

**A Correlation of
Scott Foresman
Reading Street Common Core Edition
West Virginia Edition
Grade 3, © 2015**



**to the
West Virginia
2014-2020
Group II – English Language Arts**

✓		<p>2. EQUAL OPPORTUNITY The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).</p>	<p><i>Reading Street</i> also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges. Examples can be found throughout the Student Edition.</p>
✓		<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>Reading Street's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See Grade 3 Unit 1 p. 20c for an overview of the digital resources and the individual references on pages 20–21, 21b, 22–23, 23b, 24–25, 25b, 25d, 25f, etc.</p>

Text Selection

Complexity of Texts: The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will **include a demonstrable staircase of text complexity as materials progress across grade bands.**

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4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.

The goal of the *Reading Street* instructional design is that all students work with rich, complex text and ideas in order to advance their vocabulary, concept development, and syntax needed for strong reciprocal writing. A proud hallmark of the *Reading Street* program is its embedded standard of rigor for all, due in part to the influence of lead author Dr. Jeanne Paratore, whose multitext model informed the instructional processes. With rigor being a widely validated component of motivation, multiple means and ample opportunity are provided to open up access to grade-level content and beyond for all levels of learner in both whole and small groups.

The *Reading Street* Student Edition contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. The following chart shows the text complexity for the main selections in a sample unit of Grade 3.

Grade 3 Selection Examples

Title—Unit 1	Lexile	Average Sentence Length	Word Frequency
<i>When Charlie McButton Lost Power</i>	Poetry N/P	11.28	3.51
<i>What About Me?</i>	680	10.92	3.81
<i>Kumak’s Fish</i>	740	10.76	3.58
<i>Supermarket</i>	620	11.67	3.34
<i>My Rows and Piles of Coins</i>	740	10.63	3.54

✓	<p>5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.</p>	<p>Each main selection is accompanied by two sets of questions. The Access Text questions used in the 1st Read help students comprehend the text. The Close Reading questions used in the 2nd Read extend the interpretation of the text using higher-level thinking skills with Analysis, Synthesis, and Evaluation questions applied to the text and supported by Text Evidence. In addition, scaffolding is provided in small group lessons to address the complex text provided in the Student Edition and in <i>Reading Street Sleuth</i>. <i>Reading Street</i> offers scaffolds to ensure that all students have access to complex text. Explicit and systematic support is provided at point of use in the core lesson and in the small group lessons. See examples from Grade 3 Unit 1: 30–31 to 37a, 38–39 to 45a, 50–51 to 53a.</p>
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✓		<p>6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.</p>	<p>Selections for <i>Reading Street</i> Student Editions were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Together with these quantitative criteria, qualitative and reader-task criteria, such as levels of meaning, structure, language conventionality and clarity, appropriateness of concepts, and reading purpose and task, were measured and assessed to place selections within and across grade levels. To support teachers, a Text Complexity Rubric for all main selections has been created and included on the back of the weekly Teacher's Editions tabs. The rubrics were created by Dr. Elfrieda Heibert based on the research of our authorship team including but not limited to the work of Dr. Elfrieda Heibert, Dr. P. David Pearson, and Dr. Karen Wixson. The program also includes <i>Reading Street Sleuth</i> selections. All concept-related Sleuth selection follow appropriate Lexile scores for the grade level.</p>
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Range of Text

Instructional materials must reflect the distribution of text types and genres required by the standards.

✓	7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.	<p>All of the selections in <i>Reading Street</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. The selections provide an equal balance of literary and informational text. For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most main selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The paired selections are shorter works. Most are a different genre from that of the main selection. The program’s weekly <i>Reading Street Sleuth</i> selections include fiction and nonfiction selections. Each Sleuth selection is two pages with text, illustrations, and text-based questions.</p> <ul style="list-style-type: none">• For Grade 3, there are 30 Literature selections and 30 Informational Text selections in the Student Edition. Including the <i>Reading Street Sleuth</i> selections, informational text makes up more than 50% of the total.
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✓		<p>8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.</p>	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the 5-Day Planner (Grade 3 Unit 1 Week 1 pages 20d–20e) for an overview of the closely related lesson concepts and Day at a Glance (Grade 3 Unit 1 Week 1 pages 20j, 26a, 38a, 50a, 55f) for the integrated daily plan.</p> <p>Extended writing applications can be found in the <i>Writing to Sources</i> component for each grade level. <i>Writing to Sources</i> uses a variety of activities to explore narrative, informative/explanatory, and opinion/argument writing carefully coordinated with the reading selections in <i>Reading Street</i>.</p>
✓		<p>9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.</p>	<p>Independent Reading is a key component in <i>Reading Street</i>. At all grade levels, Independent Reading support is offered on the Access for All and the Independent Stations section of the weekly front matter. For examples, see Grade 3 Teacher’s Edition Unit 1 pages 20f–20g, 20h–20i.</p>

Quality of Texts

High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.

✓		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	Most of the main selections in each grade are excerpts from published books or original selections created by well-known, grade-level appropriate authors. Each grade also has a drama or play. Full-length books can be found in the Independent Reading activities for the Pearson Trade Book Library. The main purpose of the reading materials used in the program is to include a wide variety of reading genres and grade-appropriate subjects related to the unit topic and concepts. These materials allow the instruction to use the questioning techniques to build comprehension concepts. See Grade 3 Unit 1 Week 5 pages 168–183 for an example of a literature selection.
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✓		<p>11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.</p>	<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <ul style="list-style-type: none"> • For Grade 3 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. <p>See Grade 3 Unit 1 Week 4 pages 130–149 for an example of an informational selection.</p>
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Text-Dependent and Text-Specific Questions

Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.

✓		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In the <i>Reading Street</i> program, each lesson in a unit begins with text-based instruction. The Access Text questions that accompany the main selection focus on finding information in the selection to answer the comprehension questions. The Close Reading questions also require text evidence but use Synthesis, Analysis, and Evaluation questions to help students achieve a deeper understanding of the text. See Grade 3 Unit 1 Teacher's Edition pages 30–31 to 37a and 38–39 to 45a.
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✓		<p>13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>Each selection lesson plan contains Amazing Words, which are content words related to the unit topic and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. The Content Knowledge and Build Oral Vocabulary sections at the beginning of each Day help enhance vocabulary development for all students.</p> <ul style="list-style-type: none"> Grade 3 Teacher’s Edition Unit 1 Week 1 Day 1: 20j, 20–21, 21a–21b; Day 2: 26a–26b; Day 3: 38a–38b; Day 4: 50a–50b; Day 5: 55f–55g <p>For Grade 3, the Monitor and Clarify strategy in many of the lessons, along with Context Clues activities, helps students use the context of a selection to check that they have correctly identified and understood words. The strategy also suggests ways, including rereading, that students can use to gain meaning and verify their understanding of the selection.</p> <ul style="list-style-type: none"> See Grade 3 Unit 2 Teacher’s Edition pages 204a, 204–205, 212–213, 238e, 238–239, 246–247, 264–265, 265a
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Scaffolding and Supports

The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.

✓		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	For Grade 3, the lesson begins with Content Knowledge to prepare students to understand the main and paired selections. The Oral Language section based on the Amazing Words is developed at the beginning of each Day’s instruction. Selection Vocabulary is presented and practiced in a short Read Aloud selection prior to reading the main selection. The Access Text with Modeling helps students recognize information so they can comprehend the text and gain information. By providing these activities, students are prepared to successfully read more complex text. See preliminary activities on Grade 3 Unit 1 p. 20j and selection activities beginning on p. 28–29.
✓		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	<i>Reading Street</i> explicitly teaches reading strategies for students to apply to their deep reading of text through direct teaching, systematic review, and application. For examples, see Grade 3 Teacher’s Edition Unit 1 pages 24a to 24–25, 28–29 to 37a, 38–39 to 45a.

✓		<p>16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.</p>	<p>Texts are the focal points for activities—individual and collaborative—in reading, writing, speaking, and listening. Questions and activities with all texts in Reading Street encourage students to grow as readers by sharing knowledge through high-level questions, deep thinking, and classroom discourse. In both the main and paired selections every week, which are conceptually coherent, multiple-genre texts, teachers have a model in our Close Read routine and in our Look Back and Write for text-reliant questioning. In <i>Reading Street Sleuth</i>, a student-friendly weekly routine allows readers to internalize the processes that will enable substantiating claims with text-based evidence. See Grade 3 Unit 1 Teacher’s Edition pages 28–29 to 37a, 38–39 to 45a, 46–47, 50–51 to 53a and the related instructional lessons.</p>
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✓		<p>17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.</p>	<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week's Amazing Words. Students use these words in reading, writing, speaking, and listening. See Grade 3 Teacher's Edition Unit 1 pages 20j, 20–21, 21a–21b, 26a–26b, 38a–38b, 50a–50b, 55f–55g.</p>
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✓		<p>18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Assessment in <i>Reading Street</i> is provided at point of use and in additional assessment materials. For examples of Assessment Checkpoints for the Week, see Grade 3 Teacher's Edition Unit 1 page 55r. The <i>Reading Street Assessment Handbook</i> provides more information for teachers on how to interpret assessment results to inform instruction.</p> <p><i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. On Day 3 at all grade levels, retelling rubrics assist teachers in quickly assessing students' retelling of the main selections (Anchor Text). Writing rubrics accompany all writing assignments in <i>Reading Street</i>, from formal weekly writing mini-lessons (Let's Write It!) to weekly writing assessment (Look Back and Write) to Process Writing projects at the end of each unit and extended-response writing in the Unit and End-of-Year Benchmark Tests.</p>
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✓		<p>19. Instructional materials must provide both reteaching and additional student learning opportunities.</p>	<p>The architecture of the daily instructional design affords specific strategies for mediating content in both whole and small group for the range of learning style and proficiencies in classrooms. Multimodal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. Also, see the Access for All information for Grade 3 Unit 1 Week 1 on pp. 20f–20g in addition to the <i>Reader’s and Writer’s Notebook</i>, Decodable Readers, and the Independent Practice Stations pp. 20h–20i.</p>
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Foundational Skills applicable for grades 3-5 only

Instructional materials must provide explicit and systematic instructional support in concepts of print, phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

✓		20. Instructional materials provide instruction and practice for students to gain knowledge of grade-level phonics patterns and word analysis skills.	<i>Reading Street</i> provides explicit and systematic instruction and support at point of use for grade-level phonics patterns and word analysis skills. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Editions, Student Editions, <i>Reader’s and Writer’s Notebooks</i> , ancillary materials, and digital offerings. See Grade 3 Unit 1 Teacher’s Edition phonics pages 22a to 22–23, 26c, 38c, 38d, 50c–50e, 55i and word analysis pages 58a to 58–59, 62c, 72c, 72d, 82c–82e, 89i.
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✓		<p>21. Instructional materials provide instruction and practice for students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Students are provided with many opportunities throughout <i>Reading Street</i> to use context to confirm or correct understanding of words. During the introduction of the Amazing Words each week, students discuss the words in context (Grade 3 Unit 1 pages 20j–20–21, 26a–26b, 38a–38b, 50a–50b). <i>Reading Street</i> introduces students to the vocabulary strategy of context clues to identify, confirm, or self-correct a word’s meaning while reading to ensure they are acquiring accurate meanings. See Grade 3 Unit 2 Week 2 pages 238e, 238–239, 246–247, 264–265, 265a and Unit 2 Week 5 pages 340e, 340–341, 350–351, 362–363, 363a.</p>
✓		<p>22. Instructional materials provide instruction and practice in word study, including systematic examination of grade-level morphology of the most common prefixes, derivational suffixes and common Latin suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	<p>Lessons in the Phonics, Word Analysis, and Spelling strands that focus on inflected endings, prefixes, suffixes, syllabication, and irregular spelling patterns help students practice and master grade-level regular and irregular words. See Grade 3 Unit 1 pages 22a, 22–23, 25c, 26c, 37c, 38c, 47e, 55c, 55i and Unit 3 pages 406a, 406–407, 409c, 410c, 417c, 418c, 425e, 437c.</p>

✓		<p>23. Instructional materials provide frequent opportunities for students to achieve reading fluency in oral and silent reading, by reading on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	<p>Fluency techniques are practiced each Day of the lesson. Grade 3 Unit 1 Week 1 Day 1 has Decodable Reader fluency modeling on page 21b and practice on pages 23b and 24–25 for the comprehension concept selection. Day 2 continues with the vocabulary selection on page 26–27. Pages 38c and 47b have fluency exercises in Day 3. Day 4 has pages: 50d (Corrective Feedback), 50e (Monitor Progress), 54–55 with the fluency technique for the week, Accuracy, identified on Student Edition 3.1 page 54 along with the Practice It! activity. Fluency Assessment is on pages 55j–55k in Day 5. The fluency lessons in each week in the program focus on one aspect of fluent reading: accuracy, appropriate rate, expression and intonation, phrasing (using punctuation cues).</p> <p>The Fluency section on page 23b provides the Oral Rereading Routine that helps build reading fluency and is then applied throughout the week (24–25, 26–27, 47b, 50e) along with the Monitor Progress sections on pages 54–55 and 55j–55k. All of these work to build fluency in reading, which is then connected to listening and speaking as students retell stories or chorally read on pages 23b, 38d, 47a, and 50f.</p>
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✓		<p>24. Instructional materials guide students to read grade-level text with purpose and understanding.</p>	<p>For each 5-Day lesson plan in the program, the reading materials are accompanied by instruction that help students read and comprehend the selection to master all aspects of the reading process. The text-dependent and the text-specific questions in 1st Read and 2nd Read also promote finding text evidence in a selection. Each selection in <i>Reading Street</i> is introduced by examining the genre and purpose for reading. See Grade 3 Unit 1 examples on pages 28–29, 64–65, 98–99, 130–131, 168–169.</p> <p>Also see Grade 3 Unit 2 pages 304a, 304–305 for instruction for the Predict and Set Purpose comprehension strategy.</p>
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Writing to Sources

Instructional materials must adequately address the writing objectives for the grade.

✓		25. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	Writing activities in <i>Reading Street</i> are text dependent and require students to confront the text directly. Daily, weekly, and unit writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. The writing strand in <i>Reading Street</i> and the <i>Reading Sleuth</i> sections address opinion/argument, informative/explanatory, and narrative writing tasks, as required by the Common Core State Standards. Daily writing instruction is an integral part of the five-day instructional plan in which students write in response to high-quality, complex texts. Each assignment takes students through the steps in the writing process and focuses on the traits and craft of good writing. Weekly writing is in response to reading in whole or small group and requires students to use text evidence to support ideas, claims, and opinions. In grades K–6 Look Back and Write on each Think Critically page in the Student Edition requires students to respond in writing to the text and use textual evidence to support inferences from the text. On Day 4 in weekly small group instruction, students confront the text in <i>Sleuth</i> by “Making Their Case” as they draw on textual evidence to support claims and statements about the text.
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✓		<p>26. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> • Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing. • Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35% • Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30% • Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20% <p>They also may reflect blended forms.</p>	<p>In <i>Reading Street Common Core Writing to Sources</i>, students receive weekly writing instruction aligned with a unit level writing focus. Each week students “Write Like a Reporter” and “Connect the Texts” in the same mode of writing throughout the unit, culminating in a unit level “Prove It!” in that featured mode.</p> <ul style="list-style-type: none"> • In weekly “Write Like a Reporter” tasks, students write an argumentative, explanatory, or narrative paragraph in response to the main selection and draw on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text. • For weekly “Connect the Texts,” students write in response to two sources—the weekly main and paired selections—drawing on evidence from two texts to write an argument/opinion, to write to inform/explain, or to write a narrative. These lessons are in support of the requirement in the Standards that students make an increasing number of connections among ideas within and between texts as they develop their ability to use textual evidence with increasing facility. • In the unit level “Prove It!” writing tasks, students respond

			<p>to multiple sources within a unit of instruction to prepare for performance tasks and the changing expectations of the upcoming Common Core assessments. In the first part of each unit-level writing task, students are asked to answer evidence-based short response questions based on three texts from that unit of instruction to demonstrate comprehension of key ideas and details. In the second half of the writing task, students use the texts and their notes from the short response questions to write an argument, explanation, or narrative that synthesizes information in response to a text-based prompt.</p> <p>There are 30 Writing lessons and 6 Writing Process lessons for each grade. There are also 30 <i>Reading Street Sleuth</i> lessons that incorporate writing projects. Out of a total of 66 major writing lessons, 48% are opinion and/or argument writing activities that focus on taking a side and making a case. Out of the total of 66 major writing lessons, 28% are informative/explanatory. In addition, students research and write informative/explanatory text in many of the weekly Research and Inquiry projects. The Look Back and Write activity on the Think Critically page for each selection also asks students to write a response that requires text</p>
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			evidence and is often explanatory writing. Out of the total of 66 major writing lessons, 24% are narrative. Many of the other selection-based and lesson feature writing activities offer opportunities for narrative writing. In <i>Reading Street</i> , the shift from predominantly narrative writing to expository and argument writing continues in Grade 3
✓		27. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.	<p>In many of the Research and Inquiry projects, students locate information about the unit topic or concept as they prepare to make a report or presentation on the topic. Each of these activities requires students to use both print and digital materials to locate the necessary information to complete the Research and Inquiry project.</p> <ul style="list-style-type: none"> • See Grade 3 Unit 1 Week 1 Teacher’s Edition pages 25b, 37b, 47d, 55b, and 55n for one example.

