



Grade 3 English Language Arts	
Louisiana Student Standards	Louisiana Connectors (LC)
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>LC.RL.3.1b Answer literal questions and refer to text to support your answer.</p> <p>LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p>
<p>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.</p>	<p>LC.RL.3.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</p> <p>LC.RL.3.2b Use details to recount stories, including fables and folktales from diverse cultures.</p> <p>LC.RL.3.2c Use information in the text to determine and explain a lesson learned by a character or theme within the story.</p>
<p>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.</p>	<p>LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot.</p> <p>LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.</p> <p>LC.RL.3.3c Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>LC.RL.3.3e Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</p> <p>LC.RL.3.3f Analyze how a character's point of view influences a conflict within a text.</p>
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>LC.RL.3.4a Determine the meaning of literal and nonliteral words and phrases as they are used in a text.</p>



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	LC.RL.3.4b Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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.	LC.RL.3.5a Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). LC.RL.3.5b Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
RL.3.6 Distinguish the student’s point of view from that of the narrator or those of the characters.	LC.RL.3.6a Identify narrator or character's point of view. LC.RL.3.6b Identify own point of view. LC.RL.3.6c Distinguish their own point of view from that of the narrator or those of the characters.
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).	LC.RL.3.7a Support inferences, opinions, and conclusions using evidence from the text including illustrations. LC.RL.3.7b Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.
RL.3.8 (Not applicable to literature) ¹	
RL.3.9 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).	LC.RL.3.9 Compare two or more texts or adapted texts on the same topic or by the same author.

¹ Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



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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.	LC.RL.3.10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LC.RI.3.1b Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	LC.RI.3.2a Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.RI.3.2b Determine the main idea of a text; recount the key details and explain how they support the main idea. LC.RI.3.2c Identify facts that an author uses to support a specific point or opinion.
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.	No Louisiana Connectors developed for this standard
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.	LC.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.	LC.RI.3.5a Identify the purpose of a variety of text features. LC.RI.3.5b Use text features (keywords, glossary) to locate information relevant to a given topic or question. LC.RI.3.5c Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.



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RI.3.6 Distinguish the student’s point of view from that of the author of a text.	LC.RI.3.6a Identify the author's purpose in an informational text. LC.RI.3.6b Identify own point of view about a topic. LC.RI.3.6c Compare own point of view to that of the author.
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).	LC.RI.3.7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions. LC.RI.3.7b Identify information learned from illustrations and information learned from the words in an informational text. LC.RI.3.7c 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). LC.RI.3.7d Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.
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).	LC.RI.3.8a Identify signal words that help determine what the text structure is in an informational text. LC.RI.3.8b Describe the connection between sentences and paragraphs in a text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	LC.RI.3.9a Compare two or more texts on the same topic or by the same author. LC.RI.3.9b When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.
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.	LC.RI.3.10 Read or be read to and recount self-selected informational texts or adapted texts.
RF.3.1 Mastered in grade 1.	



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RF.3.2 Mastered in grade 1.	
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>LC.RF.3.3a Identify the meaning of most common prefixes. LC.RF.3.3b Identify the meaning of most common suffixes. LC.RF.3.3c Decode regularly spelled one-syllable words with long vowels. LC.RF.3.3d Decode regularly spelled two-syllable words with long vowels. LC.RF.3.3e Decode multi-syllable words. LC.RF.3.3f Recognize and/or read grade appropriate irregularly spelled words.</p>
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. LC.RF.3.4b Identify grade-level words with accuracy. LC.RF.3.4c Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). LC.RF.3.4d Use context to confirm or self-correct word recognition.</p>
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. LC.W.3.1b Provide reasons that support the opinion. LC.W.3.1c Use linking words and phrases that connect the opinion and reasons. LC.W.3.1d Provide a concluding statement or section.</p>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 	<p>LC.W.3.2a Produce an informative/explanatory permanent product which introduces a topic and groups related information together. LC.W.3.2b Develop the topic (i.e., offer additional information which supports the topic) by using facts, definitions, and details.</p>



