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

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

INDICATOR

C.

| STRAND                         |     | Writing Standards   |
|--------------------------------|-----|---|
| TITLE                          |     | Text Types and Purposes   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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.   |
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| PERFORMANC<br>E<br>EXPECT ATION | 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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| TITLE                           |    | Conventions of Standard English   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
|---|----|--|
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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).  |
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|   |    | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019   |
| STRAND  |    | Reading Standards for Informational Text   |
|   |    |  |
| TITLE   |    | Key Ideas and Details  |
| PERFORMANC E EXPECTATION  | 2. |  |
| PERFORMANC<br>E   |    | Key Ideas and Details  |
| PERFORMANC<br>E<br>EXPECTATION                                    |    | Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| PERFORMANC<br>E<br>EXPECTATION<br>STRAND                          |    | Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Reading Standards for Informational Text  |
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| STRAND   | Reading Standards for Informational Text   | ł |
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| TITLE                          |     | Range of Reading and Level of Text Complexity   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |

| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grad 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   |
| PERFORMANC<br>E<br>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).   |
|                                |    | Language Standards   |
| STRAND                         |    |  |

| PERFORMANC<br>E<br>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). |
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|                                |     | Hagia Sophia  |
|                                |     | Louisiana Academic Standards  |
|                                |     | Language Arts   |
|                                |     | Grade 3 - Adopted: 2019   |
| STRAND                         |     | Reading Standards for Informational Text  |
| TITLE                          |     | Key Ideas and Details   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 3.  | Know and apply grade-level phonics and word analysis skills in decoding words.  |
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| STRAND                         |     | Reading Standards for Foundational Skills   |
|--------------------------------|-----|---|
| TITLE                          |     | Fluency   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECTATION | 2.  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
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| INDICATOR                      | b.  | Develop the topic with facts, definitions, and details.   |
| INDICATOR                      | d.  | Provide a concluding statement or section.  |
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| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
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| STRAND                         |     | Speaking and Listening Standards  |
| TITLE                          |     | Comprehension and Collaboration   |
| PERFORMANC<br>E<br>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. |
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| 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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  Reading Standards for Informational Text  TITLE Integration of Knowledge and Ideas  PERFORMANC 7. Use information gained from illustrations (e.g., maps, photographis) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and low key events occur).  PERFORMANC 8. Describe the logical connection between particular sentences and paragraphs in a text to demonstrate understanding of the text (e.g., where, when, why, and low key events occur).  PERFORMANC 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 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and sechrical texts, at the high end of the grades 2-3 ext complexity band independently and proficiently.  PERFORMANC 10. Reading Standards for Foundational Skills  Fluency  PERFORMANC 4. Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION 2. Read on-level text with purpose and understanding.  INDICATOR a. Read on-level text with purpose and understanding.  INDICATOR a. Introduce a topic conference word recognition and understanding as necessary.  STRAND Writing Standards  TITLE Text Types and Purposes  PERFORMANC 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly: EXPECTATION 4. Informative/explanatory texts to examine a topic and convey ideas and information clearly: EXPECTATION 5. Develop the topic with facts, definitions, and details.  STRAND Writing Standards  Writing Standar |   |              |  |
|--|---|--------------|--|
| TITLE Integration of Knowledge and Ideas  PERFORMANC 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 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, causefeffect, first/second/third in a sequence).  PERFORMANC 8. Reading Standards for Informational Text  TITLE Range of Reading and Level of Text Complexity  PERFORMANC 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 8. Read with sufficient accuracy and fluency to support comprehension.  Expect Ation 8. Read on-level text with purpose and understanding.  INDICATOR 9. Read on-level text with purpose and understanding, rereading as necessary.  STRAND Writing Standards  TITLE Text Types and Purposes  PERFORMANC 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Expect Ation 8. Introduce a topic and group related information bgether, include illustrations when useful to aiding comprehension.  INDICATOR 9. Develop the topic with facts, definitions, and details.  STRAND Writing Standards  TITLE Production and Distribution of Writing  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to test and propose.   | E   | 4.           |  |
