The following document is a checklist for teachers to use as a resource in teaching and assessing the Louisiana State Standards.

Louisiana Student Standards Checklist 2017-2018

Grade 3 English Language Arts

Morehouse Parish Elementary Curriculum Department

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| **Louisiana Student English/Language Arts Standards**  **Reading: Literature**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Key Ideas and Details** | | | | | |
| RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |  |  |  |  |
| RL.3.2 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. |  |  |  |  |  |
| RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. |  |  |  |  |  |
| RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |  |  |  |  |  |
| RL.3.6 Distinguish the student’s point of view from that of the narrator or those of the characters. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |  |  |  |  |  |
| RL.3.8 (**Not applicable to literature)** |  |  |  |  |  |
| **Key Ideas and Details** | | | | | |
| RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** | | | | | |
| RL.3.10 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. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Reading: Informational Text**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Key Ideas and Details** | | | | | |
| RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |  |  |  |  |
| RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. |  |  |  |  |  |
| RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |  |  |  |  |  |
| RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |  |  |  |  |  |
| RI.3.6 Distinguish the student’s point of view from that of the author of a text. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| RI.3.7 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). |  |  |  |  |  |
| RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |  |  |  |  |  |
| RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** | | | | | |
| RI.3.10 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. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Reading: Foundational Skills**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Print Concepts** | | | | | |
| RF.3.1 Mastered in grade 1. |  |  |  |  |  |
| RF.3.2. Mastered in grade 1. |  |  |  |  |  |
| **Phonics and Word Recognition** | | | | | |
| RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |  |
| RF.3.3A Identify and know the meaning of the most common prefixes and derivational suffixes. |  |  |  |  |  |
| RF.3.3B Decode words with common Latin suffixes. |  |  |  |  |  |
| RF.3.3C Decode multi-syllable words. |  |  |  |  |  |
| RF.3.3D Read grade-appropriate irregularly spelled words. |  |  |  |  |  |
| **Fluency** | | | | | |
| RF.3.4 Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  |  |
| RF.3.4A Read on-level text with purpose and understanding. |  |  |  |  |  |
| RF.3.4B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |  |  |
| RF.3.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |  |
| **Writing** | | | | | |
| **Text Types and Purposes** | | | | | |
| W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. |  |  |  |  |  |
| W.3.1A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |  |  |  |  |  |
| W.3.1B Provide reasons that support the opinion. |  |  |  |  |  |
| W.3.1C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. |  |  |  |  |  |
| W.3.1D Provide a concluding statement or section. |  |  |  |  |  |
| W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Writing**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| W.3.2A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |  |  |  |  |  |
| W.3.2B Develop the topic with facts, definitions, and details. |  |  |  |  |  |
| W.3.2C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |  |  |  |  |  |
| W.3.2D Provide a concluding statement or section. |  |  |  |  |  |
| W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |  |  |  |  |
| W.3.3A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |  |  |  |  |  |
| W.3.3B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |  |  |  |  |  |
| W.3.3C Use temporal words and phrases to signal event order. |  |  |  |  |  |
| W.3.3D Provide a sense of closure. |  |  |  |  |  |
| **Production and Distribution of Writing** | | | | | |
| W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |  |  |  |  |  |
| W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |  |  |  |  |  |
| W.3.6 With guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Writing (continued)**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Research to Build and Present Knowledge** | | | | | |
| W.3.7 Conduct short research projects that build knowledge about a topic. |  |  |  |  |  |
| W.3.8 Recall information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories.. |  |  |  |  |  |
| W.3.9 Begins in grade 4. |  |  |  |  |  |
| **Range of Writing** | | | | | |
| W.3.10 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 & Listening** | | | | | |
| **Comprehension and Collaboration** | | | | | |
| SL.3.1 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. |  |  |  |  |  |
| SL.3.1A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |  |  |  |  |  |
| SL.3.1B 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). |  |  |  |  |  |
| SL.3.1C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |  |  |  |  |  |
| SL.3.1D Explain their own ideas and understanding in light of the discussion. |  |  |  |  |  |
| SL.3.2 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. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Speaking & Listening (continued)**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |  |  |  |  |  |
| **Presentation of Knowledge and Ideas** | | | | | |
| SL.3.4 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. |  |  |  |  |  |
| SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |  |  |  |  |  |
| SL.3.6 Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification. |  |  |  |  |  |
| **Language** | | | | | |
| **Conventions of Standard English** | | | | | |
| L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |  |  |  |  |  |
| L.3.1A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |  |  |  |  |  |
| L.3.1B Form and use regular and irregular plural nouns. |  |  |  |  |  |
| L.3.1C Use abstract nouns (e.g., childhood). |  |  |  |  |  |
| L.3.1D Form and use regular and irregular verbs. |  |  |  |  |  |
| L.3.1E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |  |  |  |  |  |
| L.3.1F Ensure subject-verb and pronoun-antecedent agreement. |  |  |  |  |  |
| L.3.1G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |  |  |  |  |  |
| L.3.1H Use coordinating and subordinating conjunctions. |  |  |  |  |  |
| L.3.1I Produce simple, compound, and complex sentences. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Language (continued)**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |  |
| L.3.2A Capitalize appropriate words in titles. |  |  |  |  |  |
| L.3.2B Use commas in addresses. |  |  |  |  |  |
| L.3.2C Use commas and quotation marks in dialogue. |  |  |  |  |  |
| L.3.2D Form and use possessives. |  |  |  |  |  |
| L.3.2E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |  |  |  |  |  |
| L.3.2F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  |  |  |  |  |
| L.3.2G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  |  |  |  |  |
| **Knowledge of Language** | | | | | |
| L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  |  |
| L.3.3A Choose words and phrases for effect. |  |  |  |  |  |
| L.3.3B Recognize and observe differences between the conventions of spoken and written Standard English. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Language (continued)**  **Third Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Vocabulary Acquisition and Use** | | | | | |
| L.3.4 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. |  |  |  |  |  |
| L.3.4A Use sentence-level context as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| L.3.4B 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). |  |  |  |  |  |
| L.3.4C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). |  |  |  |  |  |
| L.3.4D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |  |  |  |  |  |
| L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. |  |  |  |  |  |
| L.3.5A Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). |  |  |  |  |  |
| L.3.5B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |  |  |  |  |  |
| L.3.5C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |  |  |  |  |  |
| L.3.6 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). |  |  |  |  |  |