

# Louisiana English Language Arts Content Standards

## BENCHMARKS FOR K–4

**BOOK TITLE:** Houghton Mifflin Reading © 2001, Level 3 Student Books

**Grade 3**

**PUBLISHER:** Houghton Mifflin Company

STANDARD 1	ELA-1-E1	ELA-1-E2	ELA-1-E3	ELA-1-E4	ELA-1-E5	ELA-1-E6	ELA-1-E7			
<b>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b>	gaining meaning from print and building vocabulary using a full range of strategies	using the conventions of print	adjusting speed of reading to suit difficulty of materials	identifying story elements within a selection	reading, comprehending, and responding to written, spoken texts in extended passages	interpreting texts to generate connections to real-life situations	reading with fluency for various purposes			
	<p><b>Get Set for Reading</b> <i>At the Seashore,</i> <b>3.2: SB:</b> 44–45</p> <p><i>Deer,</i> <b>3.2: SB:</b> 70–71</p> <p><i>Explore Iceland,</i> <b>3.2: SB:</b> 16–17</p> <p><i>Exploring Antarctica,</i> <b>3.2: SB:</b> 168–169</p> <p><i>Handmade Cloth from Ghana,</i> <b>3.1: SB:</b> 186–187</p> <p><i>Journey of the Pilgrims,</i> <b>3.2: SB:</b> 108–109</p> <p>(continued)</p>	<p><b>Reading a Comic Strip, 3.2: SB:</b> 304–307</p> <p><b>Reading a Diagram, 3.1: SB:</b> 286–287; <b>3.2: SB:</b> 134–135</p> <p><b>How to Read a Key, 3.1: SB:</b> 88–91</p> <p><b>How to Read a Magazine Article, 3.2: SB:</b> 66–69</p> <p><b>Reading a Photo Essay, 3.2: TB5:</b> 202–205</p> <p>(continued)</p>	<b>How to Skim and Scan, 3.1: SB:</b> 182–185	<b>Think About the Selection, 3.1: SB:</b> 46, 86, 116, 152, 180, 202, 228, 254, 284, 310, 342, 368; <b>3.2:</b> 34, 64, 94, 132, 162, 200, 234, 272, 302, 334	<b>Reading Written Texts, 3.1: SB:</b> 16–17, 18–45, 48–51, 54–55, 56–85, 88–91, 92–93, 94–115, 118–121, 130–131, 132–151, 154–157, 160–161, 162–179, 182–185, 186–187, 190–201, 204–205, 206–207, 208–227, 230–231, 234–253, 262–263, 264–283, 286–287, 290–291, 292–309, 312–315, 316–317, 318–341, 344–347, 348–349, 350–3618–33, 36–39, 44–45, 46–63, 66–69, 70–71, 72–93, 96–99, 108–7, 370–371; <b>3.2:</b> 16–17, 109,	<b>Connecting/Comparing, 3.1: SB:</b> 46, 86, 116, 152, 180, 202, 228, 254, 284, 310, 342, 368; <b>3.2:</b> 34, 64, 94, 132, 162, 200, 234, 272, 302, 334	<b>Reading a Comic Strip, 3.2: SB:</b> 304–307	<b>Reading a Diagram, 3.1: SB:</b> 286–287; <b>3.2: SB:</b> 134–135	<b>How to Follow Directions, 3.1: SB:</b> 230–231	(continued)
							<b>Strategy Focus, 3.1: SB:</b> 19, 57, 94, 133, 162, 189, 209, 264, 293, 319, 351; <b>3.2:</b> 19, 47, 72, 111, 143, 1171, 245, 283, 311			