| PERFORMANC EXPECTATION  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 EXPECTATION  Reading Standards for informational Text  TITLE  Range of Reading and Level of Text Complexity  PERFORMANC EXPECTATION  By the end of the year, read and comprehend informational texts, including history/social studies, science, and exchrical texts, at the high end of the grades 2-3 text complexity band independently and proliciently.  STRAND  Reading Standards for Foundational Skills  TITLE  Fluency  PERFORMANC EXPECTATION  Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION  INDICATOR  a. Read on-level text with purpose and understanding.  Writing Standards  TITLE  Text Types and Purposes  PERFORMANC EXPECTATION  Writing Standards  Title  Text Types and Purposes  PERFORMANC EXPECTATION  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  PREFORMANC  b. Develop the topic with facts, definitions, and details.  Writing Standards  TITLE  PERFORMANC  Writing Standards  TITLE  PREFORMANC  b. Develop the topic with facts, definitions, and details.  Writing Standards  TITLE  PREFORMANC  Writing Standards  TITLE  Production and Distribution of Writing  PERFORMANC  Writing Standards  TITLE  PERFORMANC  Writing Standards  Title  PREFORMANC  Writing Standards   | STRAND  |              | Reading Standards for Informational Text   |
| PERFORMANC 8. Describe the logical connection between particular semences 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 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 profeciently.  STRAND Reading Standards for Foundational Skills  TITLE Fluency  PERFORMANC 4. Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION  NDICATOR 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  PERFORMANC 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  EXPECTATION b. Develop the topic with facts, definitions, and details.  STRAND Writing Standards  TITLE Production and Distribution of Writing  PERFORMANC 4. Wiff guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   | TITLE   |              | Integration of Knowledge and Ideas   |
| EXPECTATION  Reading Standards for Informational Text  TITLE  Range of Reading and Level of Text Complexity  PERFORMANC 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 EXPECTATION  Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION  NDICATOR  a. Read on-level text with purpose and understanding.  ITILE  Text Types and Purposes  PERFORMANC EXPECTATION  NDICATOR  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  PREFORMANC  TITLE  Performance  PERFORMANC  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  PERFORMANC  4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | E   | 7.           |  |
| PERFORMANC EXPECTATION  Reading Standards for Foundational Skills  TITLE Fluency  PERFORMANC EXPECTATION  Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION  Read on-level text with purpose and understanding.  INDICATOR a. Read on-level text with purpose and understanding, rereading as necessary.  Writing Standards  TITLE Text Types and Purposes  PERFORMANC EXPECTATION  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  PERFORMANC LEAD Writing Standards  Writing Standards  Writing Standards  Writing Standards  Writing Standards to examine a topic and convey ideas and information clearly.  EXPECTATION LINE Writing Standards  | Е   | 8.           |  |
| 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 EXPECTATION  Read with sufficient accuracy and fluency to support comprehension.  INDICATOR  a. Read on-level text with purpose and understanding.  INDICATOR  Writing Standards  TITLE  Text Types and Purposes  PERFORMANC EXPECTATION  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  PERFORMANC EXPECTATION  Writing Standards   | STRAND  |              | Reading Standards for Informational Text   |
| EXPECTATION  Reading Standards for Foundational Skills  TITLE  Fluency  PERFORMANC EXPECTATION  Read with sufficient accuracy and fluency to support comprehension.  INDICATOR  a. Read on-level text with purpose and understanding.  INDICATOR  TITLE  Text Types and Purposes  PERFORMANC EXPECTATION  Writing Standards  TITLE  Text Types and Purposes  PERFORMANC EXPECTATION  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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | TITLE   |              | Range of Reading and Level of Text Complexity  |
| Fluency  PERFORMANC EXPECTATION  A. Read with sufficient accuracy and fluency to support comprehension.  INDICATOR  B. 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  PERFORMANC EXPECTATION  INDICATOR  B. 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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | E   | 10.          |  |
| PERFORMANC EXPECTATION  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  PERFORMANC EXPECTATION  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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   | STRAND  |              | Reading Standards for Foundational Skills  |
| INDICATOR   a.   Read on-level text with purpose and understanding.  | TITLE   |              | Fluency  |
| INDICATOR c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  STRAND Writing Standards  TITLE Text Types and Purposes  PERFORMANC EXPECTATION  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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   | E   | 4.           | Read with sufficient accuracy and fluency to support comprehension.  |
| TITLE Text Types and Purposes  PERFORMANC EXPECTATION  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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | INDICATOR   | a.           | Read on-level text with purpose and understanding.   |
| TITLE  Text Types and Purposes  PERFORMANC 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  PERFORMANC  4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |   |              |  |
| PERFORMANC 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  PERFORMANC  4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   | INDICATOR   | c.           | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| 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  PERFORMANC  4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  |   | C.           |  |
| INDICATOR b. Develop the topic with facts, definitions, and details.  STRAND Writing Standards  TITLE Production and Distribution of Writing  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | STRAND  | c.           | Writing Standards  |
| STRAND Writing Standards  TITLE Production and Distribution of Writing  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | STRAND TITLE PERFORMANC   | 2.           | Writing Standards  Text Types and Purposes   |
| TITLE Production and Distribution of Writing  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | STRAND  TITLE  PERFORMANC E EXPECTATION                               | 2.           | Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | STRAND  TITLE  PERFORMANC E EXPECTATION  INDICATOR                    | <b>2.</b> a. | Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.   |
| E task and purpose.  | STRAND  TITLE  PERFORMANC E EXPECTATION  INDICATOR  INDICATOR         | <b>2.</b> a. | Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.                    |
|  | STRAND  TITLE  PERFORMANC E EXPECTATION  INDICATOR  INDICATOR  STRAND | <b>2.</b> a. | Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards |

