



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



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	<b>LC.RL.3.4b</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RL.3.5</b> 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.	<b>LC.RL.3.5a</b> Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). <b>LC.RL.3.5b</b> 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).
<b>RL.3.6</b> Distinguish the student’s point of view from that of the narrator or those of the characters.	<b>LC.RL.3.6a</b> Identify narrator or character's point of view. <b>LC.RL.3.6b</b> Identify own point of view. <b>LC.RL.3.6c</b> Distinguish their own point of view from that of the narrator or those of the characters.
<b>RL.3.7</b> 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).	<b>LC.RL.3.7a</b> Support inferences, opinions, and conclusions using evidence from the text including illustrations. <b>LC.RL.3.7b</b> Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.
<b>RL.3.8</b> (Not applicable to literature) <sup>1</sup>	
<b>RL.3.9</b> 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).	<b>LC.RL.3.9</b> Compare two or more texts or adapted texts on the same topic or by the same author.

<sup>1</sup> 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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<b>RL.3.10</b> 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.	<b>LC.RL.3.10</b> Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>LC.RI.3.1a</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>LC.RI.3.1b</b> Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>LC.RI.3.2a</b> Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>LC.RI.3.2b</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. <b>LC.RI.3.2c</b> Identify facts that an author uses to support a specific point or opinion.
<b>RI.3.3</b> 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
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>LC.RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>LC.RI.3.5a</b> Identify the purpose of a variety of text features. <b>LC.RI.3.5b</b> Use text features (keywords, glossary) to locate information relevant to a given topic or question. <b>LC.RI.3.5c</b> Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.



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



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<b>RF.3.2</b> Mastered in grade 1.	
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>LC.RF.3.3a</b> Identify the meaning of most common prefixes.  <b>LC.RF.3.3b</b> Identify the meaning of most common suffixes.  <b>LC.RF.3.3c</b> Decode regularly spelled one-syllable words with long vowels.  <b>LC.RF.3.3d</b> Decode regularly spelled two-syllable words with long vowels.  <b>LC.RF.3.3e</b> Decode multi-syllable words.  <b>LC.RF.3.3f</b> Recognize and/or read grade appropriate irregularly spelled words.</p>
<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>LC.RF.3.4a</b> Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.  <b>LC.RF.3.4b</b> Identify grade-level words with accuracy.  <b>LC.RF.3.4c</b> Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).  <b>LC.RF.3.4d</b> Use context to confirm or self-correct word recognition.</p>
<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>	<p><b>LC.W.3.1a</b> Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.  <b>LC.W.3.1b</b> Provide reasons that support the opinion.  <b>LC.W.3.1c</b> Use linking words and phrases that connect the opinion and reasons.  <b>LC.W.3.1d</b> Provide a concluding statement or section.</p>
<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> </ul>	<p><b>LC.W.3.2a</b> Produce an informative/explanatory permanent product which introduces a topic and groups related information together.  <b>LC.W.3.2b</b> 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"> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>	<p><b>LC.W.3.2c</b> Include illustrations to enhance clarity and meaning.</p> <p><b>LC.W.3.2d</b> Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p><b>LC.W.3.2e</b> Provide a concluding statement or section.</p>
<p><b>W.3.3</b> 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"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>	<p><b>LC.W.3.3a</b> 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><b>LC.W.3.3b</b> Sequence events that unfold naturally.</p> <p><b>LC.W.3.3c</b> When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</p> <p><b>LC.W.3.3d</b> Use temporal words and phrases to signal event order.</p> <p><b>LC.W.3.3e</b> Provide a sense of closure.</p>
<p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p><b>LC.W.3.4</b> 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><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>LC.W.3.5a</b> 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><b>LC.W.3.5b</b> 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><b>LC.W.3.5c</b> With guidance and support from peers and adults, edit permanent products for clarity and meaning.</p>



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<b>W.3.6</b> With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	<b>LC.W.3.6a</b> 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).
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>LC.W.3.7</b> 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).
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p><b>LC.W.3.8a</b> Recall information from experiences to use in creating permanent products.</p> <p><b>LC.W.3.8b</b> 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><b>LC.W.3.8c</b> 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><b>LC.W.3.8d</b> Locate important points on a single topic from two informational texts or sources.</p> <p><b>LC.W.3.8e</b> Identify key details in an informational text.</p> <p><b>LC.W.3.8f</b> Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p> <p><b>LC.W.3.8g</b> Sort evidence collected from print and/or digital sources into provided categories.</p>
<b>W.3.9</b> Begins in grade 4.	
<b>W.3.10</b> 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><b>SL.3.1</b> 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"> <li>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.</li> <li>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).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>	<p><b>LC.SL.3.1a</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p><b>LC.SL.3.1b</b> Ask questions to check understanding of information presented in collaborative discussions.</p> <p><b>LC.SL.3.1c</b> Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p> <p><b>LC.SL.3.1d</b> Express ideas and understanding in light of collaborative discussions.</p>
<p><b>SL.3.2</b> 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><b>LC.SL.3.2a</b> 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><b>LC.SL.3.2b</b> Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>LC.SL.3.2c</b> Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>LC.SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>



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<b>SL.3.4</b> 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.	<b>LC.SL.3.4</b> Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details.
<b>SL.3.5</b> 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.	<b>LC.SL.3.5</b> Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.
<b>SL.3.6</b> 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
<b>L.3.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., childhood).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>Ensure subject-verb and pronoun-antecedent agreement.</li> <li>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Use coordinating and subordinating conjunctions.</li> <li>Produce simple, compound, and complex sentences.</li> </ol>	<b>LC.L.3.1a</b> Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. <b>LC.L.3.1b</b> Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs when communicating. <b>LC.L.3.1c</b> Use correct subject-verb and pronoun-antecedent agreement when communicating. <b>LC.L.3.1d</b> Produce and expand upon simple and compound sentences.
<b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> </ol>	<b>LC.L.3.2a</b> Capitalize words in holidays, product names, geographic names, and appropriate words in titles.



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<ul style="list-style-type: none"> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>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>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing word.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p><b>LC.L.3.2b</b> Use commas accurately in addresses or dialogue when communicating.</p> <p><b>LC.L.3.2c</b> Use quotation marks when communicating.</p> <p><b>LC.L.3.2d</b> 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><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ul>	<p><b>LC.L.3.3</b> Choose words and phrases for appropriate effect (e.g., to inform) within writing.</p>
<p><b>L.3.4</b> 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"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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>).</li> <li>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>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p><b>LC.L.3.4a</b> Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</p> <p><b>LC.L.3.4b</b> Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p><b>LC.L.3.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p><b>LC.L.3.4d</b> Use a glossary or dictionary to determine the meaning of a word.</p>



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<p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>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>).</li> </ul>	<p><b>LC.L.3.5a</b> Distinguish literal from non-literal meanings of words and phrases in context.</p> <p><b>LC.L.3.5b</b> Use newly acquired words in real-life context.</p> <p><b>LC.L.3.5c</b> Identify and sort shades of meaning words from general to specific or lesser to specific.</p>
<p><b>L.3.6</b> 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><b>LC.L.3.6a</b> Use newly acquired conversational and general academic words and phrases accurately when communicating.</p> <p><b>LC.L.3.6b</b> Use newly acquired domain-specific words and phrases accurately when communicating.</p>