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STANDARD 1	ELA-1-E1	ELA-1-E2	ELA-1-E3	ELA-1-E4	ELA-1-E5	ELA-1-E6	ELA-1-E7
<b>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b>	gaining meaning from print and building vocabulary using a full range of strategies	using the conventions of print	adjusting speed of reading to suit difficulty of materials	identifying story elements within a selection	reading, comprehending, and responding to written, spoken texts in extended passages	interpreting texts to generate connections to real-life situations	reading with fluency for various purposes
	<p><b>Get Set for Reading</b> (continued)</p> <p><i>Movie Monsters</i>, <b>3.1: SB:</b> 262–263</p> <p><i>Mulan Legend, The</i>, <b>3.1: SB:</b> 54–55</p> <p><i>A Mysterious Statue</i>, <b>3.1: SB:</b> 290–291</p> <p><i>Native American Dance</i>, <b>3.1: SB:</b> 206–207</p> <p><i>Quilts</i>, <b>3.1: SB:</b> 130–131</p> <p><i>Rain, Rain, Go Away!</i> <b>3.2: SB:</b> 308–309</p> <p><i>Riding and Roping</i>, <b>3.1: SB:</b> 160–161</p> <p><i>Have You Seen the Lost and Found?</i>, <b>3.1: SB:</b> 16–17</p> <p><i>Sewing Clothes</i>, <b>3.2: SB:</b> 280–281</p> <p><i>Spanish Words</i>, <b>3.2: SB:</b> 242–243</p> <p><i>Unusual Gardens</i>, <b>3.1: SB:</b> 348–349 (continued)</p>	<p><b>How to Read a Play, 3.2: SB:</b> 336–339</p> <p><b>How to Follow a Recipe, 3.1: SB:</b> 204–205</p>	See preceding page for page references related to adjusting speed of reading to suit difficulty of materials.	See preceding page for page references related to identifying story elements within a selection.	<p>Reading Written Texts (continued) 110–131, 134–137, 140–141, 142–161, 164–167, 168–169, 170–199, 202–205, 208–233, 242–243, 244–271, 274–277, 280–281, 282–: 301, 304–307, 308–309, 310–333, 336–339</p> <p><b>Responding to Written Texts, 3.1: SB:</b> 46–47, 86–87, 116–117, 152–153, 180–181, 202–203, 228–229, 254–255, 284–285, 310–311, 342–343, 368–369; <b>3.2:</b> 34–35, 64–65, 94–95, 132–133, 162–163, 200–201, 234–235, 272–273, 302–303, 334–335</p>	<p><b>How to Take Notes, 3.1: SB:</b> 154–157</p> <p><b>Reading a Photo Essay, 3.2: TB5:</b> 202–205</p> <p><b>How to Read a Play, 3.2: SB:</b> 336–339</p> <p><b>How to Read a Poem, 3.1: SB:</b> 48–51; <b>3.2: SB:</b> 274–277</p> <p><b>How to Read a Poem Aloud, 3.2: SB:</b> 96–99</p> <p><b>How to Follow a Recipe, 3.1: SB:</b> 204–205</p> <p><b>How to Look at Fine Art, 3.2: SB:</b> 164–167</p> <p><b>How to Read an Interview, 3.1: SB:</b> 370–373</p> <p><b>How to Read a Key, 3.1: SB:</b> 88–91 (continued)</p>	See preceding page for page references related to reading with fluency.

STANDARD 1	ELA-1-E1	ELA-1-E2	ELA-1-E3	ELA-1-E4	ELA-1-E5	ELA-1-E6	ELA-1-E7
<b>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b>	gaining meaning from print and building vocabulary using a full range of strategies	using the conventions of print	adjusting speed of reading to suit difficulty of materials	identifying story elements within a selection	reading, comprehending, and responding to written, spoken texts in extended passages	interpreting texts to generate connections to real-life situations	reading with fluency for various purposes
	<b>Get Set for Reading</b> (continued) <i>Visiting Another Country, 3.2: SB: 140–141</i> <i>What Is a Waterfall?, 3.1: SB: 92–93</i> <i>Working on the Farm, 3.1: SB: 316–317</i>	See preceding page for using the conventions of print.	See preceding page for page references related to adjusting speed of reading to suit difficulty of materials.	See preceding page for page references related to identifying story elements within a selection.	See preceding page for page references related to reading, comprehending, and responding to written, spoken texts in extended passages.	<b>How to Read a Magazine Article, 3.2: SB: 66–69</b> <b>How to Read a Map, 3.1: SB: 118–121</b>	See preceding page for page references related reading with fluency.