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

| PERFORMANC<br>E<br>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.                                     |
| STRAND                         |    | Language Standards  |
| TITLE                          |    | Conventions of Standard English   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on gra 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  |
| PERFORMANC<br>E<br>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  |
|                                |    |   |

## Louisiana Academic Standards Language Arts

Grade 3 - Adopted: 2019

| STRAND                         |     | Reading Standards for Informational Text  |
|--------------------------------|-----|---|
| TITLE                          |     | Key Ideas and Details   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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** 

| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION  | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION  | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECT ATION | 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  |
| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
|   |                | Consolition of Cumulatural Linguistics   |
| PERFORMANC<br>E<br>EXPECTATION  | 2.             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| E   | <b>2</b> .     | Demonstrate command of the conventions of standard English capitalization, punctuation, and  |
| E<br>EXPECTATION  |                | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| E EXPECT AT ION INDICATOR   | a.             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  |
| INDICATOR  INDICATOR  | a.<br>b.       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,   |
| INDICATOR  INDICATOR  INDICATOR   | a.<br>b.<br>e. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending  |
| INDICATOR  INDICATOR  INDICATOR  INDICATOR  | a.<br>b.<br>e. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  |
| E EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  INDICATOR  STRAND   | a.<br>b.<br>e. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  Language Standards  |
| INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR  TITLE  PERFORMANC E                             | a. b. e. f.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  Language Standards  Knowledge of Language   |
| E EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  INDICATOR  TITLE  PERFORMANC E EXPECT AT ION                    | a. b. e. f.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                       |
| E EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECT AT ION  INDICATOR | a. b. e. f.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect. |

| PERFORMANC                     | 4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade  |
|--------------------------------|----|---|
| E<br>EXPECTATION               |    | 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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| TITLE                          |    | Key Ideas and Details   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
|---------------------------------|----|--|
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECT ATION | 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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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). |
|                                |    | Magnets   |
|                                |    | Louisiana Academic Standards<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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   |
| STRAND  |                | Reading Standards for Foundational Skills  Fluency  |
|   | 4.             |   |
| TITLE PERFORMANC  | <b>4.</b> a.   | Fluency   |
| TITLE PERFORMANC E EXPECTATION  |                | Fluency  Read with sufficient accuracy and fluency to support comprehension.  |
| PERFORMANC E EXPECTATION  | a.             | Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  |
| PERFORMANC E EXPECT ATION  INDICATOR  INDICATOR   | a.             | Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| PERFORMANC E EXPECT ATION  INDICATOR  INDICATOR  STRAND   | a.             | Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards   |
| PERFORMANC EXPECTATION  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E                                       | a.<br>c.       | Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  |
| PERFORMANC E EXPECT ATION  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECT ATION                       | a.<br>c.       | Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| PERFORMANC E EXPECT ATION  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECT ATION  INDICATOR            | a. c. 2.       | Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  |
| PERFORMANC E EXPECT ATION  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECT ATION  INDICATOR  INDICATOR | a. c. 2. a. b. | Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details. |

| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| TITLE                          |     | Key Ideas and Details   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose.  |
| PERFORMANC<br>E<br>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                          |     | Research to Build and Present Knowledge   |
| PERFORMANC<br>E<br>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   |
| TITLE                          |     | Range of Writing  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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 ow 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).                             |
|                                | C.  | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remain of others.  |
| INDICATOR                      |     |   |
| INDICATOR                      |     | Speaking and Listening Standards  |

| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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.   |
| STRAND                         |    | Language Standards  |
| TITLE                          |    | Knowledge of Language   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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   |
| TITLE                          |     | Text Types and Purposes   |
| PERFORMANC                     | 2.  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| E<br>EXPECTATION               | 2.  | write informative explanatory texts to examine a topic and convey facus 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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| INDICATOR                      | a. | Choose words and phrases for effect.  |
|                                |    | My Friend, Part 1   |
|                                |    | Louisiana Academic Standards  |
|                                |    | Language Arts   |

# Language Arts Grade 3 - Adopted: 2019

|                                |    | Grade 3 - Adopted: 2019  |
|--------------------------------|----|--|
| STRAND                         |    | Reading Standards for Informational Text   |
| TITLE                          |    | Craft and Structure  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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** 

| TITLE                          |     | Production and Distribution of Writing  |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>EXPECTATION | 6.  | Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.  |
| STRAND                         |     | Language Standards  |

| IIILE                          |     | Knowledge of Language   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| TITLE                          |     | Text Types and Purposes   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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.                         |

TITLE

Knowledge of Language

| STRAND                         |    | Language Standards  |
|--------------------------------|----|---|
| TITLE                          |    | Conventions of Standard English   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |

## Reading Standards for Informational Text

PERFORMANC 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

STRAND

EXPECTATION

| TITLE                          | Text Types and Purposes  |
|--------------------------------|--|
| PERFORMANC<br>E<br>EXPECTATION | 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   |
| TITLE                          |     | Production and Distribution of Writing  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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                          |          | Knowledge of Language  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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 fo them). |
|                                |          | My House, Part 2   |
| STRAND                         |          | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019  Writing Standards  |
| TITLE                          |          | Text Types and Purposes  |
| PERFORMANC<br>E<br>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.   |
| INDICATOR<br>ST RAND           | d.       |  |
|                                | d.       | Provide a concluding statement or section.   |
| STRAND                         | d.<br>4. | Provide a concluding statement or section.  Writing Standards  Production and Distribution of Writing  |
| STRAND  TITLE  PERFORMANC E    |          | Provide a concluding statement or section.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate                      |

| STRAND                         |     | Writing Standards   |
|--------------------------------|-----|---|
| TITLE                          |     | Range of Writing  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECTATION | 3.  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| 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 Datails   |

TITLE

Key Ideas and Details

PERFORMANC

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

E

EXPECTATION

| STRAND                         |     | Reading Standards for Informational Text  |
|--------------------------------|-----|---|
| TITLE                          |     | Craft and Structure   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |

| E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| 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   |

| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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).  |
|   |                        | Orchestra and Conductor  |
|   |                        | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019   |
| CTRAND  |                        |  |
| STRAND  |                        | Reading Standards for Informational Text   |
| TITLE   |                        |  |
|   | 2.                     | Reading Standards for Informational Text   |
| TITLE  PERFORMANC E   | 2.                     | Reading Standards for Informational Text  Key Ideas and Details  |
| PERFORMANC E EXPECTATION  | 2.                     | Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| PERFORMANC E EXPECTATION  | <ol> <li>4.</li> </ol> | Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Reading Standards for Informational Text  |
| PERFORMANC E EXPECTATION  STRAND  TITLE  PERFORMANC E             |                        | Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3                        |
| PERFORMANC E EXPECTATION  STRAND  TITLE  PERFORMANC E EXPECTATION |                        | Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |

**EXPECTATION** 

| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| 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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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                          |     | Vecchulary Asquisition and Use  |
|--------------------------------|-----|---|
| TITLE                          |     | Vocabulary Acquisition and Use  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>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                          |     | Research to Build and Present Knowledge   |
| PERFORMANC<br>E<br>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   |
| TITLE                          |     | Range of Writing  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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.   |
|                                |     | Speaking and Listening Standards  |
| STRAND                         |     |   |
| STRAND                         |     | Comprehension and Collaboration   |

| INDICATOR                      | d. | Explain their own ideas and understanding in light of the discussion.   |
|--------------------------------|----|---|
| STRAND                         |    | Speaking and Listening Standards  |
| TITLE                          |    | Presentation of Knowledge and Ideas   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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                          |    | Knowledge of Language   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
|                                |    |   |

| PERFORMANC<br>E<br>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). |
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|                                |     | Roanoke, Part 2   |
|                                |     | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019  |
| STRAND                         |     | Writing Standards   |
| TITLE                          |     | Text Types and Purposes   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| 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   |
| TITLE                          |    | Key Ideas and Details  |
| PERFORMANC<br>E<br>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<br>E<br>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). |
|                                |    |  |

