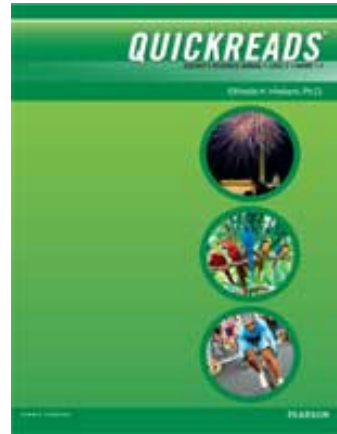


A Correlation of

# QuickReads

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To the

## Common Core State Standards for English Language Arts

Grade 3

**CORRELATION  
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INSTRUCTIONAL MATERIALS CORRELATION  
COURSE STANDARDS/BENCHMARKS**

**SUBJECT:** Reading, Writing, Listening, Speaking, and Language  
**GRADE LEVEL:** Grade 3, Level C  
**COURSE TITLE:** Reading Program - 2-5 Grade Series  
**COURSE CODE:** 501023S  
**SUBMISSION TITLE:** QuickReads  
**BID ID:** 2037  
**PUBLISHER:** Pearson Education, Inc., publishing as Scott Foresman  
**PUBLISHER ID:** 22-1603684

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
	Reading Literature Standards: Grade 3	
LACC.3.RL.1	Key Ideas and Details	
LACC.3.RL.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	The <i>QuickReads</i> program consists of short, nonfiction selections designed to be read quickly and meaningfully. The nonfiction reading material helps students become knowledgeable about critical topics in science and social studies, while building capacity for reading complex texts.
LACC.3.RL.1.2	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.	

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LACC.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
LACC.3.RL.2	Craft and Structure	
LACC.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
LACC.3.RL.2.5	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.	
LACC.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.	
LACC.3.RL.3	Integration of Knowledge and Ideas	

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LACC.3.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).	
LACC.3.RL.3.8	(Not applicable to literature)	Not applicable, according to Common Core State Standards
LACC.3.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).	
LACC.3.RL.4	Range of Reading and Level of Text Complexity	
LACC.3.RL.4.10	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.	
	Reading Standards for Informational Text Grade 3	
LACC.3.RI.1	Key Ideas and Details	

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LACC.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 20, 22, 23, 34, 35, 48, 50, 62, 64, 65, 90, 91; <b>Book 2</b> , pgs. 20, 21, 23, 34, 35, 48, 49, 62, 65, 76, 77, 78, 90, 92, 93; <b>Book 3</b> , pgs. 20, 21, 34, 48, 49, 62, 63, 76, 79, 90, 91,93 <b>Teacher's Resource Manual:</b> 13, 14, 37-42
LACC.3.RI.1.3	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.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Third Read - Connecting Ideas, pg. 15, 37-42
LACC.3.RI.2	Craft and Structure	
LACC.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>Level C:</b> <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90 <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1</b> , pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b> , pgs. 25, 27, 28, 29, 30; <b>Book 3</b> , pgs. 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 32

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LACC.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74; <b>Book 2,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74; <b>Book 3,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74
LACC.3.RI.2.6	Distinguish their own point of view from that of the author of a text.	<b>Level C:</b> Teacher can use Comprehension Questions at the end of each topic. <b>Student Edition: Book 1</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 14, 15, 37-42
LACC.3.RI.3	<b>Integration of Knowledge and Ideas</b>	
LACC.3.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).	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 11-19, 20-23, 24-33, 34-37, 38-47, 48-51, 52-61, 62-65, 66-75, 76-79, 80-89, 90-93; <b>Book 2,</b> pgs. 11-19, 20-23, 24-33, 34-37, 38-47, 48-51, 52-61, 62-65, 66-75, 76-79, 80-89, 90-93; <b>Book 3,</b> pgs. 11-19, 20-23, 24-33, 34-37, 38-47, 48-51, 52-61, 62-65, 66-75, 76-79, 80-89, 90-93 <b>Teacher's Resource Manual:</b> 37-42
LACC.3.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).	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79; <b>Book 2,</b> pgs. 23, 37, 52, 65, 79; <b>Book 3,</b> pgs. 23, 37, 52, 65, 79 <b>Teacher's Resource Manual:</b> Activity 3, pgs. 19-36, 44-48

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LACC.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79; <b>Book 2,</b> pgs. 23, 37, 52, 65, 79; <b>Book 3,</b> pgs. 23, 37, 52, 65, 79 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.3.RI.4	Range of Reading and Level of Text Complexity	
LACC.3.RI.4.10	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.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Teacher's Resource Manual:</b> First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42
SS.3.C.1.2	Describe how government gains	power from the people.
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic duties.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 53, 55, 57, 59, 61, 62-65 <b>Teacher's Resource Manual:</b> 22, 38
SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 20, 29
SC.3.N.1.4	Recognize the importance of communication among scientists.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.