STANDARD 2	ELA-2-E1	ELA-2-E2	ELA-2-E3	ELA-2-E4	ELA-2-E5	ELA-2-E6
<b>Students write competently for a variety of purposes and audiences.</b>	dictating or writing a composition that clearly states or implies a central idea	focusing on language, concepts, and ideas that show an awareness in developing compositions	creating written text using the writing process	using narration, description, exposition, and persuasion to develop compositions	recognizing and applying literary devices	writing as a response to texts and life experiences
	<b>Writing Lessons, SB: 3.1:</b> 46, 52–53, 86, 116, 152, 158–159, 180, 202, 228, 254, 288–289, 284, 310, 342, 368; <b>3.2:</b> 34, 40–43, 64, 94, 132, 138–139, 162, 200, 234, 272, 278–279, 302, 334	<b>Using Details, 3.1: SB:</b> 53, 202; <b>3.2: SB:</b> 132 <b>Keeping to the Topic, 3.1: SB:</b> 53 <b>Using Vivid Language, 3.1: SB:</b> 86 <b>Using Sensory Language, 3.1: SB:</b> 116 <b>Sequencing, 3.1: SB:</b> 153	<b>Writing Process, SB: 3.1:</b> 52–53, 158–159, 288–289; <b>3.2:</b> 40–43, 138–139, 278–279	<b>Narrative Writing, 3.1: SB:</b> 52–53, 152, 202, 254, 288–289, 342; <b>3.2: SB:</b> 234, 302 <b>Descriptive Writing, 3.1: SB:</b> 116; <b>3.2: SB:</b> 138–139 <b>Expository Writing, 3.1: SB:</b> 46, 158–159, 228 <b>Persuasive Writing, 3.1: SB:</b> 284; <b>3.2: SB:</b> 34, 272, 278–279	<b>Beginning, Middle, and End, 3.1: SB:</b> 52–53 <b>Characters, Setting, and Plot, 3.1: SB:</b> 288–289 <b>Dialogue, 3.1: SB:</b> 289	<b>Responding to Literature in Writing, SB: 3.1:</b> 46, 86, 116, 152, 180, 202, 228, 254, 284, 310, 342, 368; <b>3.2:</b> 34, 64, 94, 132, 162, 200, 234, 272, 302, 334 <b>Writing an E-Postcard, 3.1: SB:</b> 229 <b>Writing a Postcard, 3.1: SB:</b> 310 <b>Writing a Thank You Note, 3.2: SB:</b> 334
STANDARD 3	ELS-3-E1	ELS-3-E2	ELS-3-E3	ELS-3-E4	ELS-3-E5	
<b>Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</b>	writing legibly	demonstrating use of punctuation capitalization, and abbreviations in final drafts of writing assignments	demonstrating standard English structure and usage	using knowledge of the parts of speech to make choices for writing	spelling accurately using strategies and resources when necessary	
	Legible handwriting is expected for all writing assignments.	<b>Writing Letters and Postcards, 3.1: SB:</b> 86, 310	<b>Topic Sentence, 3.1: SB:</b> 158	<b>Colorful Adjectives, 3.1: SB:</b> 284	<b>Student Model for Writing, SB: 3.1:</b> 52–53, 158–159, 288–289; <b>3.2:</b> 40–43, 138–139, 278–279	