Reading Standards for Informational Text

STRAND

| TITLE                          |     | Range of Reading and Level of Text Complexity   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E                | 6.  | With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.   |
| EXPECTATION                    |     |   |
| EXPECTATION STRAND             |     | Writing Standards   |
|                                |     | Writing Standards Range of Writing  |
| STRAND                         | 10. |   |

| PERFORMANC E EXPECTATION 1. INDICATOR a. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and |
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| 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   |
| PERFORMANC 2.<br>E<br>EXPECTATION        | 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   |
| PERFORMANC 6. E EXPECTATION              | 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   |
| PERFORMANC 2.<br>E<br>EXPECTATION        | 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   |
| PERFORMANC 3. E EXPECTATION              | 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  |
| PERFORMANC E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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). |
|                                |    | Roman Hoplite, American Quarter Horse   |
|                                |    | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019  |
| STRAND                         |    | Reading Standards for Informational Text  |
| TITLE                          |    | Key Ideas and Details   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the

PERFORMANC 1.

EXPECTATION

answers.

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| PERFORMANC<br>E<br>EXPECTATION | 2.  | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
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| STRAND                         |     | Reading Standards for Informational Text  |
| TITLE                          |     | Craft and Structure   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>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  |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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.   |

| TITLE                          |    | Knowledge of Language   |
|--------------------------------|----|---|
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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 2   |
|                                |    | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019  |
| STRAND                         |    | Writing Standards   |
| TITLE                          |    | Text Types and Purposes   |
| PERFORMANC<br>E<br>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 |

| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECTATION | 3.  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| 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<br>E<br>EXPECTATION | 1.  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>EXPECTATION | 4.  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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 STRAND                                     | a.        | Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards  |
|  | a.        |   |
| STRAND   | a.<br>5.  | Language Standards  |
| STRAND TITLE PERFORMANC E                            |           | Language Standards  Vocabulary Acquisition and Use  |
| STRAND TITLE PERFORMANC E EXPECTATION                | <b>5.</b> | Language Standards  Vocabulary Acquisition and Use  Demonstrate understanding of word relationships and nuances in word meanings.   |
| STRAND  TITLE  PERFORMANC E EXPECT AT ION  INDICATOR | <b>5.</b> | Vocabulary Acquisition and Use  Demonstrate understanding of word relationships and nuances in word meanings.  Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). |