Speaking and Listening

To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.

✓		28. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<i>Reading Street</i> content provides multiple opportunities for students to develop strong speaking and listening skills as prescribed by the Listening and Speaking strand. Listening and Speaking Standards are practiced during discrete weekly Listening and Speaking lessons and also during Writing projects (Publish and Present) and weekly Build Oral Language/Vocabulary instruction. Lessons and projects presented throughout the program incorporate a range of texts in increasing complexity. For examples, see Grade 3 Teacher's Edition Unit 1 pages 56j–57b, 61a, 62a–62b, 72a–72b, 82a–82b, 89a, 89f–89g.
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✓		<p>29. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.</p>	<p>Each day of the 5-Day lesson plan provides opportunities for students to participate in discussions. Many pages in the Student Edition for Grade 3 have topics intended to encourage discussion and participation. See the following references for the first selection in Grade 3: Review the Let's Talk About It (20–21), selection annotations (25, 27), Let's Think About... questions (30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 44, 45, 51, 52, 53), and Think Critically questions (46). The Media Literacy or Listening and Speaking activities (55) are also discussion-based.</p>
✓		<p>30. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.</p>	<p>A key feature of the Let's Learn It! Grade 3 Student Edition 3.1 pages for Media Literacy (54–55) or Listening and Speaking (88–89) is the Tips section, which helps students review how to be a good speaker and a good listener. The accompanying Teacher's Edition pages 55a and 89a give further information about sharing information. The Teamwork tips emphasize ways to participate in discussions and other speaking activities when sharing information with others. These activities are found in every weekly lesson in the program.</p>

✓		31. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.	At all grade levels, the instructional materials in <i>Reading Street</i> make the text the focus of all instruction. All support in <i>Reading Street</i> is designed to complement and enhance the text. All activities are text-based and students return to the text multiple times for reading, vocabulary, writing, speaking and listening, and strategy instruction.
<p>Language Instructional materials must adequately address the language objectives for the grade.</p>			
✓		32. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	<p>At all grades in <i>Reading Street</i>, there is explicit instruction in grammar. In Grades 1–6, grammar instruction includes the following.</p> <ul style="list-style-type: none"> • Daily conventions lessons focused on a weekly grammar skill • Additional instruction and support for daily lessons in the <i>Reader’s and Writer’s Notebook</i> and the Let’s Practice It! TR DVD • Instruction in grammar, usage, and mechanics in the context of reading and writing • Cumulative grammar, usage, and mechanics practice through the Daily Fix-It activities • Grammar, usage, and mechanics practice in the Editing or Proofreading steps of the Weekly and Unit writing lessons

✓		<p>33. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).</p>	<p>Throughout <i>Reading Street</i>, the conventions of grammar and usage are presented in student and teacher materials, which provide ample opportunities to use the conventions in speaking and writing. Teacher’s Edition lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. Students are provided with extensive practice in identifying and correcting their conventions use.</p> <ul style="list-style-type: none"> • See the following pages for Grade 3 Unit 1 Week 1: 25d, 37c, 47e, 55c, 55o, 55p.
✓		<p>34. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.</p>	<p>Conventions instruction is closely integrated into the content of each weekly lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson. From the Proofreading Tips in the weekly Writing activity (Grade 3 Unit 1 p. 55p) to the Conventions lesson (Grade 3 Unit 1 pp. 25d, 37c, 47e, 55c, 55o) and the Look Back and Write activity (Grade 3 Unit 1 p. 46–47), the development of language concepts is included in all areas of instruction.</p>

GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 3

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21 st Century which includes opportunities for students to develop:										
Next Generation Skills:											
Thinking and Problem-Solving Skills											
<i>English Language Arts Content:</i>											
Each day of the 5-Day plan for a lesson begins with Content Knowledge to start the day exploring and expanding knowledge. See TE 3.1: Content Knowledge 20j, 26a, 38a, 50a, 55f; Each day also includes a Research and Inquiry section. See TE 3.1: Research and Inquiry 25b, 37b, 47d, 55b, 55n	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										

<p>In the 1st Read, students respond to questions that help them access and understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. TE 3.1: 28–29 to 37a, 38–39 to 45a, 50–51 to 53a</p>	<p>2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students' own lives and future situations;</p>							
<p>In each lesson, there are questions and activities such as Connect Text to World, Text to Self, and Reading and Writing Across Texts that bridge the learning from the selection to the world. TE 3.1: 46–47, 53a</p>	<p>3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and</p>							
<p>For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. To fully comprehend any text, students must participate in discussions about the text as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems. See Unit 1 Teacher's Edition pages 28–29 to 37a and 38–39 to 45a.</p>	<p>4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.</p>							

Information and Communication Skills/English Language Arts

For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:

Many questions including those labeled “Reread Challenging Text” direct students to reread text, interpret its meaning. See Unit 1 Teacher’s Edition pages 40–41, 75a, 108–109, 142–143, 181a for examples. The Look Back and Write question and often other questions on the Student Edition Think Critically page (see Unit 1 Student Edition pages 46, 78, 114, 150, 184) require students to reread text. At the end of each paired selection are Reading Across Texts and Writing Across Texts prompts that provide opportunities for original communication for comparison and synthesis. See examples on Unit 1 Student Edition pages 53, 87, 119, 158 and Teacher’s Edition pages 53a, 87a, 119a, 158a.

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

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<p><i>Reading Street</i> Teacher’s Editions at all levels provide a read-and-reread strategy for each main selection. In the 1st Read at Grade 3, students respond to questions that help them understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation (see Unit 1 pages 28–29 to 37a, 38–39 to 45a). As students respond to the text-based questions that accompany the main and paired selections in the Student Edition and the <i>Reading Street Sleuth</i> selections in the Small Group lessons, they are continually required to use text information to make informed responses and choices.</p>	<p>6. make informed choices; and</p>							
<p>The program has been created to show how the materials are carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts. See Unit 1 page 20c.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							

Personal and Workplace Productivity Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

<p><i>Reading Street</i> provides daily Research and Inquiry projects each week in the core lessons. The weekly Research and Inquiry project expands and extends the weekly concept. In the weekly Research and Inquiry projects, students research to find information about a chosen topic as they prepare a report or presentation on the topic. Students are guided to use both print and digital materials to locate the information they need to answer inquiry questions, narrow their topic, and support their thesis. TE: 3.1 Week 1: 25b, 37b, 47d, 55b, 55n</p>	<p>8. conduct research, validate sources and report ethically on findings;</p>							
<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See page 20c for the Digital Resources and the eStreet Interactive icon as shown on page 20–21.</p>	<p>9. identify, evaluate and apply appropriate technology tools for a variety of purposes;</p>							

<p>Each main selection in the Student Edition includes a Think Critically page with a Look Back and Write question. Each paired selection in the Student Edition includes a Writing Across Texts prompt. Both writing tasks require students to answer the question and communicate their thinking. See Unit 1 Student Edition pages 46, 53 and Unit 1 Teacher’s Edition pages 46–47, 47a, 52–53, 53a. The weekly Research and Inquiry projects guide students in writing and answering inquiry questions and collecting and organizing information before communicating their findings to others. See Unit 1 Teacher’s Edition pages 25b, 37b, 47d, 55b, 55n.</p>	<p>10. engage in self-directed inquiry;</p>							
<p>Student Edition pages for Listening and Speaking (Unit 1 page 89) or Media Literacy (Unit 1 page 55) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher’s Edition pages. The oral and written activities in Think Critically (Unit 1 page 46) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 4 for On-Level, Strategic Intervention, and Advanced learners.</p>	<p>11. work collaboratively; and</p>							

<p><i>Reading Street</i> offers instruction that allows students to work together in whole group activities, in small group, in team activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help student understand the task, complete the task, and share the information. The length and density of the section helps to promote the use of all aspects of reading. The Research and Inquiry sections in each Day in the 5-Day lesson plan ask students to use digital and print materials and recommend specific tasks to accommodate understanding of a wide variety of text content and concepts. See Unit 1 Teacher’s Edition pages 25b, 37b, 47c, 55b, 55n.</p>	<p>12. practice time-management and project management skills in problem-based learning situations.</p>							
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Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials

<p>In <i>Reading Street</i> Teacher’s Editions, weekly story tabs have direct correlations to Common Core State Standards being covered that week, while the Bridge to Common Core boxes throughout the daily plan offer insights to the anchor standards in action. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the information on the front and back of the Weekly Tab for each selection.</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						
<p>Teacher scaffolding is focused on reader and task suggestions to access text, routines for reading for understanding, and a two-tiered questioning strategy to address deep reading. For evidence of text as the central focus of daily instruction, see the following examples: Unit 1 Teacher’s Edition pages 21a–21b, 23a–23b, 24a to 24–25, 26a–26b, 26e to 26–27, 28–29 to 37a, 38a–38b, 38d, 38–39 to 47a, 50a–50b, 50f, 50g–51a, 55f–55g</p>	<p>14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations, and make cross-curricular, global connections.</p>						

<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <p>For Grade 3 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 20j, 26e, 37b, and 55f. This well-designed structure allows students to incorporate prior knowledge and extend the concepts to deepen understanding.</p>	<p>15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.</p>							
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<p>In Grade 3 selections, the text and graphics are carefully put together to invite the reader to read and enjoy the selection and the related materials. A review of the Student Edition shows the Unit/Week structure with each main selection having vocabulary and comprehension pages prior to reading. The main selection is followed by Think Critically questions about the selection (see Unit 1 page 46–47) and Let’s Write It! pages with a writing activity (see Unit 1 page 48–49). The paired selection pages include annotations for Let’s Think About... for understanding the content reading (see Unit 1 pages 50–51, 52–53), which is followed by Vocabulary and Listening and Speaking or Media Literacy pages see Unit 1 page 54–55). Additionally, the digital materials are incorporated into the lesson in the <i>eStreet Interactive</i> boxes.</p>	<p>16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.</p>							
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<p>Instruction and practice in sequence are included as students read each selection. Students answer questions about the key details and sequence of events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p> <p>The Retelling Cards are shown on the Think Critically page at the end of every selection in the Student Edition (see Unit 1 page 46). These cards can be used to help students retell the selection, including the central message or main ideas, presenting this information in the sequence found in the selection. Students can add to and interpret the events as they retell the story in their own words, verifying their understanding of the content. The Teacher’s Edition instruction for the Think Critically page (see Unit 1 pages 46–47 to 47a) provides suggestions to apply and extend retelling skills.</p>	<p>17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.</p>							
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<p>In every lesson in <i>Reading Street</i>, students are actively involved in reading the selection. The questions and activities for each selection expose students to content that requires them to interpret the text by using text evidence to comprehend the selection and to combine that evidence with interpretive skills to understand the content and structure of the reading materials. Students are also asked to extend the interpretation to multiple applications for solutions. See Unit 1 Teacher’s Edition pages 28–29 to 37a, 38–39 to 45a, page 46–47 for Text to Self, page 114–115 for Text to Text, and Unit 2 page 222–223 for Text to World connections.</p>	<p>18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.</p>							
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<p>Weekly and unit instruction is built around science and social studies concepts. With the Main Selection as the anchor text, these concepts connect every piece of literature, vocabulary, and writing, allowing students to develop deep knowledge. Text-based instruction is the most important aspect of all instruction in <i>Reading Street</i>, and interaction with complex text begins on Day 1 at all grades. Interaction with complex text goes beyond the main selection and includes teacher read aloud (see Unit 1 Day 1 pages 21a–21b), teacher read-aloud instructional passages (see Unit 1 Day 1 pages 24a to 24–25 and Day 2 pages 26e to 26–27), main selection (see Day 2 pages 28–29 to 37a and Day 3 pages 38–39 to 45a), paired selection (see Day 4 pages 50–51 to 53a), and <i>Reading Street Sleuth</i> (see Small Group Days 1 and 5 pages SG•2, SG•6, SG•7, SG•11, SG•12, SG•16). See Unit 1, Teacher’s Edition page 20j for an example of a list of the complex texts students engage with over the course of a lesson.</p>	<p>19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.</p>							
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<p>At all grade levels in Reading Street, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher’s Edition for the main and paired selections include the 1st Read/Access Text questions, in which students explore the content of the selections, and the 2nd Read/Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text. See Unit 1 pages 28–29 to 37a, 38–39 to 45a.</p>	<p>20. include guiding questions and text-dependent questions to aid student comprehension.</p>							
<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week’s Amazing Words. Students use these words in reading, writing, speaking, and listening. For examples, see Unit 1 Teacher’s Edition pages 20j, 20–21, 21a–21b, 26a–26b, 38a–38b, 50a–50b, 55f–55g.</p>	<p>21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.</p>							

<p>Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. <i>Reading Street</i> is dedicated to the advancement of all learners, including the gifted. Daily enrichment and targeted text, all designed by national gifted education expert, ensure consistent engagement for this specialized population. See Unit 1 Access for All chart on pages 20f–20g as well as notes on Unit 1 Teacher’s Edition representative pages 29a, 31a, 38d, 39a, 41a, 43a, 45a.</p>	<p>22. support personalized learning through intervention and enrichment activities.</p>							
<p><i>Reading Street</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are cited at the beginning of each week and at point of use on Teacher’s Edition pages. <i>Reading Street’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See the Digital Resources on Unit 1 p. 20c.</p>	<p>23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).</p>							

<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See <i>eStreet Interactive</i> notes on Unit 1 Day 1 pages 20–21, 21b, 22–23, 23b, 24–25, 25b, 25d, 25f.</p>	<p>24. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							
<p>The activities and questions that accompany each main selection are intended for use by all students. The Access Text questions used in the 1st Read help students understand the text. The Close Reading questions used in the 2nd Read help them extend their interpretation of the text using higher-level thinking skills by applying Analysis, Synthesis, and Evaluation questions to the text and supporting their responses with Text Evidence. See these representative pages in Unit 1 Teacher’s Edition: 30–31 to 37a, 38–39 to 45a.</p>	<p>25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.</p>							

<p>The program contains many forms of assessment for measuring students' abilities. The Monitor Progress suggestions within the lessons provide evaluation during the lesson, and the weekly assessments offer more formal evaluation. Tools are included to monitor students' letter recognition/phonics, high-frequency words, and comprehension development as listed in the next item. See Corrective Feedback notes on Unit 1 pages 22a, 23b, 24–25, 25a, 26c, 26–27, 37d, 38c, 38e, 38f, 47b, 50c, 50d, 50–51, 52–53, 55e, 55j, 55i; See Monitor Progress notes on Unit 1 pages 21a, 26c, 47a, 50e, 54–55, 55g, 55j, 55i; See Scoring Rubrics on pages 47a, 49a.</p>	<p>26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)</p>						
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Life Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

<p>Among the genres for Grade 3 literary selections are drama, fable, fairy tale, fantasy, fiction, folk tale, legend, myth, poetry, pourquoi tale, realistic fiction, science fiction, tall tale, and trickster tale. Genres for Grade 3 informational texts include autobiography, biography, e-mail and online selections, interview, magazine article, narrative nonfiction, palindromes, photo essay, picture encyclopedia, procedural text, and science and social studies expository texts. See Unit 1 pages xi–xiii for Table of Contents for genre, with specific genre on lesson page (Unit 1 Week 1 page 28–29).</p>	<p>27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;</p>						
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<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, teacher or student read-aloud instructional passages, Decodable Readers that children can read aloud, and the main and paired selections that can be used for reading along and aloud. Small Group pages in the Teacher’s Edition accommodate On-Level, Strategic Intervention, and Advanced instruction with the Decodable Readers, main selections, and <i>Sleuth</i> selections. See, for example, Unit 1 Teacher’s Edition pages 21a–21b, 22a to 22–23, 23a–23b, 24a to 24–25, 26e to 26–27, 28–29 to 37a, 38d, 38e–45a, 50f, 50–51 to 53a, and SG•2–SG•16.</p>	<p>28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and</p>							
<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts related to global literacy topics and events. This structure is followed from Grade K to Grade 6. For Grade 3 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii.</p>	<p>29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>							

<p>Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 20j, 37b, 50g, 55f.</p>								
<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text and apply the learning to real-world activities. See the Listening and Speaking activities on Unit 1 Teacher’s Edition pages 88–89, 89a, 120–121, 121a, 158–159, 159a, 192–193, 193a.</p>	<p>30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>							

Assessment

A comprehensive 5-step assessment system includes formative and formal daily, weekly, unit, and summative opportunities in print and fully digital formats. Support for using all soft and hard data to know and serve the students is found in the Assessment Handbook. Suggestions and ideas for assisting and scaffolding of students are given in the chapters of the *Assessment Handbook*, but are also dealt with extensively in the Teacher's Editions and in suggestions in the Teacher's Manuals of the various formal assessments. The *Reading Street Assessment* offerings include: Baseline Group Tests Corrective Feedback and Progress Monitoring (included at point of use in the Teacher's Editions), Weekly Assessments (included in the Teacher's Editions), Weekly Tests and Fresh Reads for Fluency and Comprehension Performance Tasks based on the *Reading Street Sleuth* (included in the Teacher's Editions), Unit Benchmark Tests, End-of-Year Benchmark Tests. See Unit 1 pages xviii–xix for Assessment Component summary.