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<ul style="list-style-type: none"> b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<p>LC.W.3.2c Include illustrations to enhance clarity and meaning.</p> <p>LC.W.3.2d Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>LC.W.3.2e Provide a concluding statement or section.</p>
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>LC.W.3.3a Produce a narrative permanent product which establishes a situation by setting up the context for the story and introducing a narrator and/or characters.</p> <p>LC.W.3.3b Sequence events that unfold naturally.</p> <p>LC.W.3.3c When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</p> <p>LC.W.3.3d Use temporal words and phrases to signal event order.</p> <p>LC.W.3.3e Provide a sense of closure.</p>
<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader).</p>
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>LC.W.3.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</p> <p>LC.W.3.5b With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen a story by adding a description or dialogue).</p> <p>LC.W.3.5c With guidance and support from peers and adults, edit permanent products for clarity and meaning.</p>



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W.3.6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	LC.W.3.6a With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
W.3.7 Conduct short research projects that build knowledge about a topic.	LC.W.3.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>LC.W.3.8a Recall information from experiences to use in creating permanent products.</p> <p>LC.W.3.8b Gather information and facts (e.g., highlight in text, quote or paraphrase from discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).</p> <p>LC.W.3.8c Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form a paragraph or essay).</p> <p>LC.W.3.8d Locate important points on a single topic from two informational texts or sources.</p> <p>LC.W.3.8e Identify key details in an informational text.</p> <p>LC.W.3.8f Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p> <p>LC.W.3.8g Sort evidence collected from print and/or digital sources into provided categories.</p>
W.3.9 Begins in grade 4.	
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a	No Louisiana Connectors developed for this standard



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day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<p>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.</p> <ul style="list-style-type: none"> 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. d. Explain their own ideas and understanding in light of the discussion. 	<p>LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p>LC.SL.3.1b Ask questions to check understanding of information presented in collaborative discussions.</p> <p>LC.SL.3.1c Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p> <p>LC.SL.3.1d Express ideas and understanding in light of collaborative discussions.</p>
<p>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.</p>	<p>LC.SL.3.2a Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LC.SL.3.2b Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LC.SL.3.2c Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>LC.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>



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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.	LC.SL.3.4 Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details.
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.	LC.SL.3.5 Add audio recordings and 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.	No Louisiana Connectors developed for this standard
L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	LC.L.3.1a Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. LC.L.3.1b Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs when communicating. LC.L.3.1c Use correct subject-verb and pronoun-antecedent agreement when communicating. LC.L.3.1d Produce and expand upon simple and compound sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize appropriate words in titles. 	LC.L.3.2a Capitalize words in holidays, product names, geographic names, and appropriate words in titles.



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<ul style="list-style-type: none"> b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing word. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>LC.L.3.2b Use commas accurately in addresses or dialogue when communicating.</p> <p>LC.L.3.2c Use quotation marks when communicating.</p> <p>LC.L.3.2d Use conventional spelling and spelling patterns (e.g., <i>word families, syllable patterns, ending rules</i>) when communicating high frequency and/or previously learned words.</p>
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	<p>LC.L.3.3 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</p>
<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>LC.L.3.4a Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</p> <p>LC.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>LC.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>LC.L.3.4d Use a glossary or dictionary to determine the meaning of a word.</p>



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<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	<p>LC.L.3.5a Distinguish literal from non-literal meanings of words and phrases in context.</p> <p>LC.L.3.5b Use newly acquired words in real-life context.</p> <p>LC.L.3.5c Identify and sort shades of meaning words from general to specific or lesser to specific.</p>
<p>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., <i>After dinner that night we went looking for them</i>).</p>	<p>LC.L.3.6a Use newly acquired conversational and general academic words and phrases accurately when communicating.</p> <p>LC.L.3.6b Use newly acquired domain-specific words and phrases accurately when communicating.</p>