The Fox and the Crow, Part 2

Grade 3 - Adopted: 2019

| TITLE  Key Ideas and Details  Reading Standards for Literature  Key Ideas and Details  Ask and answers.  Ask and answers.  Ask and answers.  Ask and answers.  Recount stories, including lables, foliaties, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  TITLE  Text Types and Purposes  PERFORMANC  BERFORMANC  Lise dialogue and descriptive details, and clear event sequences.  NDICATOR  Lise dialogue and descriptive details, and clear event sequences.  NDICATOR  Lise dialogue and descriptive details, and clear event sequences.  NDICATOR  Lise dialogue and descriptive details, and clear event sequences.  NDICATOR  Lise dialogue and sexplain on dividence a namator and/or characters, organize an event sequence that unfolds naturally.  NDICATOR  Lise dialogue and descriptive dividences to situations.  TITLE  Production and Distribution of Writing  PERFORMANC  Live dialogue and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  PERFORMANC  Live dividence and support from peers and adults, develop and strengthen writing as needed by planning, revising.  EXPECTATION  Writing Standards  TITLE  Range of Writing  PERFORMANC  Live independently or in collaboration with others.  Writing Standards  TITLE  Range of Writing  PERFORMANC  Live independently or in collaboration with others.  STRAND  Speaking and Listening Standards  TITLE  PREPECTATION  Speaking and Listening Standards  TITLE  Presentation of Knowledge and ideas   |           |     |  |
|--|-----------|-----|--|
| PERFORMANC 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  PERFORMANC 2. Recount stories, including lables, 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 3. Writing Standards  TITLE Text Types and Purposes  PERFORMANC 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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  PERFORMANC 5. Writing guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 6. Writing guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 6. Writing guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 6. Writing Standards  Speaking and Listening Standards | STRAND    |     | Reading Standards for Literature   |
| PERFORMANC 2. Recount stories, including fables, foliateles, 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  PERFORMANC 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  RNDICATOR a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  RNDICATOR 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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  EXPECTATION task and purpose.  Writing Standards  Speaking and Listening Standards  | TITLE     |     | Key Ideas and Details  |
| STRAND Writing Standards  TITLE Text Types and Purposes  PERFORMANC EXPECTATION  INDICATOR  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  Writing Standards  TITLE PREFORMANC 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 teelings to develop experiences and events or show the response of characters to situations.  STRAND Writing Standards  TITLE Production and Distribution of Writing  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  EXPECTATION  STRAND Writing Standards  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  Writing Standards  Writing Standards  Writing Standards  Writing Standards  Writing Standards  STRAND Writing Standards  Writing Standards  Writing Standards  STRAND Speaking and Listening Standards   | E         | 1.  |  |
| TITLE  Text Types and Purposes  PERFORMANC 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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  EXPECTATION  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 5. 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  PERFORMANC 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   | Е         | 2.  |  |
| DERFORMANC   EXPECTATION   Strandards  | STRAND    |     | Writing Standards  |
| INDICATOR   a.   Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  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    PERFORMANC   4.   With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  PERFORMANC   5.   With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC   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    PERFORMANC   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     |     | Text Types and Purposes  |
| 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  PERFORMANC 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  EXPECTATION  PERFORMANC 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 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  PERFORMANC 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   | E         | 3.  |  |
| TITLE Production and Distribution of Writing  PERFORMANC EXPECTATION  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  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  PERFORMANC EXPECTATION  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  | INDICATOR | a.  | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| PERFORMANC EXPECTATION  4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 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  PERFORMANC 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  | INDICATOR | b.  |  |
| PERFORMANC EXPECTATION  4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 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  PERFORMANC 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  | STRAND    |     | Writing Standards  |
| EXPECTATION  5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  PERFORMANC 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  PERFORMANC 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     |     | Production and Distribution of Writing   |
| EXPECTATION  PERFORMANC 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  PERFORMANC E STRAND 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   | E         | 4.  |  |
| E independently or in collaboration with others.  STRAND Writing Standards  TITLE Range of Writing  PERFORMANC 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  | E         | 5.  |  |
| TITLE  Range of Writing  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   | E         | 6.  |  |
| PERFORMANC 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  | STRAND    |     | Writing Standards  |
| E single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  EXPECTATION  Speaking and Listening Standards  | TITLE     |     | Range of Writing   |
|  | E         | 10. |  |
| TITLE Presentation of Knowledge and Ideas  | STRAND    |     | Speaking and Listening Standards   |
|  | TITLE     |     | Presentation of Knowledge and Ideas  |

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,

PERFORMANC

EXPECTATION

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4.

speaking clearly at an understandable pace.