31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).

<p>For Grade 3, the Assessment Checkpoints (Unit 1 page 55r) include Weekly Assessment, Differentiated Assessment, and Managing Assessment. Managing Assessment identifies the key components of the <i>Assessment Handbook: Weekly Assessment Blackline Masters for Monitoring Progress, Observation Checklists, Record-Keeping Forms, and Portfolio Assessment</i>. Support for assessment can also be found in the Teacher’s Edition at point of use. (TE Unit 1: 21a, 26c, 47a, 49a, 55j, 55l)</p>	<p>32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
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Organization, Presentation and Format

<p>The program has been created to show how the materials address the Common Core State Standards for each grade. As in earlier editions, this new edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Common Core State Standards notes on each spread (for example Unit 1 Week 1 Day 1 pages 21a, 22a, 23a, 24a, 25a, etc.) and Bridge to Common Core notes within the lesson (Unit 1 Week 1 pages 20j, 25e, 26e, 28–29, 37b, 46–47, 49b, 50g, 55a, 55c, 55f, 55p).</p>	<p>33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>							
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<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text. This edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Unit 1 components on pages iv–ix, Table of Contents on pages xi–xv, Skills Overview on pages xvi–xvii, and digital learning on pages xx–xxi.</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>							
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<p>The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats including an electronic file of the student edition. Reteaching opportunities are suggested and supported daily, with increased intensity, across the bands of a tiered model of intervention. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s classroom, incorporating an assortment of digital tools to obtain the highest expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the Digital references in a typical week.</p> <ul style="list-style-type: none"> Grade 3 Unit 1 Week 1 Teacher’s Edition pages 20c, 20–21, 21b, 22–23, 23b, 24–25, 25b, 25d, 25f, 26b, 26d, 26–27, 29a, 37c, 37e, 38b, 38d, 38f, 47a, 47c, 47e, 49a, 49c, 50b, 50d, 50f, 50h, 51a, 53a, 55a, 55c, 55e, 55g, 55i, 55o, 55q 	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>							
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SPECIFIC EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 3

English Language Arts third grade students learn, practice and apply strategies, which enable them to become literate, independent and self-directed learners. Students engage in rich and integrated literacy experiences embedded in meaningful context and developmentally appropriate practices; they respond to literary and informational texts of appropriate complexity using literal and critical comprehension skills as well as communication and media skills with increased emphasis on informational text and writing informative/explanatory and opinion pieces. Through inquiry and collaboration, these learners will expand their ability to analyze and evaluate information and develop as critical thinkers, taking responsibility for their own learning and connecting new information to existing knowledge then sharing this with various audiences. Students will interact with and respond to text in purposeful situations across the curriculum, create and access information in a variety of forms and media and expand 21st century skills. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Speaking and Listening

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Standard 4: Language

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
READING											
Key Ideas and Details											
<p>SE 1: 24, 46, 61, 78, 114, 165, 184, 237, 256, 290, 304, 326, 409, 424, 473, 492</p> <p>SE 2: 24, 172, 194, 212, 246, 258-259, 280, 310, 350, 420, 465, 486, 520</p> <p>TE 1: 24a, 24–25, 28–29, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38e–38f, 38–39, 39a, 40–41, 41a, 42–43, 43a, 44–45, 45a, 46–47, 60a, 60–61, 68–69, 69a, 70–71, 71a, 74–75, 75a, 76–77, 77a, 78–79, 82–83, 83a, 89l–89m, SG•19, SG•20, SG•29, SG•30, SG•32, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106e–106f, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 114–115, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 164a, 168–169, 169a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176e–176f, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 184–185, 193h, 193l–193m, SG•67, SG•68, SG•77, SG•78, UR•18–UR•19, UR•22–UR•23,</p>	<p>1. ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers. (CCSS RL.3.1)</p>										

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TE 4: 92c–92d, SG•34, SG•35, SG•39, SG•44, SG•45, 156d, 165a, 183i
TE 5: 236–237, 239a, 260d, 265a, 284g–284h, SG•45, 326d, 339a, 346–347, 359i
TE 6: 412–413, 413a, 416–417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39

7. determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. **(CCSS RL.3.4)**

<p>SE 1: 165, 194-195, 364-365, 424, 462-465, 539 SE 2: 185, 285, 361, 533</p> <p>TE 1: 36-37, 164a, 194-195, 195a, 196-197, 197a, UR•52-UR•53 TE 2: 224-225, 310-311, 364-365, 365a TE 3: 410d, 412-413, 413a, 418e-418f, 420-421, 421a, 422-423, 423a, 437h-437i, 462g-462h, 462-463, 463a, 464-465, 482-483, 483a, 510-511, 511a, 518e-518f, 538-539, 539a, 540-541, 541a, UR•18-UR•19, UR•21 TE 4: 184-185, 185a, 186-187, 187a TE 5: 259e-259f, 284g-284h, 284-285, 285a, 360-361, 361a, 362-363, 363a TE 6: 412-413, 413a, 416-417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472-473, 473a, 493i, 512-513, 513a, 518-519, 519a, UR•20-UR•21, UR•38-UR•39</p>	<p>8. refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS RL.3.5)</p>							
<p>SE1: 46, 184 SE 2: 246, 528</p> <p>TE 1: 46-47, 176e, 176-177, 184-185 TE 2: SG•20, SG•34, SG•39, SG•44, 304a, 304-305, 326-327 TE 3: 428h, 486e TE 4: 26d, 176-177, 177a TE 5: 228d, 253i, 342-343i TE 6: 478-479, 479a, 528-529, 529a</p>	<p>9. distinguish their own point of view from that of the narrator or those of the characters in a literary text. (CCSS RL.3.6)</p>							

<p>TE 1: 127a, 128d, 154a–154b, 159a, SG•50, SG•55, SG•60</p> <p>TE 2: 347a, 350–351, 351a</p> <p>TE 3: 375a, SG•34, SG•35, SG•38, SG•39, 496g, 496–497, 497a, 499a, 532a–532b, UR•10–UR•11</p> <p>TE 4: 46g–46h, 126–127, 127a</p> <p>TE 6: SG•26, SG•31, 453b, 456g–456h, 456–457, 457a, 459h, SG•34, SG•35, UR•9</p>	<p>10. determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a <i>grade 3 topic or subject area</i>. (CCSS RI.3.4)</p>							
<p>SE 1: 154-155, 188-191, 222, 227-228, 294, 339, 354, 398, 443, 497, 534</p> <p>SE 2: 58, 76, 144-147, 216, 218-219, 251, 314-317, 354-357, 391, 452, 491</p> <p>TE 1: 154g–154h, 154–155, 155a, 188g–188h, 188–189, 189a, 190–191, 191a, SG•69, SG•74</p> <p>TE 2: 215b, 216e, 222–223, 223c, 226g–226h, 226–227, 227a, 228–229, 229a, SG•10, 260–261, 261a, 294–295, 295a, SG•37, 327c, 338a, 338–339, 342–343, 343a, 344–345, 349a, 350e–350f, 354–355</p> <p>TE 3: 378–379, 379a, 395c, 398–399, 399a, 400–401, 401a, 442a, 442–443, 456–457, SG•46, SG•47, 496g–496h, 496–497, 497a, 498–499, SG•63, 532g–532h, 532–533, 533a, 534–535, 535a, UR•28</p> <p>TE 4: 50–51, 51a, SG•10, SG•11, 58a, 58–59, 60d, 64–65, 65a, 70e–70f, 70–71, 71a, 76–77, 77a, SG•28, SG•29, SG•30, SG•31, 99b, 100e–100f, 107c, 144g–144h, 144–145, 145a, 146–147, 147a, SG•53, SG•58, SG•63, UR•22–UR•23</p> <p>TE 5: 213c, 216–217, 217a, 218–219, 250g–250h, 250–251, 251a, 271b,</p>	<p>11. use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS RI.3.5)</p>							

<p>281c, 314g–314h, 314–315, 315a, 316–317, 317a, 339b, 351c, 354g–354h, 354–355, 355a, 356–357, 357a, 359b, SG•79</p> <p>TE 6: 390g–390h, 390–391, 391a, 411b, 424g–424h, 424–425, 425a, SG•21, 445b, 452–453, 453a, 487c, 490g–490h, 490–491, 491a, SG•53, SG•58</p>								
<p>SE 2: 42, 112, 324–325, 386</p> <p>TE 1: SG•34, SG•39, SG•44</p> <p>TE 2: SG•23, SG•28, 346–347</p> <p>TE 3: 380–381, 381a, 448–449</p> <p>TE 4: 42–43, 43a, 46g–46h, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53i, SG•4, SG•5, SG•15, 68–69, 69a, 76–77, 77a, 90a, 90–91, 96–97, 100e–100f, 100–101, 101a, 106–107, 107a, 110g–110h, 110–111, 111a, 112–113, 113a, SG•47, 126–127, 127a, 128–129, 129a, 140–141, 141a, UR•32–UR•33, UR•38–UR•39</p> <p>TE 5: SG•34, SG•39, SG•44, 324a, 324–325, 359h</p> <p>TE 6: 386–387, SG•18, SG•23, SG•28</p>	<p>12. distinguish their own point of view from that of the author of an informational text. (CCSS RI.3.6)</p>							

Integration of Knowledge and Ideas							
<p>SE1: 78, 326 SE 2: 200, 420, 486</p> <p>TE 1: 32–33, 72e, 78–79, 102–103, 168–169 TE 2: 243a, 246–247, 250–251, 282–283, 283a, 284–285, 313a, 316–317, 326–327, UR•18–UR•19 TE 3: 476–477, 477a, 480–481, 486e, 490–491, 516–517, UR•38, UR•42 TE 4: 178–179, 179a, 180–181, 181a TE 5: 198–199, SG•8, 200–201, 231a, 238e–238f, 262–263, 263a, 265a, 266–267, 296–297, 328–329, 336–337, UR•29 TE 6: 402–403, 403a, 420–421, 421a, 468–469, 469a, 472–473, 473a, 476–477, 477a, 478–479, 479a, 482–483, 483a</p> <p>Writing to Sources: Unit 4: 106-107</p>	<p>13. explain how specific aspects of a literary 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). (CCSS RL.3.7)</p>						
<p>SE 1: 114, 424, 429, 432 SE 2: 172, 180, 420, 520</p> <p>TE 1: 114–115 TE 3: 432–433, 433a, 462–463, 463a TE 4: 177a, 181a TE 6: 486–487</p> <p>Writing to Sources: Unit 1: 20-21 Unit 2: 40-41 Unit 3: 72-73, 88-89 Unit 4: 104-105, 112, 113, 116-117 Unit 6: 168-169, 176-177</p>	<p>14. compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series). (CCSS RL.3.9)</p>						

<p>SE 1: 150, 155, 228, 399, 442-443, 458</p> <p>SE 2: 58-59, 76, 113, 217-219, 314-315, 424-425, 434-435, 452</p> <p>TE 1: 50-51, 51a, 52-53a, 57a-57b, 130-131, 131a, 132-133, 133a, 137a, 138-139, 139a, 150-151, 154-155, 155a, 190-191, 191a</p> <p>TE 2: 208-209a, 218-219a, 226g-226h, 226-227, 227a, 228-229, 229a, 262-263, 263a, 291c, 343a, 345a, 349b</p> <p>TE 3: 398-399, 399a, 400-401, 401a, 442a, 442-443, 452e, 452-453, 453a, 454-455, 455a, 456-457, 458-459, 467h, 467i, 510-511, 511a, 529c, 534-535, 535a, UR•28-UR•29, UR•31, UR•32-UR•33</p> <p>TE 4: 40-41, 41a, 48-49, 49a, 50-51, 51a, SG•11, 58a, 58-59, 62-63, 63a, 66-67, 67a, 68-69, 69a, 70e-70f, 72-73, 73a, 74-75, 75a, 76-77, 77c, 85h, 85i-85m, SG•20, SG•24, SG•25, SG•28, SG•29, SG•30, 100-101, 101a, 104-105, 105a, 110-111, 111a, 112-113, 125a, 132f, 138-139, 139a, 141c, UR•18-UR•19, UR•20-UR•21, UR•22-UR•23</p> <p>TE 5: 216-217, 217a, 218-219, 228b, 247c, 281c, 314g-314h, 314-315, 315a, 316-317, 317a, SG•53</p> <p>TE 6: 387c, 390-391, 391a, SG•5, SG•10, SG•15, 421c, 424g-424h, 424-425, 425a, 429b, 434a, 434-435, 438-439, 442-443, 443a, 445a, 446e-446f, 446-447, 447a, 450-451, 451a, 452-453, 459h, 459i-459m, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•44, SG•45, SG•46, SG•47, SG•63, UR•28-UR•29, UR•31,</p>	<p>15. use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS RI.3.7)</p>							
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<p>UR•32–UR•33</p> <p>Writing to Sources: Unit 4: 106-107</p>								
<p>SE 1: 126-127, 338, 354, 374-375, 398-400, 442, 506-507</p> <p>TE 1: SG•47, 126a, 126–127, 150–151, 159h, 159l–159m, SG•61, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 2: 338a, 338–339, 348–349, 354–355, SG•66, UR•52</p> <p>TE 3: 374a, 374–375, 378–379, 379a, 380–381, 381a, 384–385, 385a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 398–399, 399a, 400–401, 401a, 403h–403i, 403l–403m, 442a, 442–443, 451a, 506a, 506–507, 512–513, 513a, 514–515, 537h, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•32–UR•33, UR•48–UR•49, UR•52–UR•53</p> <p>TE 4: 100–101, 101a, 102–103, 103a, 112–113, 113a, 120a, 120–121, 126–127, 127a, 134–135, 135a, UR•8–UR•9, UR•10–UR•11, UR•12</p> <p>TE 5: 218–219, 219a</p> <p>TE 6: 376–377, 377a, 393h, 426–427, 427a, SG•31</p>	<p>16. describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS RI.3.8)</p>							

<p>SE 1: 53, 119, 296 SE 2: 51, 106, 113, 391</p> <p>TE 1: 52–53, 118–119, 119a TE 2: 228–229, 229a, 260–261, 261a, 262–263, 263a, 296–297, SG•21, SG•26, SG•31, 296–297, 297a TE 4: 46–47, 50–51, 51a, SG•10, 104–105, 112–113, 113a, 138–139 TE 5: 216g, 251a, 354g, 355a, 356–357, 357a TE 6: 425a, 457a</p> <p>Writing to Sources: Unit 1: 20-21 Unit 2: 40-41 Unit 3: 72-73, 88-89 Unit 4: 104-105, 112, 113, 116-117 Unit 6: 168-169, 176-177</p>	<p>17. compare and contrast the most important points and key details presented in two informational texts on the same topic. (CCSS RI.3.9)</p>							
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Range of Reading and Level of Text Complexity

SE 1: 61, 82, 88, 194, 331, 358, 364, 428, 462, 538

SE 2: 80, 184, 194, 284, 360, 532

TE 1: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, 44–45, 45a, 46–47, 47a, 60–61, 64–65, 65a, 82–83, 83a, 84–85, 85a, 86–87, 87a, 88–89, 89j–89k, 89l–89m, 98–99, 99a, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 193l–193m, 194–195, 195a, 196–197, 197a

TE 2: 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 274–275, 275a, 280–281, 281a, 288–289, 289a, 308–309, 309a, 310–311, 311a, 312–313, 313a, 314–315, 315a, 316–317, 317a, 318–319, 319a, 320–321, 321a, 322–323, 323a, 324–325, 325a, 330g–330h, 330–331, 331a, 358g–358h, 358–359, 359a, 360–361, 361a, 364–365, 365a, 366–367, 367a

TE 3: 428g–428h, 428–429, 429a, 437l–437m, 462–463, 463a, 476–477, 477a, 486e–486f, 501l–501m, 538–539, 539a, 540–541, 541a, UR•38–UR•39

TE 4: 53l–53m, 80–81, 81a, 82–83, 83a, 158–159, 159a, 166–167, 167a, 170–171, 171a, 176g–176h, 176–177, 177a, 184–185, 185a, 186–187, 187a

TE 5: 194a, 194–195, 198–199, 199a, 221j–221k, 230–231, 231a, 253j–

- 18. 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. **(CCSS RL.3.10)**

253k, 253l–253m, 262–263, 263a,
264–265, 265a, 268–269, 269a, 270–
271, 271a, 274–275, 275a, 276–277,
277a, 280–281, 281a, 284–285, 285a,
287j–287k, 287l–287m, 296–297,
297a, 302–303, 303a, 310–311, 311a,
319l–319m, 328–329, 329a, 330–331,
331a, 332–333, 333a, 334–335, 335a,
336–337, 337a, 338–339, 339a, 340d,
340–341, 341a, 342–343, 343a, 344–
345, 345a, 346–347, 347a, 348–349,
349a, 360–361, 361a, 362–363, 363a,
UR•12–UR•13
TE 6: 402–403, 403a, 410–411, 411a,
412e–412f, 418–419, 419a, 468–469,
469a, 476–477, 477a, 484–485, 485a,
502–503, 503a, 504–505, 505a, 506–
507, 507a, 508–509, 509a, 510–511,
511a, 512–513, 513a, 514–515, 515a,
516–517, 517a, 518–519, 519a, 524–
525, 525a, 526–527, 527a, 528–529,
529a, 532–533, 533a, 534–535, 535a

<p>SE 1: 50, 127, 154, 188, 226, 260, 294, 398</p> <p>TE 1: 50–51, 51a, 118g–118h, SG•48, 130–131, 131a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 154–155, 155a, 156–157, 157a, 159l–159m, 188–189, 189a, 190–191, 191a</p> <p>TE 2: 204a, 204–205, 208–209, 209a, 210–211, 211a, 220–221, 221a, 226–227, 227a, 228–229, 229a, 260–261, 261a, 262–263, 263a, 294g–294h, 294–295, 295a, 296–297, 297a, 333l–333m, 338–339, 340–341, 342–343, 348–349, 349a, 352–353, 353a, 363l–363m</p> <p>TE 3: 378–379, 379a, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 398g–398h, 398–399, 399a, 446–447, 510–511, 511a, 516–517, 517a, 526–527, 527a, 532–533, 533a</p> <p>TE 4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 46–47, 47a, 62–63, 63a, 124–125, 125a, 132e–132f, 138–139, 139a, 146–147, 147a</p> <p>TE 5: 216–217, 217a, 218–219, 219a, 250g–250h, 250–251, 251a, SG•34, SG•38, SG•39, 319j–319k, 354–355, 355a, 356–357, 357a</p> <p>TE 6: 374–375, 375a, 380–381, 381a, 384–385, 385a, 424g–424h, 438–439, 439a, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 456–457, 457a, 459j–459k, 459l–459m, SG•66, SG•71, SG•76</p>	<p>19. 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. (CCSS RI.3.10)</p>							
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Phonics and Word Recognition

20. know and apply grade-level phonics and word analysis skills in decoding words.

