**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

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Get Set for Reading (continued)

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*Mulan Legend, The, 3.1: SB: 54–55*
*A Mysterious Statue, 3.1: SB: 290–291*

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*Quilts, 3.1: SB: 130–131*
*Rain, Rain, Go Away! 3.2: SB: 308–309*
*Riding and Roping, 3.1: SB: 160–161*
*Have You Seen the Lost and Found?, 3.1: SB: 16–17*
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How to Read a Poem Aloud, 3.2: SB: 96–99
How to Follow a Recipe, 3.1: SB: 204–205
How to Look at Fine Art, 3.2: SB: 164–167
How to Read an Interview, 3.1: SB: 370–373
How to Read a Key, 3.1: SB: 88–91

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<td><strong>Get Set for Reading (continued)</strong></td>
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<td>See preceding page for page references related to reading, comprehending, and responding to written, spoken texts in extended passages.</td>
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<td>See preceding page for page references related reading with fluency.</td>
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<td>Students write competently for a variety of purposes and audiences.</td>
<td>dictating or writing a composition that clearly states or implies a central idea</td>
<td>focusing on language, concepts, and ideas that show an awareness in developing compositions</td>
<td>creating written text using the writing process</td>
<td>using narration, description, exposition, and persuasion to develop compositions</td>
<td>recognizing and applying literary devices</td>
<td>writing as a response to texts and life experiences</td>
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<td>Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</td>
<td>writing legibly</td>
<td>demonstrating use of punctuation capitalization, and abbreviations in final drafts of writing assignments</td>
<td>demonstrating standard English structure and usage</td>
<td>using knowledge of the parts of speech to make choices for writing</td>
<td>spelling accurately using strategies and resources when necessary</td>
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<td>Students demonstrate competence in speaking and listening as tools for learning and communicating.</td>
<td>speaking intelligibly, using standard English pronunciation</td>
<td>giving and following directions/procedures</td>
<td>telling or retelling stories in sequence</td>
<td>giving rehearsed and unrehearsed presentations</td>
<td>speaking and listening for a variety of audiences</td>
<td>listening and responding to a wide variety of media</td>
<td>participating in a variety of roles in group discussions</td>
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<tr>
<td>Students locate, select, and synthesize information from a variety of texts, media, reference, and technological sources to acquire and communicate knowledge.</td>
<td>recognizing and using organizational features of printed text, other media, and electronic information</td>
<td>locating and evaluating information sources</td>
<td>locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</td>
<td>using available technology to produce, revise, and publish a variety of works</td>
<td>giving credit for borrowed information by telling or listing sources</td>
<td>interpreting graphic organizers</td>
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<td>Students read, analyze, and respond to literature as a record of life experiences.</td>
<td>identifying, recognizing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups;</td>
<td>identifying, recognizing, and responding to a variety of classic and contemporary literature from many genres</td>
<td>identifying key differences of various genres.</td>
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<td><strong>Literature By and About Native Americans, SB: 3.1:</strong> 118–121, 206–207, 208–227, 242–247</td>
<td><strong>Fiction, SB:</strong> 3.2: 143–163, 244–273, 282–303, 310–335</td>
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<td>Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.</td>
<td>using comprehension strategies in contexts</td>
<td>problem solving by using reasoning skills, life experiences, and available information</td>
<td>recognizing an author’s purpose and point of view;</td>
<td>distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections to real-life situations.</td>
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