| TITLE Conventions of Standard English  PERFORMANC EXPECTATION  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  STRAND  Language Standards  TITLE Conventions of Standard English  PERFORMANC 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.   |           |    |  |
|--|-----------|----|--|
| TITLE Conventions of Standard English  PERFORMANC EXPECTATION  1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  STRAND  Language Standards  TITLE  Conventions of Standard English  PERFORMANC 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  Knowledge of Language  PERFORMANC EXPECTATION  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION  Loss words and phrases for effect.  The Theft of Thor's Hammer, Part 1   | E         | 6. |  |
| Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   | STRAND    |    | Language Standards   |
| Speaking.   Speaking.   Speaking.   Speaking.   Speaking.   Seplain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   STRAND   | TITLE     |    | Conventions of Standard English  |
| STRAND  Language Standards  TITLE  Conventions of Standard English  PERFORMANC 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  PERFORMANC EXPECTATION  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  a. Choose words and phrases for effect.  The Theft of Thor's Hammer, Part 1  | E         | 1. |  |
| PERFORMANC 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  PERFORMANC EXPECTATION  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  a. Choose words and phrases for effect.  The Theft of Thor's Hammer, Part 1  | INDICATOR | a. |  |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | STRAND    |    | Language Standards   |
| INDICATOR   a.   Capitalize appropriate words in titles.   | TITLE     |    | Conventions of Standard English  |
| 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.  ITILE  Knowledge of Language  PERFORMANC EXPECTATION  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  a. Choose words and phrases for effect.  The Theft of Thor's Hammer, Part 1  | E         | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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  Knowledge of Language  PERFORMANC EXPECTATION  Just knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION  A. Choose words and phrases for effect.  The Theft of Thor's Hammer, Part 1   | INDICATOR | a. | Capitalize appropriate words in titles.  |
| rules, meaningful word parts) in writing words.  Language Standards  Knowledge of Language  PERFORMANC E EXPECT ATION  INDICATOR  a. Choose words and phrases for effect.  The Theft of Thor's Hammer, Part 1  | INDICATOR | e. |  |
| TITLE Knowledge of Language  PERFORMANC E EXPECT ATION  INDICATOR  a. Choose words and phrases for effect.  The Theft of Thor's Hammer, Part 1   | INDICATOR | f. |  |
| PERFORMANC E LANGUAGE OF LANGUAGE AND LANGUA | STRAND    |    | Language Standards   |
| EXPECTATION a. Choose words and phrases for effect.  The Theft of Thor's Hammer, Part 1  | TITLE     |    | Knowledge of Language  |
| The Theft of Thor's Hammer, Part 1   | E         | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                       |
|  | INDICATOR | a. | Choose words and phrases for effect.   |
| Louisiana Academic Standards   |           |    | The Theft of Thor's Hammer, Part 1   |
|  |           |    | Louisiana Academic Standards   |
| Language Arts  Grade 3 - Adopted: 2019   |           |    |  |

Grade 3 - Adopted: 2019

## STRAND Reading Standards for Literature

| TITLE                          |    | Key Ideas and Details  |
|--------------------------------|----|--|
| PERFORMANC<br>E<br>EXPECTATION | 1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>EXPECTATION | 4.  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.  |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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                          |     | Phonics and Word Recognition  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
|--|----|---|
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECTATION                                       | 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| 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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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 |    |   |

Reading Standards for Literature

STRAND

TITLE Key Ideas and Details

| PERFORMANC<br>E<br>EXPECTATION | 1.  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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   |
| TITLE                          |     | Phonics and Word Recognition  |
| PERFORMANC<br>E<br>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                         |     | Writing Standards   |
| TITLE                          |     | Text Types and Purposes   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |

| 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.   |
|-----|---|
| 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).  |
|     | Tornadoes   |
|     | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019  |
| I   | Reading Standards for Informational Text  |
|     | Key Ideas and Details   |
| 2.  | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| ı   | Reading Standards for Informational Text  |
|     | Craft and Structure   |
| 4.  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  |
|     | Reading Standards for Informational Text  |
|     | Integration of Knowledge and Ideas  |
| 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).                                |
| 8.  | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).   |
| I   | Reading Standards for Informational Text  |
|     | Range of Reading and Level of Text Complexity   |
| 10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |
|     |   |
|     | Reading Standards for Foundational Skills   |
|     | Phonics and Word Recognition  |
|     | <ul><li>b.</li><li>2.</li><li>4.</li><li>8.</li></ul>   |

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

INDICATOR

| INDICATOR   | b.           | Decode words with common Latin suffixes.   |
|---|--------------|--|
| STRAND  |              | Reading Standards for Foundational Skills  |
| TITLE   |              | Fluency  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |              | Text Types and Purposes  |
| PERFORMANC E EXPECTATION  | 3.           | Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| PERFORMANC<br>E   | <b>3.</b> b. | Write narratives to develop real or imagined experiences or events using effective technique,  |
| PERFORMANC<br>E<br>EXPECTATION  |              | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the  |
| PERFORMANC E EXPECTATION  |              | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |
| PERFORMANC E EXPECTATION  INDICATOR  STRAND   |              | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Writing Standards   |
| PERFORMANC E EXPECTATION  INDICATOR  STRAND  TITLE  PERFORMANC E  | b.           | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate to  |
| PERFORMANC E EXPECTATION  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECTATION  PERFORMANC E              | b.<br>4.     | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,  |
| PERFORMANC E EXPECT ATION  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECTATION  PERFORMANC E EXPECTATION | b. 4. 5.     | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either |

| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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.   |
| STRAND                         |     | Language Standards  |
| TITLE                          |     | Conventions of Standard English   |

| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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). |
|                                |    |   |