SE 1: 58, 62, 88, 92, 124, 162, 166, 192, 234, 268, 302, 336, 372, 406, 440, 470, 504

SE 2: 56, 192, 256, 260, 290, 322, 368, 396, 432, 496

TE 1: 22a, 22–23, 23a–23b, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 58a, 58–59, 59a–59b, 62c, 62e, 62–63, 72c–72d, 82c–82d, 82e–82f, 88–89, 89i, 92a, 92–93, 93a–93b, 96c, 106c–106d, 118c–118d, 118e–118f, 121i, 124a, 124–125, 125a–125b, 128c, 128e, 140c, 146–147, 147a, 154c–154d, 154e–154f, 159i, 162a, 162–163, 163a–163b, 166c, 166e, 176c–176d, 188c–188d, 188e–188f, 192–193, 193i, UR•20–UR•21, UR•22–UR•23, UR•24, UR•30–UR•31, UR•32–UR•33, UR•34, UR•40–UR•41, UR•42–UR•43, UR•44, UR•50–UR•51, UR•52–UR•53, UR•54

TE 2: 201a–201b, 202a, 202–203, 205a, 206c, 216c–216d, 226c–226d, 226e–226f, 231i, 234a, 234–235, 235a–235b, 238c, 238e, 238–239, 248c–248d, 257e, 260c, 260e, 264–265, 265i, 268a–268–269, 269a–269b, 278–279, 294c–294d, 299i, 302a, 302–303, 303a–303b, 306c, 318c–318d, 330c–330d, 330e, 332–333, 333i, 336a, 336–337, 337a–337b, 340c, 350c–350d, 358c–358d, 358e–358f, 363i, UR•14, UR•24, UR•34, UR•44, UR•54

20. know and apply grade-level phonics and word analysis skills in decoding words.

- identify and know the meaning of the most common prefixes and derivational suffixes.
- decode words with common Latin suffixes.
- decode multisyllable words.
- read grade-appropriate irregularly spelled words. **(CCSS RF.3.3)**

<p>TE 3: 372a, 372–373, 373a–373b, 375c, 376c, 388c–388d, 398c–398d, 398e–398f, 403h–403i, 406a, 406–407, 410c, 410e, 410–411, 417c, 428c–428d, 437h–437i, 440a, 440–441, 441a–441b, 443a, 443c, 444c, 450–451, 451c, 452c, 462c, 467i, 470a–470-471, 496c, 496e–496f, 501h–501i, 504a, 504–505, 508c, 532c–532d, 532e–532f, UR•14, UR•34</p> <p>TE 4: 22a–22-23, 23a–23b, 26c, 46c, 46f, 56a, 56–57, 57a–57b, 59a, 60c, 60e, 60–61, 70c–70d, 80c–80d, 80e–80f, 85i, 92a–92b, 94–95, 95a, 98–99, 100c–100d, 100–101, 101a, 110c, 112–113, 113a, 124–125, 125a, 132c–132d, 144c, 147a, 149a, 153a–153b, UR•24</p> <p>TE 5: 192a, 192–193, 193a–193b, 196c, 206c–206d, 216c–216d, 216e–216f, 221i, 224a, 224–225, 225a–225b, 238c–238d, 242–243, 243a, 250c–250d, 250e–250f, 256a, 256–257, 257a–257b, 260c, 272c–272d, 284c–284d, 284e–284f, 287i, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c, 314e–314f, 319i, 322a, 322–323, 323a–323b, 326c, 340c–340d, 354c–354d, 354e–354f, UR•13, UR•14, UR•30–UR•31, UR•33, UR•34, UR•44</p> <p>TE 6: 368a, 368–369, 369a–369b, 372c, 382c–382d, 390c–390d, 390e–390f, 393i, 396a–396-397, 397a–397b, 400c, 412c–412d, 424c–424d, 424e–424f, 429i, 432a, 432–433, 433a–433b, 446c–446d, 456c–456d, 459i, 462a, 462–463, 463a–463b, 490c–490d, 490e–490f, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c, 524e–524f, 531i, UR•10–</p>								
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<p>UR•11, UR•14, UR•23, UR•24, UR•30–UR•31, UR•54</p> <ul style="list-style-type: none"> identify and know the meaning of the most common prefixes and derivational suffixes. <p>SE 1: 166, 406, 470, 508-509 SE 2: 88, 118, 152, 462, 466-467, 492</p> <p>TE 1: 166e TE 3: 406a, 406–407, 407a–407b, 409c, 410c, 418c–418d, 425e, 437c, 437i, 437o, 470a, 470–471, 471a–471b, 473c, 474c, 486c–486d, 496f, 501i, 508e, 508–509, 532c–532d, UR•24, UR•44 TE 4: 88a, 88–89, 89a–89b, 92c, 99c, 100c–100d, 110f, 115i, 118a, 118–119, 119a–119b, 131c, 132c, 144c, 144e–144f, 149c, 149i, 176c, UR•34, UR•44 TE 5: UR•54 TE 6: 462a, 462–463, 463a–463b, 465c, 466c, 466e, 466–467, 476–477, 478c–478d, 490f, 492–493, 493a, 493h–493i, 524c, UR•10–UR•11, UR•40–UR•41, UR•43, UR•44</p> <ul style="list-style-type: none"> decode words with common Latin suffixes. <p>TE 3: 470a, 470–471, 532c TE 4: 118a, 118–119, 122c, 132c, 176c, 176e–176f, UR•44 TE 5: 322a, 322–323, 323a–323b, 325c, 326c, 339c, 340c–340d, 351e, 354f, 359c, 359i, UR•54 TE 6: 390c, 432a, 432–433, 433a–433b, 436c, 446c–446d, 456f, 459i, 490c–490d, UR•34</p>								
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<ul style="list-style-type: none"> • decode multisyllable words. <p>SE 1: 22, 202, 234, 268</p> <p>TE 1: 22a, 22–23, 23a–23b, 25c, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 82c–82d, 92a, 92–93, 93a–93b, 106c–106d, 118c–118d, 118e–118f, 176c–176d, UR•14</p> <p>TE 2: 202a, 202–203, 203a–203b, 206c, 226c–226d, 226e–226f, 234a, 234–235, 238c, 248c–248d, 260d, 260e, 268–269, 330d</p> <p>TE 3: 440a, 444c, 462d</p> <p>TE 4: 22a–22-23, 46d, 152a, 152–153, 153a–153b, 156c, 168c–168d, 183i, UR•54</p> <p>TE 5: 192a, 192–193, 193a–193b, 196c, 206c, 216c–216d, 216e–216f, 250c–250d, 257a–257b, 260c, 284c–284d, 284e–284f, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c–314d, 314e–314f</p> <p>TE 6: 396a, 396–397, 397a–397b, 412c–412d, 424c–424d, 432a, 432–433, 433a–433b, 436c, 456c–456d, 456f, 490c–490d, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c–524d</p> <ul style="list-style-type: none"> • read grade-appropriate irregularly spelled words. (CCSS RF.3.3) <p>SE 1: 440, 504</p> <p>SE 2: 22</p> <p>TE 1: 23a–23b, 38c–38d, 50e–50f, 59a–59b, 72c–72d, 82e–82f, 93a–93b, 106c–106d, 118e–118f, 125a–125b, 140c–140d, 154e–154f, 163a–163b, 176c–176d, 188e–188f</p> <p>TE 2: 203a–203b, 216c–216d, 226e–226f, 294e–294f, 303a–303b, 318c–</p>								
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<p>318d, 330e, 337a–337b, 350c–350d, 358e–358f</p> <p>TE 3: 373a, 388c–388d, 398c–398d, 398e–398f, 407a–407b, 418c, 428c–428d, 428e–428f, 441a–441b, 443c, 451c, 452c, 462e–462f, 471a–471b, 496c–496d, 496e–496f, 504a, 504–505, 505a–505b, 507c, 508c, 517c, 518c, 532e–532f, 537c, 537i, UR•34, UR•54</p> <p>TE 4: 22a–22-23, 23a–23b, 25c, 26c, 36c–36d, 46d, 46e, 57a–57b, 70c–70d, 80c–80d, 80e–80f, 89a–89b, 100c–100d, 110e–110f, 119a–119b, 132d, 144d, 144e, 153a–153b, 168c, 176e–176f</p> <p>TE 5: 193a–193b, 206c–206d, 216d, 216e–216f, 225a, 238d, 250d, 250e, 257a–257b, 272c–272d, 284e–284f, 291a–291b, 294c, 304d, 314d, 314f, 323a–323b, 340c, 354c–354d, 354e–354f</p> <p>TE 6: 369a–369b, 382d, 390e–390f, 397a–397b, 424d, 424e–424f, 433a–433b, 446c–446d, 456c–456d, 456e–456f, 463a–463b, 490d, 490f, 497a–497b, 524e–524f</p>								
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Fluency							
<p>21. read with sufficient accuracy and fluency to support comprehension.</p> <p>SE 1: 54, 88, 158, 192, 230, 264, 306, 332, 336, 362, 436, 466, 500, 536</p> <p>SE 2: 52, 84, 148, 252, 318, 358, 392, 428, 458, 530</p> <p>TE 1: 26e, 26–27, 38c–38d, 47b, 50e–50f, 55j–55k, SG•6, SG•7, SG•11, SG•16, 60–61, 79b, 82e–82f, 89j–89k, SG•18, SG•22, SG•27, SG•28, 118e–118f, 121j–121k, SG•34, SG•39, SG•43, SG•44, SG•48, 126–127, 128–129, 140c–140d, 151b, 158–159, 159j–159k, SG•50, SG•53, SG•54, SG•55, SG•56, SG•60, 161a–161b, 163a–163b, 164a, 164–165, 166e, 166–167, 176c–176d, 185b, 188e–188f, 192–193, 193j–193k, SG•66, SG•69, SG•70, SG•72, SG•75, SG•76, SG•80, UR•52–UR•53</p> <p>TE 2: 202a, 202–203, 203a–203b, 204–205, 216d, 223b, 230–231, 231j–213k, 231l–231m, SG•2, SG•6, SG•7, SG•11, SG•12, 235a–235b, 236–237, 238e, 238–239, 248c–248d, 257b, 260e, 260f, 264–265, 265j–265k, SG•18, SG•22, SG•23, SG•27, SG•28, SG•32, 269b, 270–271, 272–273, 282c–282d, 291b, 294e–294f, 299h, 299j–299k, SG•34, SG•38, SG•43, SG•44, SG•48, 304–305, 306e, 306–307, 327b, 330f, 332–333, 333j–333k, SG•50, SG•54, SG•55, SG•59, SG•60, SG•64, 336–337, 337b, 338a, 338–339, 340c, 340–341,</p>	<p>21. read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • read on-level text with purpose and understanding. • read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF3.4) 						

<p>350c–350d, 355b, 358e–358f, 362–363, 363j–363k, SG•66, SG•70, SG•74, SG•76, SG•80, UR•12–UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 3: 373a–373b, 374a, 374–375, 376e, 376–377, 388c–388d, 395b, 398e–398f, 402–403, 403j–403k, 403l–403m, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 407a–407b, 408a, 408–409, 418–419, 425b, 428e–428f, 435a, 436–437, 437j–437k, SG•18, SG•19, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•32, 441b, 442–443, 452c, 459b, 462e, 466–467, 467j, 467l, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 470–471, 493b, 496e–496f, 500–501, 501j–501k, SG•50, SG•51, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 505a–505b, 508–509, 518d, 529b, 532c–532d, 532e–532f, 536–537, 537j–537k, SG•66, SG•70, SG•75, SG•76, SG•80, UR•13, UR•23, UR•32–UR•33, UR•53</p> <p>TE 4: 23a–23b, 24a, 24–25, 26e, 26–27, 43b, 46e–46f, 52–53, 53j–53k, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•16, 58a, 58–59, 60e, 60–61, 77b, 79b–79c, 80e–80f, 84–85, 85j–85k, SG•18, SG•19, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•32, 88a, 88–89, 89a–89b, 91a, 100e–100f, 107b, 110c–110d, 110e–110f, 115j–115k, 115l–115m, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 119a–119b, 120a, 120–121, 122c, 122e,</p>								
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<p>122–123, 141b, 148–149, 149j–149k, SG•50, SG•51, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•64, 153a–153b, 173b, 183j–183k, SG•66, SG•70, SG•71, SG•74, SG•76, SG•77, SG•80, UR•13, UR•23, UR•25, UR•33, UR•43</p> <p>TE 5: 193a–193b, 206d, 213b, 216e– 216f, 221j–221k, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 225b, 238c–238d, 247b, 250e–250f, 252–253, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 257a–257b, 258–259, 272d, 281b, 284f, 287j– 287k, 287l–287m, 291a–291b, 292– 293, 294–295, 304d, 311b, 314f, 318–319, 319j–319k, SG•50, SG•55, SG•58, SG•60, SG•64, 323a–323b, 324–325, 326–327, 351b, 354f, 358– 359, 359j–359k, SG•66, SG•68, SG•69, SG•70, SG•71, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•53</p> <p>TE 6: 369a–369b, 370–371, 387b, 390e–390f, 392–393, 393j–393k, 393l–393m, SG•2, SG•6, SG•11, SG•12, SG•16, 397a–397b, 398–399, 412c–412d, 424e–424f, 428–429, 429j–429k, 429l–429m, SG•18, SG•22, SG•27, SG•28, SG•32, 432a, 432–433, 433a–433b, 434–435, 436– 437, 446c–446d, 453b, 456e–456f, 458–459, 459j–459k, 459l–459m, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 463a–463b, 464–465, 490e– 490f, 493j–493k, 493l–493m, SG•50, SG•54, SG•59, SG•60, SG•64, 497a– 497b, 512d, 524e–524f, 530–531, 531j–531k, SG•66, SG•70, SG•71,</p>								
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<p>SG•75, SG•76, SG•80, UR•23, UR•33</p> <ul style="list-style-type: none"> • read on-level text with purpose and understanding. <p>SE 1: See all the main and paired selections. For specific fluency activities, see 54, 88, 158, 230, 264, 332, 362, 436, 500</p> <p>SE 2: See all the main and paired selections. For specific fluency activities, see 52, 252, 318, 392, 458, 530</p> <p>TE 1: 38d, 47b, 54–55, 55j–55k, 82f, 88–89, 89j–89k, 125a–125b, 128e, 128–129, 140d, 154e, 158–159, 159j–159k, SG•52, 163a–163b, 176d, 188f, 193j–193k</p> <p>TE 2: 230–231, 257b, 260f, 264–265, 265j–265k, 267a–267b, 291b, 296–297, 297a, 299j–299k, SG•34, SG•35, SG•44, 327b, 330f, 332–333, 333j–333k, 350e–350f, 362–363, 363j–363k, UR•13</p> <p>TE 3: 395b, 398e–398f, 403j–403k, 412–413, 413a, 418e–418f, 428e–428f, 436–437, 437j, 441a–441b, 459b, 467k, 467m, 500–501, 501j, 501l</p> <p>TE 4: 23a–23b, 46e–46f, 52–53, 53j–53k, 62–63, 63a, 64–65, 65a, 77b, 79b–79c, 85j–85k, 94–95, 95a, 98–99, 99a, 100e–100f, 107b, 107d, 115j–115k, 118a, 118–119, 124–125, 125a, 141b, 147a</p> <p>TE 5: 221j–221k, 231a, 252–253, 257a–257b, 260–261, 272d, 287l–287m, 318–319, 323a–323b</p> <p>TE 6: 369a–369b, 429l–429m, 497a–497b, 512d, 524f, 531j–531k</p>								
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- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