STANDARD 4	ELA-4-E1	ELA-4-E2	ELA-4-E3	ELA-4-E4	ELA-4-E5	ELA-4-E6	ELA-4-E7
<b>Students demonstrate competence in speaking and listening as tools for learning and communicating.</b>	speaking intelligibly, using standard English pronunciation	giving and following directions/procedures	telling or retelling stories in sequence	giving rehearsed and unrehearsed presentations	speaking and listening for a variety of audiences	listening and responding to a wide variety of media	participating in a variety of roles in group discussions
	<b>Speaking Intelligibly, 3.1: SB: 117, 181, 343, 369</b>	<b>Following Directions, 3.1: SB: 230–231</b>	<b>Role-Play Dialogue, 3.1: SB: 369</b>	<b>Making an Announcement, 3.1: SB: 181</b> <b>Role-Play a News Report, 3.1: SB: 343</b> <b>Role-Play Dialogue, 3.1: SB: 369</b> <b>Reader's Theater, 3.2: SB: 273</b>	<b>Speaking and Listening for Self, 3.1: SB: 117</b> <b>Speaking and Listening for Class-mates, 3.1: SB: 117, 181, 343, 369</b>	<b>Internet: SB3.2: 65, 201</b> <b>Responding: SB 3.1: 87, 343; 3.2: 65</b>	<b>Tips for Conducting a Tour, 3.2: SB: 163</b>

<b>STANDARD 5</b>	<b>ELA-5-E1</b>	<b>ELA-5-E2</b>	<b>ELA-5-E3</b>	<b>ELA-5-E4</b>	<b>ELA-5-E5</b>	<b>ELA-5-E6</b>
<b>Students locate, select, and synthesize information from a variety of texts, media, reference, and technological sources to acquire and communicate knowledge.</b>	recognizing and using organizational features of printed text, other media, and electronic information	locating and evaluating information sources	locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics	using available technology to produce, revise, and publish a variety of works	giving credit for borrowed information by telling or listing sources	interpreting graphic organizers
	<p><b>Reading a Comic Strip, 3.2: SB:</b> 304–307</p> <p><b>How to Read a Play, 3.2: SB:</b> 336–339</p>	<p><b>How to Look at Fine Art, 3.2: SB:</b> 164–167</p> <p><b>How to Read a Magazine Article, 3.2: SB:</b> 66–69</p> <p><b>Reading a Photo Essay, 3.2: TB5:</b> 202–205</p>	<p><b>How to Read an Interview, 3.1: SB:</b> 370–373</p> <p><b>How to Read a Magazine Article, 3.2: SB:</b> 66–69</p> <p><b>How to Take Notes, 3.1: SB:</b> 154–157</p> <p><b>Reading a Photo Essay, 3.2: TB5:</b> 202–205</p> <p><b>How to Follow a Recipe, 3.1: SB:</b> 204–205</p>	<p><b>Using the Internet for Writing, SB:</b> 3.1: 87, 117, 153, 203, 229, 285, 311, 343, 3.2: 35, 241, 273, 303, 335</p>	<p><b>Listing Sources, SB: 3.2:</b> 43</p>	<p><b>Reading a Diagram, 3.1: SB:</b> 286–287; <b>3.2: SB:</b> 134–135</p> <p><b>SQRR, 3.2: SB:</b> 36–39</p> <p><b>How to Read a Key, 3.1: SB:</b> 88–91</p> <p><b>How to Read a Map, 3.1: SB:</b> 118–121</p>