Treasure Map, Part 1

Language Arts
Grade 3 - Adopted: 2019

| TITLE                          |     | Key Ideas and Details   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>EXPECTATION | 1.  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4.  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |

| 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
|-----|---|
| ,   | Writing Standards   |
|     | Range of Writing  |
| 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. |
|     | Speaking and Listening Standards  |
|     | Comprehension and Collaboration   |
| 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.    |
| 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.                            |
| 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).                             |
| C.  | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
|     | Speaking and Listening Standards  |
|     | Comprehension and Collaboration   |
| 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.   |
| d.  | Explain their own ideas and understanding in light of the discussion.   |
| ;   | Speaking and Listening Standards  |
|     | Presentation of Knowledge and Ideas   |
|     | 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.   |
| 6.  | Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.  |
|     |   |
|     | Language Standards  |
|     | Language Standards  Knowledge of Language   |
|     | 10.  1.  a.  b.  c.   |

| INDICATOR                      | a.        | Choose words and phrases for effect.  |
|--------------------------------|-----------|---|
| STRAND                         |           | Language Standards  |
| TITLE                          |           | Vocabulary Acquisition and Use  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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).   |
|                                |           | Treasure Map, Part 2  |
|                                |           | Louisiana Academic Standards  Language Arts  Grade 3 - Adopted: 2019  |
| STRAND                         |           | Writing Standards   |
| TITLE                          |           |   |
|                                |           | Text Types and Purposes   |
| PERFORMANC<br>E<br>EXPECTATION | 2.        | Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| E                              | <b>2.</b> |   |
| E<br>EXPECTATION               |           | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| E EXPECT AT ION  INDICATOR     | a.        | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  |
| INDICATOR  INDICATOR           | a.<br>b.  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.   |
| INDICATOR INDICATOR INDICATOR  | a.<br>b.  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Provide a concluding statement or section. |

| PERFORMANC<br>E<br>EXPECTATION | 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
|--------------------------------|-----|---|
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>EXPECTATION | 3.  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| INDICATOR                      | a.  | Choose words and phrases for effect.  |
|                                |     | William Donn Dort 1   |

| STRAND                         |     | Reading Standards for Informational Text  |
|--------------------------------|-----|---|
| TITLE                          |     | Key Ideas and Details   |
| PERFORMANC<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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<br>E<br>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   |
| PERFORMANC<br>E<br>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<br>E<br>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

TITLE

Writing Standards

**Production and Distribution of Writing** 

| PERFORMANC<br>E<br>EXPECTATION  | 4.       | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
|---|----------|---|
| PERFORMANC<br>E<br>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   |          | Research to Build and Present Knowledge   |
| PERFORMANC<br>E<br>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   |
| TITLE   |          | Range of Writing  |
| PERFORMANC<br>E<br>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   |
| PERFORMANC  | 1.       | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)   |
| E<br>EXPECTATION  |          | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  |
| E EXPECT AT ION  INDICATOR  | a.       | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own   |
|   | a.<br>b. | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and   |
| INDICATOR   |          | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,  |
| INDICATOR   | b.       | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks   |
| INDICATOR  INDICATOR  INDICATOR   | b.       | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |
| INDICATOR  INDICATOR  INDICATOR  STRAND   | b.       | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Speaking and Listening Standards  |
| INDICATOR  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E                        | b.       | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Speaking and Listening Standards  Comprehension and Collaboration  Determine the main ideas and supporting details of a text read aloud or information presented in   |
| INDICATOR  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECTATION            | b.<br>c. | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Speaking and Listening Standards  Comprehension and Collaboration  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  INDICATOR  INDICATOR  STRAND  TITLE  PERFORMANC E EXPECTATION  INDICATOR | b.<br>c. | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Speaking and Listening Standards  Comprehension and Collaboration  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.  Explain their own ideas and understanding in light of the discussion. |

| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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  |
|                                |    |   |

| PERFORMANC<br>E<br>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   |
| TITLE                          |    | Phonics and Word Recognition  |
| PERFORMANC<br>E<br>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                         |    | Writing Standards   |
| TITLE                          |    | Text Types and Purposes   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>EXPECTATION | 4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| PERFORMANC<br>E<br>EXPECTATION | 5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| PERFORMANC<br>E<br>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  |

| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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   |
| PERFORMANC<br>E<br>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  |
| PERFORMANC<br>E<br>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                      | 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).                                      |