SE 1: 54, 88, 120, 194, 230, 298, 402, 500, 538

SE 2: 114, 182, 184, 220, 252, 286, 360, 392, 458, 492, 530, 532

TE 1: 24–25, 26d, 26e, 26–27, 47b, 50d, 50e–50f, 54–55, 55j–55k, 79b, 88–89, 89j–89k, 94–95, 96–97, 115b, 120–121, 121j–121k, SG•43, 128–129, 151b, 154e, 159j–159k, 185b, 188e–188f, 192–193, 193j–193k, 194–195, 195a, 196–197, 197a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43

TE 2: 203a–203b, 206e, 206–207, 226e–226f, 230–231, 248d, 260f, 265j–265k, 270–271, 298–299, 330f, 355b, 362–363, 364–365, 367a, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43, UR•52–UR•53

TE 3: 374a, 374–375, 376e, 376–377, 395b, 402–403, 403a, 403j–403k, 444e, 444–445, 459b, 466–467, 472–473, 474–475, 486d, 493b, 500–501, 501j, 506–507, 508–509, 529b, 536–537, 538–539, 539a, 540–541, 541a, UR•32–UR•33, UR•43

TE 4: 23a–23b, 36c–36d, 43b, 46e–46f, 53j–53k, 79b–79c, 90a, 90–91, 92e, 92–93, 114–115, 115b, 148–149, 154a, 154–155, 156–157, 173b, 176d, 176e–176f, 182–183, 183j–183k, 184–185, 185a, 186–187, 187a, UR•52–UR•53

TE 5: 194–195, 196–197, 206d, 213b, 220–221, 221j–221k, 226–227, 228–229, 238d, 247b, 250f, 252–253,

<p>253j–253k, 258–259, 260–261, 272d, 281b, 284d, 284f, 286–287, 287j–287k, 292–293, 294–295, 304d, 311b, 318–319, 323a–323b, 324–325, 326–327, 351b, 358–359, 359j–359k, 360–361, 361a, 362–363, 363a, UR•13, UR•23, UR•33, UR•43</p> <p>TE 6: 370–371, 372–373, 387b, 392–393, 393j–393k, 398–399, 400–401, 412d, 421b, 428–429, 429j–429k, 434–435, 436e, 436–437, 446c–446d, 453b, 458–459, 459j–459k, 459l–459m, 463a–463b, 464–465, 466–467, 487b, 492–493, 493j–493k, 498–499, 500–501, 512d, 521b, 524f, 530–531, 531a, 531j–531k, 532–533, 533a, 534–535, 535a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <ul style="list-style-type: none"> • use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF3.4) <p>SE 1: 26, 54, 206, 230, 238, 306, 332, 340, 362</p> <p>SE 2: 26, 196, 228</p> <p>TE 1: 26–27, 36–37, 54–55, 55a, SG•9, 161a, UR•10–UR•11, UR•12–UR•13</p> <p>TE 2: 204–205, 205a, 206e, 206–207, 230–231, SG•9, SG•14, 238e, 238–239, 246–247, 306e, 306–307, 330f, 332–333, SG•52, SG•57, SG•62, 340e, 363a</p> <p>TE 3: 398e–398f, 440–441, 444c, 444e, 444–445, 462c, 474e, 482–483, 483a</p> <p>TE 4: 26e, 26–27, 30–31, 31a, 55a–55b, 80e–80f, 110e–110f, 115j–115k, 115l–115m</p> <p>TE 5: 196–197, 224–225, 225a–</p>								
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<p>225b, 228c, 228e, 228–229, 236–237, 238c–238d, 242–243, 243a, 250e–250f, 253h, 253i, 314f, UR•20–UR•21, UR•23, UR•24 TE 6: 424e–424f, 456e–456f, 500e, 500–501, 512d, 524e–524f, UR•50–UR•51, UR•53</p>								
<p>WRITING</p>								
<p>Text Types and Purposes</p>								
<p>22. write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>SE 1: 265 SE 2: 44-45, 214-215</p> <p>TE 1: SG•2, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10 TE 2: SG•2, SG•7, SG•12, 256–257, 271e–271f, 299h, 299p–299q, SG•54, SG•59, SG•64 TE 3: SG•54, SG•55, SG•59, SG•64, SG•80 TE 4: 25e–25f, 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, SG•54, SG•55, SG•59, SG•64, WP•6–WP•7 TE 5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 350–351, 351a, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3 TE 6: SG•6, SG•7, SG•11, SG•16</p> <p>Writing to Sources: Unit 1: 198-199, 200-201 Unit 2: 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 62-65, 66-67, 202-203, 204-205, 206-207</p>	<p>22. write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • provide reasons that support the opinion. • use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • provide a concluding statement or section. (CCSS W.3.1) 							

<p>Unit 3: 208-209, 210-211 Unit 4: 212-213, 214-215, 216-217 Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-161, 162-163, 218-219 Unit 6: 220-221, 222-223, 224-225</p> <ul style="list-style-type: none"> introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <p>SE 1: 292-293 SE 2: 44-45, 214-215, 352-353</p> <p>TE 2: 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q TE 4: 25e–25f, 35d–35e, 44–45, 45a, WP•2–WP•3, WP•4–WP•5 TE 5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 352–353, 353a, 353b–353c, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7</p> <p>Writing to Sources: Unit 1: 198-199, 200-201 Unit 2: 38-39, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-65, 66-67, 202-203, 204-205, 206-207 Unit 3: 208-209, 210-211 Unit 4: 212-213, 214-215, 216-217 Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-161, 162-163, 218-219 Unit 6: 220-221, 222-223, 224-225</p>								
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<ul style="list-style-type: none"> provide reasons that support the opinion. <p>SE 1: 292-293 SE 2: 44-45, 214-215</p> <p>TE 2: 256–257, 271e–271f, 281d–281e, 292–293, 293a, 293b–293c, 299d–299e, 299p–299q, SG•54, SG•59, SG•64 TE 4: 35d–35e, 44–45, 45a, 45b–45c, WP•2–WP•3 TE 5: 195e–195f, 205e, 214–215, 215a, 215b, 339d–339e, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8</p> <p>Writing to Sources: Unit 1: 198-199, 200-201 Unit 2: 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-65, 66-67, 202-203, 204-205, 206-207 Unit 3: 208-209, 210-211 Unit 4: 212-213, 214-215, 216-217 Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 158-161, 162-163, 218-219 Unit 6: 220-221, 222-223, 224-225</p> <ul style="list-style-type: none"> use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <p>SE 2: 44-45, 352-353</p> <p>TE 2: 299d TE 3: 437d TE 4: 44–45, 53d–53e TE 5: 352–353, 353a, WP•10</p>								
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<p>Writing to Sources: Unit 1: 198-199, 200-201 Unit 2: 46-47, 58-59, 60-61, 62-65, 66-67, 202-203, 204-205, 206-207 Unit 3: 208-209, 210-211 Unit 4: 212-213, 214-215, 216-217 Unit 5: 134-135, 142-143, 150-151, 152-153, 154-155, 158-161, 218-219 Unit 6: 220-221, 222-223, 224-225</p> <ul style="list-style-type: none"> provide a concluding statement or section. (CCSS W.3.1) <p>SE 2: 44, 352</p> <p>TE 2: 299d–299e TE 4: 44–45, 45b, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p> <p>Writing to Sources: Unit 1: 198-199, 200-201 Unit 2: 42-43, 54-55, 58-59, 60-61, 62-65, 66-67, 202-203, 204-205, 206-207 Unit 3: 208-209, 210-211 Unit 4: 212-213, 214-215, 216-217 Unit 5: 154-155, 158-161, 218-219 Unit 6: 220-221, 222-223, 224-225</p>								
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<p>23. write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SE 1: 152-153, 356-357, 494-495, 530-531 SE 2: 108-109, 174, 312, 454</p> <p>TE 1: 55b, 152–153 TE 2: 290–291, 291a, 356–357, 357b–357c, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7 TE 3: 403b, 409b, 443e–443f, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 528–529, 530–531, 531a, 531b, 537d–537e, WP•2–WP•3, WP•4, WP•5 TE 4: SG•6, SG•11, SG•16, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 109b–109c, 115b, 115d–115e, 115p–115q, SG•38, SG•43, SG•48, 140–141, 141a, 149n, 174–175 TE 5: 221b, 253b, 287b, 293e–293f, 303d–303e, 310–311, 311a, 312–313, 313a, 313b–313c, 359b TE 6: 381d–381e, 386–387, 387a, 420–421, 421a, 427a, 435e–435f, 454–455, 455a, 455b–455c, 459b, 493b, 531b, UR•15, UR•45</p> <p>Writing to Sources: Unit 1: 226-227, 228-229 Unit 2: 230-231 Unit 3: 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-97, 98-99, 232-233 Unit 4: 234-235 Unit 5: 236-237 Unit 6: 166-167, 168-169, 170-171,</p>	<p>23. write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. provide a concluding statement or section. (CCSS W.3.2) 						
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<p>172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-193, 238-239</p> <ul style="list-style-type: none"> introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <p>SE 1: 116, 152, 356, 460, 494, 530 SE 2: 108, 312, 454</p> <p>TE 1: 105d–105e, 116–117, 117a, 139d–139e, 151c, 152–153, 153a, SG•61, SG•63 TE 2: 265b, 317d–317e, 329a, 339e–339f, 349d–349e, 356–357, 357b–357c, WP•4, WP•5 TE 3: 394–395, 395a, 443e–443f, 451d–451e, 460–461, 461a, 467p–467q, 473e–473f, 494–495, 495a, 495b–495c, 501b, 501d–501e, 507e–507f, 517d–517e, 529d, 530–531, 531b, 537b, 537d–537e, WP•4, WP•5, WP•6, WP•7, WP•10 TE 4: 76–77, 77a, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 173c, 175b–175c TE 5: 287b, 293e–293f, 312–313, 313a, SG•53 TE 6: 435e–435f, SG•48, 531b, UR•25, WP•6</p> <p>Writing to Sources: Unit 1: 226-227, 228-229 Unit 2: 230-231 Unit 3: 70-71, 72-73, 74-75, 76-77, 78-79, 82-83, 84-85, 86-87, 88-89, 90-91, 94-97, 232-233 Unit 4: 234-235 Unit 5: 236-237 Unit 6: 106-107, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179,</p>								
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<p>180-181, 182-183, 184-185, 186-187, 190-193, 194-195, 238-239</p> <ul style="list-style-type: none"> develop the topic with facts, definitions, and details. <p>SE 1: 114, 116, 150, 184, 290, 326, 354, 356, 424, 458, 492, 494, 530 SE 2: 42, 76, 106, 108, 140, 172, 212, 246, 310, 312, 386, 420, 452, 454, 520</p> <p>TE 1: 114–115, 116–117, 117a, 139d–139e TE 2: 265b, 326–327, 339e–339f, 349d–349e, 354–355, 356–357, 357b–357c, 363d–363e, WP•4, WP•5, WP•6, WP•7 TE 3: 394–395, 395a, 403b, 409a–409b, 424–425, 443e–443f, 458–459, 461b–461c, SG•46, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501b, 507e–507f, 517d–517e, 530–531, 531a, 531b, 537d–537e, SG•77, WP•2–WP•3, WP•4, WP•5, WP•10 TE 4: 42–43, 76–77, 77a, 106–107, 107a, 108–109, 109a, 109b–109c, 140–141, 141a, 172–173 TE 5: 212–213, 237b, 246–247, 287b, 293e–293f, 303d–303e, 310–111, 312–313, 313a, 313b–313c, 319b, 319d–319e, 359b TE 6: 371e–371f, 386–387, 445d–445e, 455b–455c, SG•44, SG•45, 493b, 531b, UR•15, UR•25, WP•4, WP•5</p> <p>Writing to Sources: Unit 1: 226-227, 228-229 Unit 2: 230-231 Unit 3: 70-71, 72-73, 74-75, 76-77, 78-79, 82-83, 84-85, 86-87, 88-89,</p>								
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<p>90-91, 94-97, 98-99, 232-233 Unit 4: 234-235 Unit 5: 236-237 Unit 6: 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-193, 194-195, 238-239</p> <ul style="list-style-type: none"> use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <p>SE 1: 530</p> <p>TE 2: 339e–339f, 356–357, 363d–363e, WP•2, WP•6, WP•7 TE 3: 507e–507f, 530–531, 531b–531c, 537d–537e, WP•7, WP•8, WP•10 TE 6: 459d, UR•35, WP•7</p> <p>Writing to Sources: Unit 1: 226-227, 228-229 Unit 2: 230-231 Unit 3: 70-71, 78-79, 90-91, 98-99, 232-233 Unit 4: 234-235 Unit 5: 236-237, 238-239 Unit 6: 166-167, 174-175, 182-183, 186-187</p> <ul style="list-style-type: none"> provide a concluding statement or section. (CCSS W.3.2) <p>SE 1: 530</p> <p>TE 2: WP•6 TE 3: 501d, 530–531, 531a, 537d, WP•8, WP•10 TE 4: 115d–115e TE 6: 459d</p>								
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<p>Writing to Sources: Unit 1: 226-227, 228-229 Unit 2: 230-231 Unit 3: 78-79, 90-91, 94-97, 232-233 Unit 4: 234-235 Unit 5: 236-237 Unit 6: 168-169, 182-183, 184-185, 186-187, 238-239</p>								
<p>24. write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SE 1: 48, 80, 121, 186, 258, 396, 426 SE 2: 78, 142, 248, 282, 522</p> <p>TE 1: 25e–25f, 37d–37e, 48–49, 49a, 49b–49c, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 121a, 127e–127f, 159d–159e, SG•54, SG•59, SG•64, 165e–165f, 175d–175e, 186–187, 187a, 187b–187c, 193d–193e, 193p–193q, WP•6, WP•7, WP•10 TE 2: 237e–237f, 247d–247e, 258–259, 259a, 259b–259c, 265d–265e, SG•38, 361a, 363b TE 3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 417d–417e, 426–427, 427a, 437d–437e, SG•22, SG•27, SG•32, 541a TE 4: 59e–59f, 69d–69e, 78–79, 79a, SG•22, SG•27, SG•32, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c TE 5: 227e–227f, 237d–237e, 248–249, 249a, 249b–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 282–283, 283a, 283b–283c, 363a TE 6: 399e–399f, 411d–411e, 423b–423c, 465e–465f, 477d–477e, 488–489, 489a, 489b–489c, SG•54,</p>	<p>24. 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"> • establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • use transitional words and phrases to signal event order. • provide a sense of closure. (CCSS W.3.3) 							

<p>SG•59, SG•64, 499e–499f, 511d–511e, 522–523, 523a, 523b–523c, 531d–531e, 531p–531q</p> <p>Writing to Sources:</p> <p>Unit 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-33, 34-35</p> <p>Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-129, 234-235</p> <ul style="list-style-type: none"> establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <p>SE 1: 48, 80, 87, 186, 258, 361, 396, 426</p> <p>SE 2: 78, 83, 142, 174, 248, 488, 522</p> <p>TE 1: 25e–25f, 37d–37e, 48–49, 49a, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87, 165e–165f, 175d–175e, 186–187, 187a, WP•2–WP•3, WP•4, WP•5</p> <p>TE 2: 247d–247e, 258–259, 259a, SG•48, 360–361, 361a, 363b</p> <p>TE 3: 375e–375f, 387b, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 417d–417e, 426–427, 427a, 427b–427c</p> <p>TE 4: 59e–59f, 69d–69e, 78–79, 79a, 82–83, 83a, 85d–85e, 85p–85q, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c, 149d–149e, 155e–155f, 174–175, 175a</p> <p>TE 5: 227e–227f, 237d–237e, 248–249, 249a, 253d, 271d–271e</p> <p>TE 6: 411d–411e, 465e–465f, 477d–477e, 488–489, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e</p>								
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<p>Writing to Sources: Unit 1: 6-7, 10-11, 12-13, 16-17, 18-19, 22-23, 26-27, 30-33, 34-35 Unit 4: 102-103, 104-105, 106-107, 110-111, 114-115, 116-117, 118-119, 120-121, 122-123, 126-129</p> <ul style="list-style-type: none"> use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <p>SE 1: 80, 186, 258, 328, 396, 426 SE 2: 78, 108, 488, 522</p> <p>TE 1: 49b-49c, 80-81, 81a, 153b-153c, 159d-159e, 186-187, 187a, WP•6, WP•7 TE 2: 258-259, 259a, 265d-265e, SG•48, 305e-305f, 328-329, 329a TE 3: 375e-375f, 387d-387e, 396-397, 397a, 397b-397c, 403d-403e, 403p-403q, 409e-409f, 426-427, 427b-427c TE 4: 78-79, 79a, 79b-79c, 149d-149e TE 5: 237d-237e, 248-249, 249a, 271e, 283b-283c TE 6: 465e-465f, 488-489, 489a, 489b-489c, 493d-493e, 522-523, 523a, 523b-523c, 531d-531e</p> <p>Writing to Sources: Unit 1: 6-7, 8-9, 10-11, 14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 30-33 Unit 4: 102-103, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 126-128, 130-131</p>								
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<ul style="list-style-type: none"> use transitional words and phrases to signal event order. <p>SE 2: 174</p> <p>TE 2: 247d–247e TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q TE 4: 60a–60b, 85d–85e, 131d–131e, 143b–143c, 155e–155f, 167d–167e, 174–175, 175b–175c TE 5: 227e–227f</p> <p>Writing to Sources: Unit 1: 6-7, 18-19, 26-27, 30-33, 34-35 Unit 4: 102-103, 110-111, 114-115, 122-123, 126-129, 130-131</p> <p>WV 21st Century Writing Projects (online): Audio Narrative</p> <ul style="list-style-type: none"> provide a sense of closure. (CCSS W.3.3) <p>SE 1: 80, 87, 258 SE 2: 78, 522 TE 1: 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87 TE 2: 258–259, 259a TE 3: 417d–417e TE 4: 53d, 69d–69e, 78–79, 82–83, 83a TE 6: 531p–531q</p> <p>Writing to Sources: Unit 1: 14-15, 26-27, 30-33 Unit 4: 122-123, 126-129</p>								
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Production and Distribution of Writing