STANDARD 6	ELA-6-E1	ELA-6-E2	ELA-6-E3
<p><b>Students read, analyze, and respond to literature as a record of life experiences.</b></p>	<p>identifying, recognizing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups;</p>	<p>identifying, recognizing, and responding to a variety of classic and contemporary literature from many genres</p>	<p>identifying key differences of various genres.</p>
	<p><b>Literature By and About Africans and African-Americans, SB: 3.1:</b> 50, 185, 186–187, 188–201, 204–205, 230–231, 236–241, 318–341; <b>3.2:</b> 222–227, 282–301</p> <p><b>Literature By and About Asians and Asian-Americans, SB: 3.1:</b> 54–55, 56–85, 88–91, 183; <b>3.2:</b> 66–69, 140–141, 142–161</p> <p><b>Literature By and About Hispanics/Latinos, SB: 3.1:</b> 160–161, 162–179, 248–253; <b>3.2:</b> 72–93, 216–221, 242–243, 244–271, 274, 275, 276, 277</p> <p><b>Literature By and About Native Americans, SB: 3.1:</b> 118–121, 206–207, 208–227, 242–247</p> <p><b>Literature By and About Multicultural Groups, SB: 3.2:</b> 36–39, 308–309</p>	<p><b>Articles, SB: 3.1:</b> 118–121, 154–157, 312–315; <b>3.2:</b> 66–69, 164–167</p> <p><b>Biographical Sketches, SB: 3.1:</b> 182–185; <b>3.2:</b> 210–215, 216–221, 222–227, 228–233</p> <p><b>Comic Strips, SB: 3.2:</b> 304–307</p> <p><b>Essay, SB: 3.2:</b> 278–279</p> <p><b>Expository Nonfiction, SB: 3.1:</b> 208–227</p> <p><b>Fantasy, SB: 3.1:</b> 19–45, 264–282, 293–306, 319–341</p> <p><b>Fiction, SB: 3.2:</b> 143–163, 244–273, 282–303, 310–335</p> <p><b>Historical Fiction, SB: 3.2:</b> 111–133</p> <p><b>Interview, SB: 3.1:</b> 370–373</p> <p><b>Legend, SB: 3.1:</b> 57–85</p> <p><b>Narrative Nonfiction, SB: 3.1:</b> 88–91, 162–179; <b>3.2:</b> 171–201</p> <p><b>Nonfiction, SB: 3.2:</b> 18–33, 36–39, 134–137</p> <p><b>Photo Essay, SB: 3.2:</b> 202–205</p> <p><b>Play, SB: 3.1:</b> 48–50; <b>3.2:</b> 97–99, 274–277</p> <p><b>Poetry, SB: 3.1:</b> 48–50; <b>3.2:</b> 97–99, 274–277</p> <p><b>Realistic Fiction, SB: 3.1:</b> 118–121; 230–231, 286, 344–347</p> <p><b>Story, SB: 3.1:</b> 94–114, 132–151, 188–201; <b>3.2:</b> 46–63</p> <p><b>Trickster Tales, SB: 3.1:</b> 236–241, 242–247, 248–253</p>	<p><b>Trickster Tales, 3.1: SB: 235</b></p> <p><b>Biographies, 3.2: SB: 209</b></p>

STANDARD 7	ELA-7-E1	ELA-7-E2	ELA-7-E3	ELA-7-E4
<p><b>Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.</b></p>	<p>using comprehension strategies in contexts</p>	<p>problem solving by using reasoning skills, life experiences, and available information</p>	<p>recognizing an author's purpose and point of view;</p>	<p>distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections to real-life situations.</p>
	<p><b>Strategy Focus, 3.1: SB:</b> 19, 57, 94, 133, 162, 189, 209, 264, 293, 319, 351; <b>3.2:</b> 19, 47, 72, 111, 143, 1171, 245, 283, 311</p>	<p><b>Problem Solving, 3.2: SB:</b> 278–279</p>	<p><b>Meet the Author, 3.1: SB:</b> 18, 56, 115, 132, 162, 188, 208, 264, 292, 318, 350; <b>3.2: SB:</b> 18, 46, 93, 110, 142, 170, 244, 282, 310</p>	<p><b>Responding to Written Texts, 3.1: SB:</b> 46–47, 86–87, 116–117, 152–153, 180–181, 202–203, 228–229, 254–255, 284–285, 310–311, 342–343, 368–369; <b>3.2:</b> 34–35, 64–65, 94–95, 132–133, 162–163, 200–201, 234–235, 272–273, 302–303, 334–335</p>