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SC.3.N.1.5	Recognize that scientists question, discuss, and check each others' evidence and explanations.	
SC.3.N.1.6	Infer based on observation	
	Reading Standards: Foundational Skills Grade 3	
LACC.3.RF.3	Phonics and Word Recognition	
LACC.3.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
LACC.3.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>Level C:</b> <b>Teacher's Resource Manual: 21, 23</b>
LACC.3.RF.3.3.b	Decode words with common Latin suffixes.	<b>Level C:</b> <b>Teacher's Resource Manual: 23</b>
LACC.3.RF.3.3.c	Decode multi-syllable words.	<b>Level C:</b> <b>Teacher's Resource Manual: 19</b>
LACC.3.RF.3.3.d	Read grade-appropriate irregularly spelled words.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2</b> , pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3</b> , pgs. 11, 13, 11, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89 <b>Teacher's Resource Manual: First Read</b> , pg. 13; <b>Second Read</b> , pg. 14; <b>Third Read</b> , pg. 15, 37-42
LACC.3.RF.4	Fluency	



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LACC.3.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93 <b>Teacher's Resource Manual:</b> 13-15, 37-42
LACC.3.RF.4.4.a	Read on-level text with purpose and understanding.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89 <b>Teacher's Resource Manual:</b> 13-15
LACC.3.RF.4.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89 <b>Teacher's Resource Manual:</b> 13-15
LACC.3.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 21, 25
	Writing Standards: Grade 3	
LACC.3.W.1	Text Type and Purposes	

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LACC.3.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.3.W.1.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
LACC.3.W.1.1.b	Provide reasons that support the opinion.	
LACC.3.W.1.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
LACC.3.W.1.1.d	Provide a concluding statement or section.	
LACC.3.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Level C:</b> <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Summary, p. 32, 36

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LACC.3.W.1.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
LACC.3.W.1.2.b	Develop the topic with facts, definitions, and details.	
LACC.3.W.1.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
LACC.3.W.1.2.d	Provide a concluding statement or section.	
LACC.3.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
LACC.3.W.1.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	

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LACC.3.W.1.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
LACC.3.W.1.3.c	Use temporal words and phrases to signal event order.	
LACC.3.W.1.3.d	Provide a sense of closure.	
LACC.3.W.2	Production and Distribution of Writing	
LACC.3.W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<b>Level C:</b> <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Summary, p. 32, 36

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LACC.3.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3.)	
LACC.3.W.2.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
LACC.3.W.3	<b>Research to Build and Present Knowledge</b>	
LACC.3.W.3.7	Conduct short research projects that build knowledge about a topic.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 20
LACC.3.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.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, p. 32, 36
LACC.3.W.3.9	(Begins in Grade 4)	Not applicable, according to Common Core State Standards
LACC.3.W.4	Range in Writing	

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LACC.3.W.4.10	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.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, p. 36
Speaking and Listening Standards: Grade 3		
LACC.3.SL.1	Comprehension and Collaboration	
LACC.3.SL.1.1	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.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36
LACC.3.SL.1.1.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.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.

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LACC.3.SL.1.1.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).	
LACC.3.SL.1.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
LACC.3.SL.1.1.d	Explain their own ideas and understanding in light of the discussion.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36
LACC.3.SL.1.2	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.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 14, 15, 27, 31
LACC.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 14, 15
LACC.3.SL.2	Presentation of Knowledge and Ideas	

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LACC.3.SL.2.4	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.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 19, 20, 21, 23, 25, 26, 29, 30, 31, 32, 34
LACC.3.SL.2.5	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.	
LACC.3.SL.2.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 19, 20, 21, 23, 25, 26, 29, 30, 31, 32, 34
	Language Standards: Grade 3	
LACC.3.L.1	Conventions of Standard English	
LACC.3.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 19-36, 37-42
LACC.3.L.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 27, 34



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LACC.3.L.1.1.b	Form and use regular and irregular plural nouns.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.3.L.1.1.c	Use abstract nouns (e.g., childhood).	
LACC.3.L.1.1.d	Form and use regular and irregular verbs	
LACC.3.L.1.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	
LACC.3.L.1.1.f	Ensure subject-verb and pronoun antecedent agreement.	
LACC.3.L.1.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	

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LACC.3.L.1.1.h	Use coordinating and subordinating conjunctions.	
LACC.3.L.1.1.i	Produce simple, compound, and complex sentences.	<b>Level C:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, p. 32, 36; Activity 3, pgs. 19, 20, 21, 23, 25, 26, 29, 30, 31, 32, 34
LACC.3.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
LACC.3.L.1.2.a	Capitalize appropriate words in titles.	
LACC.3.L.1.2.b	Use commas in addresses.	
LACC.3.L.1.2.c	Use commas and quotation marks in dialogue.	

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LACC.3.L.1.2.d	Form and use possessives.	
LACC.3.L.1.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<b>Level C:</b> <b>Teacher's Resource Manual: 23</b>
LACC.3.L.1.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<b>Level C:</b> <b>Teacher's Resource Manual: 23</b>
LACC.3.L.1.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>Level C:</b> <b>Teacher's Resource Manual: 35</b>
LACC.3.1.2	Knowledge of Language	
LACC.3.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

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LACC.3.L.2.3.a	Choose words and phrases for effect.	
LACC.3.L.2.3.b	Recognize and observe differences between the conventions of spoken and written standard English.	
LACC.3.L.3	Vocabulary Acquisition and Use	
LACC.3.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.	<b>Level C:</b> <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90 <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts <b>Book 1</b> , pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b> , pgs. 25, 27, 28, 29, 30; <b>Book 3</b> , pgs. 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 20, 29
LACC.3.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 21, 25
LACC.3.L.3.4.b	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).	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 23

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LACC.3.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 23, 35
LACC.3.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 35
LACC.3.L.3.5	Demonstrate command of the understanding of word relationships and nuances in word meanings.	
LACC.3.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
LACC.3.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<b>Level C:</b> <b>Teacher's Resource Manual:</b> Activity 3, pgs. 19-36; Antonyms, p. 28

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LACC.3.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
LACC.3.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).	<b>Level C:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93