SE 2: 422

TE 1: 37d–37e, 49a, 55p–55q, SG•2, SG•6, SG•7, 80–81, 81a, 95e–95f, 105d–105e, 114–115, 115a, 116–117, 117a, 117b–117c, 150–151, 151a, SG•54, SG•63, 175d–175e, 184–185, 185a, 186–187, 187a, SG•70, SG•75, SG•80

TE 2: 224–225, 225a, 231d–231e, 247d–247e, 281d–281e, 317d–317e, 326–327, 328–329, 329a, 329b–329c, 356–357, 357a, 363d–363e, 363p–363q

TE 3: 426–427, 427a, 451d–451e, 495b–495c, 537b, SG•70, SG•75, SG•80, WP•4, WP•5

TE 4: 35d–35e, 53b, SG•14, SG•15, 121e–121f, 131d–131e, 140–141, 141a, 142–143, 143a, 143b, 149d–149e, 174–175, 175a

TE 5: 205d–205e, 259e–259f, 271d–271e, 282–283, 283a, 287b, 303d–303e, 313b–313c, 319d–319e, 339d–339e, SG•54, SG•59, SG•64

TE 6: 388–389, 389a, 411d–411e, 422–423, 423a, 423b–423c, SG•21, SG•22, SG•27, SG•32, 477d–477e, 486–487, 487a, 489b–489c, 520–521, 521a, 531b, 531d–531e, 531p–531q, SG•69

Writing to Sources:

Unit 1: 6-7, 8-9, 12-13, 16-17, 18-19, 20-21, 24-25, 26-27, 28-29, 30-33, 34-35

Unit 2: 40-41, 42-43, 44-45, 48-49, 50-51, 52-53, 56-67, 58-59, 62-65, 66-67

Unit 3: 72-73, 76-77, 78-79, 80-81, 82-83, 84-85, 88-89, 94-97, 98-99

25. 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 objectives in text types and purposes.) **(CCSS W.3.4)**

<p>Unit 4: 102-103, 104-105, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 126-129, 130-131</p> <p>Unit 5: 136-137, 140-141, 144-145, 148-149, 152-153, 158-161, 162-163</p> <p>Unit 6: 166-167, 168-169, 170-171, 172-173, 176-177, 180-181, 184-185, 190-193, 194-195</p>								
<p>SE 1: 224</p> <p>TE 1: 25b, 25e–25f, 37d–37e, 47d, 55b, 55d–55e, 55p–55q, 79d, 89d–89e, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 117b–117c, 121d–121e, 121p–121q, 159d–159e, 159p–159q, 165e–165f, 185d, 193p–193q, SG•79, WP•6, WP•7, WP•8, WP•9</p> <p>TE 2: 205e–205f, 215d–215e, 223d, 224–225, 225a, 231p–231q, SG•12, 247d–247e, 257d, 259b–259c, 265d–265e, 265p–265q, 299d–299e, 299p–299q, 333d–333e, 333p–333q, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p> <p>TE 3: 375e–375f, 437d–437e, 437p–437q, 461b–461c, 467d–467e, 467p–467q, 501d–501e, 517d–517e, 537p–537q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p> <p>TE 4: 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, 85p–85q, 115d–115e, 149e, 149p–149q, 175b–175c, 183p–183q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 5: 213d, 221d–221e, 221p–221q, 247d, 253p–253q, 281d, 282–283, 283a, 287d–287e, 287p–287q, SG•38, SG•48, 303d–303e, 319d–319e, 319p–319q, 359d–359e, 359p–359q, WP•2–WP•3, WP•6, WP•7, WP•8,</p>	<p>26. 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 objectives up to and including grade 3). (CCSS W.3.5)</p>							

<p>WP•9 TE 6: 393d–393e, 393p–393q, 429d–429e, 429p–429q, 459d–459e, 459p–459q, SG•39, SG•43, SG•48, 487d, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 523b–523c, 531b, 531p–531q, WP•3, WP•7, WP•8</p> <p>Writing to Sources: Unit 1: 30-33 Unit 2: 62-65 Unit 3: 94-97 Unit 4: 126-129 Unit 5: 158-161 Unit 6: 190-193</p>								
<p>SE 1: 260</p> <p>TE 1: 55b, 71b, SG•30, SG•31, 121b, SG•46, SG•47, 159b, SG•61, SG•63, 185c, 185d, 193b, WP•6, WP•7, WP•8, WP•9, WP•10 TE 2: 231b, 260g–260h, 265b, 299b, WP•9, WP•10 TE 3: 403p–403q, 532g–532h, 534–535, 535a, WP•8, WP•9, WP•10 TE 4: 53b, SG•15, 144g–144h, 149b, WP•10 TE 5: 253b, 287b, 319b, 319p–319q, WP•9, WP•10 TE 6: 393b, 429b, 459b, 531b, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34-35 Unit 2: 66-67 Unit 3: 98-99 Unit 4: 130-131 Unit 5: 162-163 Unit 6: 194-195</p>	<p>27. 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. (CCSS W.3.6)</p>							

Research to Build and Present Knowledge

SE 1: 55, 231

TE 1: 55a, SG•12, SG•13, SG•14, SG•15, SG•16, 71b, 95b, SG•44, SG•45, SG•46, SG•47, 127b, 139b, 151d, 159b, 159n, 175b, 191a, SG•78, SG•79

TE 2: 205b, 215b, 230–231, 231a, SG•14, 237b, 247b, 257d, SG•30, SG•31, 271b, SG•44, 305b, SG•62, 339b, 349b, 355d, SG•76

TE 3: 375b, 387b, 417b, 443b, 451b, 459c, 473b, 493c, 496g–496h, 499a, SG•60, SG•61, 507b, 517b

TE 4: 25b, 35b, 43d, 53b, SG•12, SG•14, 91b, 121b, 131b, 141d, 149n, SG•62, SG•63, 155b, SG•70, SG•71, SG•75, SG•80

TE 5: 195b, 205b, SG•6, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 227b, 237b, 247d, SG•28, SG•29, SG•30, SG•31, 259b, 271b, 281d, 287b, SG•44, SG•45, SG•46, SG•47, 293b, 303b, 311d, SG•60, SG•61, 325b, SG•70, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80

TE 6: 371b, 387d, SG•12, 399b, 421d, SG•29, 435b, 453d, SG•44, SG•45, SG•46, SG•47, 465b, 477b, 487d, SG•60, SG•61, 499b, 511b, SG•71, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3

Writing to Sources:

Unit 1: 20–21, 226–227

Unit 2: 40–41,

Unit 3: 72–73, 88–89

Unit 4: 104–105, 112, 113, 116–117

Unit 6: 168–169, 176–177, 238–239

28. conduct short research projects that build knowledge about a topic. **(CCSS W.3.7)**

<p>SE 1: 46, 78, 114, 150, 184, 222, 256, 290, 326, 354, 394, 424, 458, 492, 528</p> <p>SE 2: 42, 76, 106, 172, 212, 246, 280, 310, 350, 386, 388, 420, 452, 486, 520</p> <p>TE 1: 37b, 46–47, 55b, SG•13, 78–79, 89b, 105b, 114–115, 115d, 121b, SG•38, SG•43, SG•45, 127e–127f, 139b, 139d–139e, 150–151, 151d, 159b, 165b, 175b, 185d, 193b, WP•4, WP•5</p> <p>TE 2: 215b, 222–223, SG•13, SG•15, 247b, 255–256, 281b, 290–291, 291c, 291d, 299b, SG•45, 317b, 326–327, 327d, 333b, SG•62, SG•63, 349b, 349d–349e, 354–355, 355c, 355d, 363b, SG•78</p> <p>TE 3: 387b, 394–395, 395a, 403b, 417b, 424–425, 425a, 425d, 437b, SG•28, SG•29, SG•30, SG•31, 443b, 458–459, 459a, 459c, 459d, 467b, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 485b, 485d–485e, 492–493, 493a, 493c, 493d, 517b, 517d–517e, 528–529, 529d</p> <p>TE 4: 25e–25f, 35b, 35d–35e, 42–43, 43d, 53b, 69b, 76–77, 77d, 85b, 107c, 107d, 115b, 121b, 131b, 131d–131e, 141d, 149b, SG•62, 167b, 172–173, 173a, 173d, 183b</p> <p>TE 5: 205b, 212–213, 213a, 227b, 227e–227f, 237b, 246–247, 247a, SG•22, SG•23, SG•26, SG•27, SG•32, 271b, 287b, SG•39, SG•47, 303b, 310–311, 311c, 311d, SG•61, SG•62, 351c, 351d</p> <p>TE 6: 371e–371f, 381b, 381d–381e, 386–387, 387d, 388–389, 389a, 389b–389c, 393d–393e, SG•12, SG•16, 411b, 420–421, 421d, 445b,</p>	<p>29. recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS W.3.8)</p>							
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<p>452–453, 453a, 453d, 477b, 486–487, 487d, 520–521, 521a, 521c, 521d, 531b, WP•2–WP•3, WP•4, WP•5</p> <p>Writing to Sources: Unit 1: 26-27, 28-29, 226-227 Unit 3: 92-93 Unit 4: 124-125 Unit 5: 154-155, 156-157 Unit 6: 238-239</p>								
<p>Range of Writing</p>								
<p>SE 1: 48, 80</p> <p>TE 1: 25b, 25e–25f, 47d, 48–49, 49a, 53a, 55d–55e, 55p–55q, SG•6, SG•7, SG•12, SG•13, SG•16, 61b, 61e–61f, 78–79, 79a, 80–81, 81a, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 121b, 121p–121q, 159n, 159p–159q, SG•54, 165b, 175d–175e, 187b–187c, 193d–193e, 193p–193q</p> <p>TE 2: 222–223, 223a, 237e–237f, 247d–247e, 256–257, 259b–259c, 265d–265e, 265p–265q, SG•30, 299b, 299p–299q, SG•37, 326–327, 328–329, 329a, 329b–329c, 333b, 333p–333q, 339e–339f, 356–357, 363p–363q, 367a, SG•79, UR•25, UR•35, UR•45, UR•55</p> <p>TE 3: 375b, 375e–375f, 403p–403q, 507e–507f, 517d–517e, 537b, 541a</p> <p>TE 4: 42–43, 43a, 44–45, 45a, 45b–45c, 53d–53e, SG•6, SG•7, SG•14, SG•15, 140–141, 141a, 142–143, 143a, SG•59, 172–173, 173a, 183p–183q</p> <p>TE 5: 195e–195f, 205d–205e, 219a, SG•5, SG•10, SG•11, 227b, 227e–227f, 248–249, 249a, 253b, 253d–</p>	<p>30. 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. (CCSS W.3.10)</p>							

253e, 253p–253q, SG•26, SG•27,
271d–271e, 283b–283c, 285a, 287b,
287d–287e, SG•38, SG•48, 310–311,
311a, 311d, 313b–313c, 319b, 319p–
319q, SG•54, SG•59, 359p–359q,
UR•15, UR•25, UR•35, UR•45,
UR•55

TE 6: 393b, 393d–393e, SG•11,
421d, 422–423, 423a, 423b–423c,
429b, 429p–429q, 459p–459q, 493p–
493q, 511d–511e, 520–521, 521a,
523b–523c, 531b, 531d–531e, 531p–
531q, SG•69, SG•75, UR•35

Writing to Sources:

Unit 1: 30-33

Unit 2: 62-65

Unit 3: 94-97

Unit 4: 126-129

Unit 5: 158-161

Unit 6: 190-193

SPEAKING AND LISTENING

Comprehension and Collaboration

31. 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.

SE 1: 20, 55, 159, 299, 404

SE 2: 183

TE 1: 20–21, 21a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, 54–55, SG•2, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•15, SG•16, 62a–62b, 82a–82b, 89a, SG•18, SG•22, SG•23, SG•28, SG•32, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 118g–118h, SG•34, SG•38, SG•39, SG•44, SG•48, 128a–128b, 140a–140b, 154a–154b, 158–159, 159a, 166a–166b, 176a–176b, 188a–188b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47

TE 2: 205a, 206a–206b, 216a–216b, 226a–226b, SG•2, SG•3, SG•6, SG•7, SG•11, SG•12, SG•14, SG•16, 238a–238b, 248a–248b, 257d, 260a–260b, SG•18, SG•22, SG•23, SG•27, SG•28, SG•32, 272a–272b, 282a–282b, 294a–294b, 298–299, 299a, SG•38, SG•39, SG•43, SG•44, SG•46, 306a–306b, 318a–318b, 330a–330b, 333a, 333n, SG•64, 340a–340b, 350a–350b, 358a–358b, 358g–358h, UR•6–UR•7, UR•16–

31. 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.

- 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.
- 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).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in light of the discussion.
(CCSS SL.3.1)

<p>UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 3: 371a–371b, 376a–376b, 388c–388d, 398a–398b, SG•6, SG•7, SG•10, SG•11, SG•16, 404–405, 439a–439b, 444a–444b, 496a–496b, 503a–503b, 508a–508b, 518a–518b, 532a–532b, SG•66, SG•71, SG•76, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p>TE 4: 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, SG•2, SG•3, SG•15, 80a–80b, 117a–117b, 121a–121b, 122a–122b, 132a–132b, 144a–144b, SG•59, 151a–151b, 156a–156b, 168a–168b, 176a–176b, 182–183, 183h, SG•66, SG•67, SG•71, SG•76, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 5: 195a, 196a–196b, 206a–206b, 216a–216b, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259b, 260a–260b, 272a–272b, 284a–284b, SG•38, SG•39, 289a–289b, 293a, 294a–294b, 304a–304b, 314a–314b, 321a–321b, 326a–326b, 340a–340b, 354a–354b, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 6: 371a, 372a–372b, 382a–382b, 390a–390b, SG•2, SG•6, SG•7, SG•12, SG•13, 395a–395b, 399a–399b, 400a–400b, 412a–412b, 424a–424b, 431a–431b, 435a–435b, 436a–436b, 446a–446b, 456a–456b, 456g–456h, 461a–461b, 465a, 466a–466b, 478a–478b, 490a–490b, 495a–495b, 500a–500b, 512a–512b, 524a–524b, 531n, SG•70, SG•71, SG•75, UR•6–</p>								
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<p>UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>Writing to Sources: Unit 1: 26-27, 30-33 Unit 2: 58-59, 62-65 Unit 3: 90-91, 94-97 Unit 4: 122-123, 126-129 Unit 5: 154-155, 158-161 Unit 6: 186-187, 190-193</p> <ul style="list-style-type: none"> • 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. <p>SE 1: 55, 89, 159, 193, 231, 299, 363, 437, 501, 537 SE 2: 53, 115, 183, 287, 319, 359, 393, 459, 531</p> <p>TE 1: 54–55, 88–89, 89n, SG•32, 158–159, 159n, 192–193, 193a, 193n TE 2: 230–231, 265n, 272a–272b, 298–299, 299a, 299n, 333a, 333n, SG•64, 340a–340b, 350a–350b, 362–363, 363a TE 3: 403a, 403n, 410a–410b, 418a–418b, 428a–428b, 436–437, 437n, 452a–452b, 462a–462b, 467n, 500–501, 501n, 508a–508b, 536–537, 537n TE 4: 52–53, 53a, 53n, 55a–55b, 60a–60b, 85n, 89a–89b, 114–115, 115a, 115n, 132a–132b, 144a–144b, 182–183, 183a, SG•80 TE 5: 286–287, 287n, 318–319, SG•64, 358–359 TE 6: 392–393, 393n, 424a–424b,</p>								
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<p>424e–424f, 429n, 458–459, 459n, 530–531, 531n</p> <ul style="list-style-type: none"> 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). <p>SE 1: 89, 159, 193, 231, 265, 299, 363, 437, 501, 537</p> <p>SE 2: 53, 85, 115, 149, 183, 221, 286, 319, 359, 393, 429, 459, 493, 531</p> <p>TE 1: 55a, 89a, 89n, 121n, 159a, SG•64, 193n, SG•66, SG•75, SG•76, SG•80</p> <p>TE 2: 206a, 230–231a, 265n, 299a, 299n, 333n, SG•64, 363n</p> <p>TE 3: 436–437, 437a, 437n, 474a–474b, 500–501, 536–537a, 537n</p> <p>TE 4: 52–53, 53a, 53n, 84–85, 114–115, 115a, SG•48, 148–149a, 149n, 182–183a, 183n</p> <p>TE 5: 196a–196b, 220–221, 253n, SG•32, 286–287, 287a, 287n, SG•48, 318–319a, 319n, SG•64, 358–359</p> <p>TE 6: 392–393a, 393n, 428–429, 429a, 429n, 458–459, 459n, 492–493a, 493n, 530–531, 531n</p> <p>Writing to Sources:</p> <p>Unit 1: 34-35</p> <p>Unit 2: 66-67</p> <p>Unit 3: 98-99</p> <p>Unit 4: 130-131</p> <p>Unit 5: 162-163</p> <p>Unit 6: 194-195</p>								
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- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SE 1: 20, 90, 200, 299, 333, 370, 404, 468, 502

