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-------------------------	----	---

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

**STRAND                      Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
--------------	--	-------------------------

PERFORMANCE EXPECTATION 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.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

INDICATOR a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATOR d. Form and use regular and irregular verbs.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR a. Capitalize appropriate words in titles.

INDICATOR e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND** Language Standards

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases for effect.

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	<b>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.</b>

INDICATOR b. 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).