SE 2: 20, 54, 86, 116, 149, 150, 190, 222, 254, 288, 320, 366, 394, 429, 430, 458, 460, 494

TE 1: 20–21, 55n, 62a–62b, 72a–72b, 89n, 90–91, SG•59, 176a–176b, 193n, SG•76

TE 2: 200–201, 265n, 282a–282b, 294a–294b, 298–299, SG•34, SG•48, 332–333, 333n, SG•64, 358a–358b, SG•70

TE 3: 370–371, 388a–388b, 398a–398b, 402–403, 403a, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, SG•28, SG•29, 404–405, 452a–452b, 462a–462b, SG•34, SG•35, SG•39, 469a, 486a–486b, 496a–496b, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, 502–503, 518a–518b, SG•71

TE 4: 20–21, 46a–46b, 54–55, 55a–55b, 70a–70b, 80a–80b, 87a–87b, 100a–100b, 110a–110b, 116–117, 118a, 118–119, 121a–121b, 122a–122b, 132a–132b, 132–133, 144a–144b, 150–151, 182–183, 183a

TE 5: 190–191, 196a–196b, 222–223, 253n, 254–255, 255a–255b, 260a–260b, 288–289, 320–321, 340b

TE 6: 366–367, 367a–367b, 372a–372b, 382a–382b, 394–395, 428–429, 430–431, 458–459, 459a, 459n, 460–461, 494–495, 495a–495b, 531n, UR•12–UR•13

<p>Writing to Sources: Unit 1: 34-35 Unit 2: 66-67 Unit 3: 98-99 Unit 4: 130-131 Unit 5: 162-163 Unit 6: 194-195</p> <ul style="list-style-type: none"> explain their own ideas and understanding in light of the discussion. (CCSS SL.3.1) <p>SE 1: 160, 266, 334, 438, 458</p> <p>TE 1: 160–161, 176a–176b TE 2: 266–267, 272a–272b, 282a–282b, 294a–294b, 299a, SG•43, 306a–306b, 318a–318b, 333n, 334–335, 340a–340b, 350a–350b, 358a–358b, SG•75 TE 3: 395d–395e, 438–439 TE 4: 117a–117b, 121a–121b, 122a–122b, SG•54, SG•55, SG•59 TE 5: 227a, 250a–250b, 260a–260b, 294a–294b, 340a–340b TE 6: 459a, 459n, UR•19</p>								
<p>SE 1: 363, 403, 467, 537 SE 2: 221, 493</p> <p>TE 2: 362–363, 363a TE 3: 371a, 402–403, 403a, 405a, 439a, 503a TE 4: 24a, 24–25, 115a TE 6: 395a, 431a, 461a, 492–493, 495a</p>	<p>32. 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. (CCSS SL.3.2)</p>							

<p>SE 1: 89, 159, 193, 232, 265, 300, 458, 501, 537</p> <p>SE 2: 53, 85, 115, 149, 183, 287, 319, 359 393, 429, 459</p> <p>TE 1: 55n, 88–89, 158–159, 159a, 159n, 192–193, 193a, 193n</p> <p>TE 2: 231a, 232–233, 264–265, 299n, 300–301, 333a, 333n</p> <p>TE 3: 403n–403o, 437n, 467n, 501n, 536–537</p> <p>TE 4: 52–53, 53a, 53n, 84–85, 85n, 89a–89b, 114–115, 115a, 115n, 149n, 182–183</p> <p>TE 5: 253n, 255a–255b, 286–287, 287n</p> <p>TE 6: 392–393, 428–429, 429n, 458–459, 459a, 459n, SG•48, 531n, SG•75, SG•80</p> <p>Writing to Sources: Unit 1: 34-35 Unit 2: 66-67 Unit 3: 98-99 Unit 4: 130-131 Unit 5: 162-163 Unit 6: 194-195</p>	<p>33. ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS SL.3.3)</p>							
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Presentation of Knowledge and Ideas

SE 1: 54, 89, 120, 158, 192, 230, 264, 299, 362, 402, 437, 467, 500, 536

SE 2: 52, 84, 148, 183, 221, 252, 286, 318, 358, 392, 428, 459, 492, 521, 530

TE 1: 54–55, 55a, 55n, 79a, 88–89, 89n, 115a, 120–121, 121a, 121n, SG•48, 158–159, 159a, 159n, 192–193, 193a, 193n, SG•67, SG•70, SG•71, SG•75, SG•80

TE 2: 230–231, 231a, 231n, SG•16, 257a, 264–265, 265a, 265n, SG•32, 282e–282f, 291a, 198, 298–299, 299a, 299n, SG•48, 333n, SG•64, 350e–350f, 355a, 362–363, 363a, 363n, 363q, SG•80

TE 3: 388e–388f, 395a, 402–403, 403a, 403n–403o, SG•16, 407a–407b, 425a, 428g–428h, 436–437, 437j, 437n, SG•32, 452e–452f, 467n, SG•48, 500–501, 501a, 501n, SG•64, 518e–518f, 528–529, 529a, 536–537, 537a, 537n, SG•80

TE 4: 52–53, 53a, 53n, SG•16, 55a–55b, 84–85, 85a, SG•32, 89a–89b, 115n, 140–141, 141a, 149a, 149n, SG•64, 173a, 182–183, 183n

TE 5: 221n, SG•16, 238e–238f, 246–247, 247a, 252–253, 253a, 253n, SG•18, SG•22, SG•23, SG•28, SG•29, SG•32, 281a, 286–287, 287a, 287n, SG•41, SG•48, 304e–304f, 311a, 319a, 319n, SG•64, –, 359a, 359n, SG•80

TE 6: 387a, 392–393, 393a, 393n, SG•16, 412e–412f, 420–421, 421a, 428–429, 429a, 429n, SG•32, 446e–446f, 458–459, 459n, SG•48, 478e–

34. 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. **(CCSS SL.3.4)**

<p>478f, 486–487, 487a, 492–493, 493a, 493n, SG•64, 520–521, 521a, 530–531, 531a, 531n, SG•80, UR•9</p> <p>Writing to Sources: Unit 1: 34-35, 226-227 Unit 3: 98-99 Unit 4: 130-131 Unit 5: 162-163 Unit 6: 238-239</p>								
<p>SE 2: 52</p> <p>TE 3: 373b, 407b, 441b, 471b, 505b TE 4: 53q, 85a, 85q TE 6: 369b, 397b, 433b, 463b, 497b</p>	<p>35. 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. (CCSS SL.3.5)</p>							
<p>SE 1: 55, 89, 193, 265, 299, 363, 403, 466, 501 SE 2: 53, 114, 183, 221, 287, 359</p> <p>TE 1: 54–55, 55a, 55n, 88–89, 159a, 192–193, 193a TE 2: 264–265, 265a, 298–299, 299a, SG•51, SG•53, SG•55, SG•58, SG•61, 362–363 TE 3: 402–403, 466–467, 467a, 500–501 TE 4: 52–53, 55a–55b, 59c, 60a–60b, 114–115, 115a, 149n, 182–183 TE 6: 530–531, 531a, 531n</p>	<p>36. speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS SL.3.6)</p>							

LANGUAGE

Conventions of Standard English

37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

SE 1: 48-49, 80-81, 152-153, 328-329, 460-461

SE 2: 44-45, 142-143, 174-175, 352-353, 422-423

TE 1: 25d, 37c, 48–49, 55p–55q, SG•6, SG•11, SG•13, SG•16, 61d, 71c, 71e, 79e, 80–81, 81a, 81b–81c, 89c, 89o, SG•29, 127d, 139c, 151a, 152–153, 153a, 159c, SG•59, SG•70, SG•75, SG•80, UR•15, UR•25, UR•45

TE 2: 231p–231q, SG•6, SG•16, 237d, SG•32, 328–329, 329a, 329c, SG•70, SG•74, SG•77, SG•80

TE 3: SG•7, SG•10, SG•11, 451d–451e, 460–461, 461a, 461b–461c, 467c, 467d, 501b–501c, UR•14–UR•15

TE 4: 25c–25d, 35c, 44–45, 45a, 53c, SG•12, SG•13, SG•14, SG•15, 108–109, 109a, 121d, 131c, 141e, 142–143, 143a, 149c, 149o, 149p–149q, 155d, 167c, 173e, 174–175, 175a, 183c, 183d–183e, 183o, 183p–183q, SG•69, SG•75, SG•79, UR•15, UR•55, WP•8–WP•9

TE 5: 221p–221q, 237d–237e, 249b–249c, 253d–253e, 287p–287q, SG•38, SG•48, 319p–319q, 352–353, 359p–359q

TE 6: 393p–393q, 399d, 422–423,

37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- 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. **(CCSS L.3.1)**

423a, 429p–429q, 459p–459q, 493p–493q, SG•64

Writing to Sources:

Unit 1: 6-7, 10-11, 14-15, 18-19, 22-23, 30-33, 34-35

Unit 2: 38-39, 42-43, 46-47, 50-51, 54-55, 66-67

Unit 3: 70-71, 74-75, 78-79, 82-83, 86-87, 94-97, 98-99

Unit 4: 102-103, 106-107, 110-111, 114-115, 118-119, 126-129, 130-131

Unit 5: 134-135, 138-139, 142-143, 146-147, 150-151, 158-161, 162-163

Unit 6: 166-167, 170-171, 174-175, 178-179, 182-183, 190-193, 194-195

- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

SE 1: 224-225, 258-259, 292-293, 396-397, 494-495, 530-531

SE 2: 44-45, 78-79, 108-109, 214-215, 248-249, 282-283

TE 2: 205d, 223e, 224–225, 231c, 231o, SG•6, SG•11, SG•16, 237d, 247c, 257e, 258–259, 265c, 265o, 265p–265q, SG•22, UR•15

TE 3: 375d, 387c, 395e, 396–397, 397b–397c, 403c, 403h–403i, 403o, 403p, SG•10, SG•11, 409d, 417c, 425e, 437c, 437o, SG•22, 501p, 507d, 537c, UR•15, UR•25, UR•55

TE 4: 25d, 35c, 43e, 44–45, 45a, 53c, 53o, SG•6, SG•11, SG•16, 59d, 69c, 77e, 78–79, 79a, 85c, 85o, 85p–85q, 91d, 99c, 107e, 108–109, 109a, 109b–109c, 115c, 115o, 115p–115q, SG•43, 183d–183e, UR•15, UR•25, UR•35

<p>TE 5: 195d, 205c, 213e, 214–215, 221c, 221o, SG•4, 227d, 248–249, 249b–249c, 253p, 259d, 271c, 281e, 282–283, 287c, 287o, 287p, SG•38, SG•43, SG•48, UR•15, UR•35</p> <p>TE 6: 372d</p> <ul style="list-style-type: none"> form and use regular and irregular plural nouns. <p>SE 1: 58, 258-259, 292-293</p> <p>SE 2: 22</p> <p>TE 1: 58a, 58–59, 59a–59b, 62c, 72c, 89i</p> <p>TE 2: 237d, 247c, 257e, 265c, 265o, SG•27, 271d, 281c, 291e, 292–293, 293b–293c, 299c, 299o, 299p, SG•38, SG•48, 339d, 349c, 355e, UR•25, UR•35</p> <p>TE 3: 493e</p> <p>TE 4: 22a, 22–23, 23a–23b, 25c–25d, 36c–36d, 53i, 53o, 58a, 58–59, 183d–183e, UR•15</p> <ul style="list-style-type: none"> use abstract nouns (e.g., childhood). <p>TE 2: 205d, 215c, 223e, 231o, 247c, 257e, 265c, 265o</p> <p>TE 4: 108–109, 109a</p> <ul style="list-style-type: none"> form and use regular and irregular verbs. <p>SE 1: 426-427, 530-531</p> <p>TE 3: 375d, 387c, 395e, 403o, 426–427, 507d, 517c, 529e, 530–531, 531a, 537c, 537o, SG•70, UR•55</p>								
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<ul style="list-style-type: none"> form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. <p>SE 1: 396-397, 426-427, 494-495, 530-531 SE 2: 248-249</p> <p>TE 3: 375d, 387c, 396-397, 403h-403i, 403o, 403p, 409d, 417c, 425e, 426-427, 437c, SG•22, SG•32, 473d, 485c, 493e, 494-495, 501c, 501o, 501p, 530-531, SG•54, SG•59, SG•64, UR•25, UR•45 TE 5: 248-249, 253e</p> <ul style="list-style-type: none"> ensure subject-verb and pronoun-antecedent agreement. <p>SE 1: 48-49, 152-153, 186-187, 460-461 SE 2: 44-45, 78-79, 108-109</p> <p>TE 1: 48-49, 121p-121q, 139c, 152-153, 159o, 165d, 186-187 TE 3: 443d, 451c, 459e, 460-461, 467c, 467o, 467p, SG•38, SG•43, SG•48, UR•35 TE 4: 25d, 35c, 53c, 59d, 69c, 77e, 78-79, 79a, SG•27, 107e, UR•25</p> <p>WV 21st Century Writing Projects (online): Audio Narrative</p> <ul style="list-style-type: none"> form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <p>SE 2: 248-249, 312-313</p> <p>TE 5: 227d, 237c, 247e, 248-249, 253c, 253o, 253p, SG•22, SG•27, SG•32, 293d, 303c, 311e, 312-313,</p>								
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<p>313a, 319c, 319o, 319p, SG•54, SG•59, SG•64, UR•25, UR•45, WP•6, WP•7</p> <ul style="list-style-type: none"> use coordinating and subordinating conjunctions. <p>SE 2: 44-45, 352-353, 454-455</p> <p>TE 3: WP•7, WP•8, WP•9</p> <p>TE 4: 44-45, 53d, 85d-85e, 108-109, 109a, 109b-109c, 115d-115e</p> <p>TE 5: 325d, 326a, 339c, 351e, 352-353, 359c, 359o, 359p, SG•70, SG•75, SG•80, UR•55</p> <p>TE 6: 435d, 445c, 453e, 454-455, 459c, 459d, 459o, SG•38, SG•43, SG•48, UR•35, WP•7</p> <ul style="list-style-type: none"> produce simple, compound, and complex sentences. (CCSS L.3.1) <p>SE 1: 48-49, 80-81, 116-117, 152-153, 186-187</p> <p>SE 2: 78, 454-455</p> <p>TE 1: 25d, 37c, 47e, 48-49, 55c, 55o, SG•11, 61d, 71c, 79e, 80-81, 81a, 81b-81c, 89c, 89o, SG•21, SG•27, SG•29, SG•31, 95d, 105c, 115e, 116-117, 117a, 121c, 121o, SG•38, SG•42, SG•43, SG•48, 127d, 139c, 151e, 152-153, 153a, 159c, 159o, SG•53, SG•54, SG•59, SG•63, SG•64, 165d, 175c, 185e, 186-187, 193c, 193d-193e, 193o, SG•69, SG•70, SG•75, SG•77, SG•79, SG•80, UR•15, UR•25, UR•45, UR•55</p> <p>TE 2: 333d-333e, SG•53</p> <p>TE 3: 395d, 485d-485e, 495a, 495b-495c, 501d-501e, 537p-537q, WP•6, WP•7, WP•8, WP•9</p>								
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<p>TE 4: SG•10, 78–79, 79a, 85d–85e, 99d–99e, 106–107, 108–109, 109a, 109b–109c, 115d–115e, SG•37, SG•42, SG•45</p> <p>TE 5: 319d–319e, 353a</p> <p>TE 6: 435d, 445c, 453e, 454–455, 459c, 459d–459e, 459o, SG•38, SG•39, SG•43, SG•48, UR•35, UR•45, WP•7</p>								
<p>38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>SE 1: 116–117, 186–187</p> <p>SE 2: 143, 312–313, 352–353, 422–423, 488–489, 522–523</p> <p>TE 1: 55p–55q, 89p–89q, 95d, 105c, 115e, 116–117, 117a, 121c, 121o, SG•42, SG•48, 127d, 153a, 153b–153c, 159p–159q, 186–187, 193c, 193d–193e, 193p–193q, UR•34–UR•35</p> <p>TE 2: 205d, 225a, 231o, 231p–231q, 237d, 265p–265q, 271c, 299p–299q, 333p–333q, 339d, 363p–363q</p> <p>TE 3: SG•16, 428c, 437p–437q, SG•32, 459e, 461b–461c, 467p–467q, SG•48, 501p–501q, SG•64</p> <p>TE 4: 25d, 53p–53q, 59d, 69c, 69d–69e, 78–79, 79a, 79b–79c, 85d–85e, 85o, 85p–85q, SG•20, SG•21, SG•26, SG•27, 115p–115q, 121c, 141e, 142–143, 149c, 149p–149q, 155c, WP•8–WP•9</p> <p>TE 5: 221p–221q, 287p–287q, 312–313a, 319p–319q, 352–353, 353a, 259d, 312–313, 359p–359q, WP•10</p>	<p>38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • capitalize appropriate words in titles. • use commas in addresses. • use commas and quotation marks in dialogue. • form and use possessives. • use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). • use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS L.3.2) 							

<p>TE 6: 371d, 381c, 387e, 388–389a, 389b–389c, 393c, 393o, 393p–393q, SG•11, SG•16, 399c, 411c, 421e, 422–423a, 429c, 429o, 429p–429q, SG•22, SG•27, SG•32, 459p–459q, 465d, 477c, 487e, 488–489a, 493c, 493o, 493p–493q, 499c, 499d, 521e, 522–523, UR•14, UR•15, UR•24, UR•25, UR•45, UR•55, WP•9</p> <p>Writing to Sources: Unit 1: 34-35 Unit 2: 66-67 Unit 3: 98-99 Unit 4: 130-131 Unit 5: 162-163 Unit 6: 194-195</p> <ul style="list-style-type: none"> capitalize appropriate words in titles. <p>SE 2: 388-389</p> <p>TE 4: 108–109, 109a TE 6: 371d, 371e–371f, 388–389a, 393o, UR•15</p> <p>WV 21st Century Writing Projects (online): Audio Narrative</p> <ul style="list-style-type: none"> use commas in addresses. <p>SE 2: 312-313</p> <p>TE 5: 312–313, 313a TE 6: 465d, 477c, 487e, 493c, 493o, SG•54, SG•59, SG•64</p> <ul style="list-style-type: none"> use commas and quotation marks in dialogue. <p>SE 2: 523</p> <p>TE 2: 306d TE 3: 427b–427c</p>								
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<p>TE 4: 79b–79c, 85p–85q TE 6: 499d, 511c, 521e, 522–523, 523a, 531c, 531o, SG•70, SG•75, SG•80, UR•55</p> <p>WV 21st Century Writing Projects (online): Audio Narrative</p> <ul style="list-style-type: none"> form and use possessives. <p>SE 1: 328–329, 357</p> <p>TE 2: 305d, 317c, 327e, 328–329, 333c, 333o, 333p–333q, SG•54, SG•59, SG•64, 339d, 349c, 355e, 356–357, 363c, 363o, 363p, SG•70, SG•75, SG•80, UR•45, UR•55</p> <ul style="list-style-type: none"> use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <p>SE 1: 92</p> <p>TE 1: 47e, 58a, 58–59, 59a–59b, 61c, 62c, 71c, 72c, 79e, 89i, 89o, 92a, 92–93, 95c, 105c, 115e, 121c, 121o, 154c, 185e, UR•24, UR•34</p> <p>TE 3: 395d, 406a, 410c, 418c–418d, 470a, 470–471, 471a–471b, 473c, 474c, 485c, 486c–486d, 493e, 501c, 501i, 501o, UR•44</p> <p>TE 4: 25c, 35c, 43e, 46c, 53c, 53o, 58a, 58–59, 77e, 107e, 118a, 118–119, 119a–119b, 121c, 131c, 132c, 141e, 144c, 144f, 149c, 149o, 149p–149q, UR•14, UR•44</p> <p>TE 5: 227c, 237c, 284c, 325c, 339c, 351e, 359c, 359o, UR•24, UR•54</p> <p>TE 6: 368a, 368–369, 372c, 435c, 459c, 459o, 465c, 477c, 487e, 493c, 524f, UR•34</p>								
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<ul style="list-style-type: none"> • use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <p>TE 1: 22a, 22–23, 25c, 37c, 47e, 55c, 55i, 55o, 89c, 95c, 124a, 124–125, 127c, 139c, 151e, 154c, 159c, 159o, 162a, 162–163, 165c, 175c, 176c, 185e, 188c, 193c, 193o, UR•14</p> <p>TE 2: 205c, 215c, 223e, 231c, 231o, 234a, 234–235, 237c, 247c, 257e, 260c–260d, 265c, 265o, 271c, 281c, 291e, 294c, 299a, 299c, 299o, 302a, 302–303, 305c, 317c, 327e, 333c, 333o, 339c, 349c, 355e, 363c, 363o, UR•14, UR•24, UR•34, UR•44</p> <p>TE 3: 372a, 372–373, 373a–373b, 375c, 376c, 387c, 388c–388d, 395e, 398c–398d, 403c, 403h–403i, 403o, 406a, 407a–407b, 409c–409d, 417c, 418c–418d, 425e, 428c, 437c, 440a, 443c, 444c, 451c, 452c, 459e, 460–461, 461a, 467c, 467o, 473c, 493e, 496c–496d, 504a, 504–505, 507c, 517c, 518c, 529e, 537c, 537o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>TE 4: 43e, 59c, 69c, 77e, 85c, 85o, 88a, 88–89, 89a–89b, 91c, 92c, 99c, 100c–100d, 100e–100f, 107e, 115c, 115i, 115o, 152a, 152–153, 153a–153b, 155c, 167c, 168c, 173e, 183c, 183o, UR•34, UR•54</p> <p>TE 5: 195c, 205c, 213e, 221c, 221o, 227c, 237c, 253c, 253o, 256a, 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o, UR•14, UR•34, UR•44</p> <p>TE 6: 371c, 381c, 387e, 393c, 393o, 399c, 411c, 421e, 429c, 429o, 435c–</p>								
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<p>435d, 445c, 453e, 459c, 465c, 477c, 487e, 493c, 493o, 499c, 511c, 521e, 531c, 531o, UR•14, UR•24, UR•44, UR•54, WP•9</p> <ul style="list-style-type: none"> consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS L.3.2) <p>TE 2: 223c, 265c, 299a, WP•8 TE 3: 403p, 425c, 437p, 501p, 537p TE 4: 53p–53q, 85c TE 6: 429p, 493p, 531p</p>								
<p>Knowledge of Language</p>								
<p>39. use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SE 2: 142-143, 422-423, 456-457</p> <p>TE 1: 37d–37e, 49a, SG•16, 61d, 116–117, 117a, 117b–117c, 153b–153c, 193p–193q TE 2: 206d, 225b–225c, SG•22, SG•26, SG•27, SG•32, 293b–293c, 294c, 299a, 299d–299e, 362–363, 363a TE 3: 397b–397c, 403d–403e, 437d–437e, 437p–437q, 501d–501e, 528–529a, 530–531a, 536–537a TE 4: 49a, 53p–53q, 115d–115e, 131c, 136–137, 137a, 140–141, 141a, 142–143, 143a, 148–149, 149a, 149d–149e, SG•58, SG•61, SG•62, SG•63, 172–173, 173a, 174–175, 175a, UR•45 TE 5: 214–215, 215a, 221a, 246–247, 247a, 248–249, 249a, 253a, 282–283, 283a, 284–285, 285a, 310–311, 311a,</p>	<p>39. use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> choose words and phrases for effect. recognize and observe differences between the conventions of spoken and written standard English. (CCSS L.3.3) 							

312–313, 313a, 319a

TE 6: 387a, 388–389, 389a, 420–421, 421a, 422–423, 423a, 428–429, 429a, 436c–436d, 454–455, 455a, 455b–455c, 486–487, 487a, 492–493, 493a, 522–523, 523a, 523b–523c, 531i

Writing to Sources:

Unit 1: 6-7, 10-11, 14-15, 18-19, 22-23, 30-33, 34-35

Unit 2: 38-39, 42-43, 46-47, 50-51, 54-55, 66-67

Unit 3: 70-71, 74-75, 78-79, 82-83, 86-87, 94-97, 98-99

Unit 4: 102-103, 106-107, 110-111, 114-115, 118-119, 126-129, 130-131

Unit 5: 134-135, 138-139, 142-143, 146-147, 150-151, 158-161, 162-163

Unit 6: 166-167, 170-171, 174-175, 178-179, 182-183, 190-193, 194-195

- choose words and phrases for effect.

SE 1: 48-49, 224-225, 258-259

SE 2: 248-249, 282-283, 422-423, 454-455, 522-523

TE 1: 37d–37e, 48–49, 49a, 49b–49c, 55d–55e, 117b–117c, 152–153, 153a, 153b–153c, 159d–159e

TE 2: 206d, 215d, 224–225, 225b, 231d–231e, 231i, 258–259, 259b–259c, 272d, 285a, 299i, 340d, 363i, 364–365, 365a, WP•7

TE 3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 437d–437e, 474d, 501i, 508d, 514–515, 515a, 518–519, 519a, 528–529, 531c, 537i, 538–539, 539a, SG•72

TE 4: 122d, 136–137, 137a, 149d, 149i, 183d–183e

TE 5: 196d, 221d–221e, 221i, 237d,

<p>248–249, 249b–249c, 259e, 282–283, 283b–283c, 287d–287e, 319d–319e, UR•49, WP•8</p> <p>TE 6: 372d, 393i, 404–405, 405a, 411d–411e, 422–423, 423a, 423b–423c, 435e–435f, 445d–445e, 454–455, 455a, 455b–455c, 459p, 466d, 493d–493e, 493i, SG•62, 522–523, 523a, 523b–523c</p> <ul style="list-style-type: none"> recognize and observe differences between the conventions of spoken and written standard English. (CCSS L.3.3) <p>TE 1: 89a, 159a</p> <p>TE 4: 53a, 98–99, 99a, 147a, 148–149, 149a</p> <p>TE 5: 252–253, 253a</p>								
Vocabulary Acquisition and Use								
<p>40. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>SE 1: 26-27, 54, 62-63, 88, 96-97, 120, 128-129, 158, 238-239, 264, 272-273, 298, 340-341, 362, 376-377, 402, 410-411, 436, 444-445, 466, 474-475, 500, 508-509, 536</p> <p>SE 2: 26-27, 52, 60-61, 84, 92-93, 114, 122-123, 148, 156-157, 182, 228-229, 252, 260-261, 286, 294-295, 318, 326-327, 358, 400-401, 428, 436-437, 458, 500-501, 530</p>	<p>40. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> use sentence-level context as a clue to the meaning of a word or phrase. determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS L.3.4) 							

TE 1: 21a–21b, 25a, 26e, 36–37, 55a, 55l, 54–55, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•12, SG•13, SG•14, 62e, 70–71, 71a, 88–89, 89a, 89h, SG•18, SG•19, SG•20, 91a–91b, 96e, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•46, 120–121, 123a–123b, 127a, 128e, 159a, 159h, SG•50, SG•51, SG•53, SG•56, SG•57, SG•67, SG•73, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•42–UR•43

TE 2: 201a–201b, 206e, 206–207, 216–217, 217a, 219a, 231a, 231i, 233a–233b, 237a, 238e, 238–239, 246–247, 264–265, 261a, 265a, 265h, SG•28, 267a–267b, 268a–268–269, 269a–269b, 271a, 272d, 272e, 272–273, 282c–282d, 297a, 299a, 299h, SG•34, SG•35, SG•36, SG•40, SG•41, SG•46, 301a–301b, 305a, 306e, 306–307, 330c, 333a, 333h, 335a–335b, 339a, 340e, 340–341, 358–359, 359a, 360–361, 361a, 362–363, 363a, 363h, SG•68, SG•72, SG•76, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33, UR•40, UR•43, UR•50–UR•51, UR•53

TE 3: 375a, 376a–376b, 376e, 376–377, 386–387, 388a–388b, 392–393, 398a–398b, 402–403, 403h–403i, 409a, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 405a, 409a, 410a–410b, 410e, 410–411, 414–415, 418a–418b, 428a–428b, 436–437, 437a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26,

<p>SG•27, SG•28, SG•29, SG•30, SG•31, 439a, 443a, 444a–444b, 444e, 446–447, 447a, 452a–452b, 462a– 462b, 466–467, 467a, 467h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, 469a– 469b, 473a, 474a–474b, 474e, 486a– 486b, 486e–486f, 486–487, 487a, 489a, 496a–496b, 501a, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 507a, 508e, 508–509, SG•66, SG•68, SG•71, SG•73, SG•74, SG•78, UR•6–UR•7, UR•10–UR•11, UR•13, UR•16– UR•17, UR•20, UR•23, UR•27, UR•30–UR•31, UR•32–UR•33, UR•37, UR•40–UR•41, UR•43, UR•47, UR•50–UR•51, UR•53 TE 4: 26e, 26–27, 52–53, 53a, SG•4, SG•7, SG•8, SG•12, 55a–55b, 59a, 60e, 60–61, 68–69, 69a, 70e–70f, 70– 71, 71a, 84–85, 85a, 85h, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•28, SG•29, SG•30, SG•31, 87a–87b, 89a–89b, 91a, 92e, 92–93, 96–97, 97a, 100e–100f, 104– 105, 105a, 110g–110h, 110–111, 111a, 112–113, 113a, 114–115, 115a, 115h, SG•39, SG•44, SG•45, 117a– 117b, 121a–121b, 122a–122b, 122e, 122–123, 149a, 149h, SG•50, SG•51, SG•55, SG•56, SG•61, 151a–151b, 155a, 156e, 156–157, 168–169, 169a, 182–183, 183a, 183h, SG•67, SG•68, SG•71, SG•72, SG•76, SG•78, UR•10–UR•11, UR•13, UR•20– UR•21, UR•23, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53 TE 5: 191a–191b, 195a, 196e, 196–</p>								
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<p>197, 206–207, 207a, 221h, 223a–223b, 227a, 228e, 228–229, 234–235, 235a, 247e, 252–253, 253a, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, SG•32, 255a–255b, 259a, 260e, 266–267, 267a, 269a, 272–273, 284–285, 285a, 287a, 287h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•41, SG•42, SG•45, SG•46, SG•47, 289a–289b, 293a, 294e, 294–295, 300–301, 301a, 318–319, 319a, SG•50, SG•51, SG•52, SG•57, SG•60, SG•62, 321a–321b, 325a, 326e, 326–327, 359a, SG•66, SG•67, SG•68, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> <p>TE 6: 367a–367b, 371a, 372a–372b, SG•2, SG•7, 395a–395b, 399a, 400e, 400–401, 424a–424b, 428–429, 429a, SG•18, SG•20, SG•21, SG•23, 431a, 435a, 436a–436b, 436e, 436–437, 448–449, 449a, 456a–456b, 458–459, 459a, 459h, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, 461a–461b, 465a, SG•50, SG•52, SG•55, SG•57, SG•62, 495a–495b, 499a, 500e, 500–501, 508–509, 509a, 511c, 512c, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•67, SG•68, SG•71, SG•73, SG•74, SG•78, UR•16–UR•17, UR•20–UR•21, UR•26–UR•27, UR•33, UR•46–UR•47</p>								
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<ul style="list-style-type: none"> • use sentence-level context as a clue to the meaning of a word or phrase. <p>SE 1: 26–27, 54, 62–63, 128–129, 158, 206–207, 230, 238–239, 264, 306–307, 332, 340–341, 362, 376–377, 402, 474–475, 500</p> <p>SE 2: 26–27, 52, 92–93, 114, 122–123, 148, 196–197, 220, 228–229, 252, 294–295, 318, 326–327, 358, 400–401, 428, 500–501, 530</p> <p>TE 1: 26e, 38a, 54–55, 55h, SG•14, 61a, 62e, SG•21, SG•23, SG•25, 95a, 128e, 146–147, 147a, 159a, 158–159, 159h, SG•50, SG•51, SG•52, SG•55, SG•62, SG•67, SG•68, SG•77, SG•78, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43</p> <p>TE 2: 205a, 206e, 206–207, 230–231, 238e, 238–239, 246–247, 252–253, 253a, 261a, 265a, 265h, SG•20, SG•25, SG•30, SG•41, SG•46, 306e, 332–333, 333a, 333h, SG•52, 340e, 340–341, 343a, 350–351, 359a, 361a, 362–363, 363a, 363h, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•41, UR•50–UR•51, UR•53</p> <p>TE 3: 371a, 376e, 376–377, 386–387, 392–393, 402–403, 403a, 403h–403i, 405a, 418e–418f, 439a–439b, 440–441, 444e, 446–447, 447a, 454–455, 455a, 473a, 474e, 474–475, 486–487, 487a, 488–489, 489a, 501a, UR•10–UR•11, UR•12–UR•13, UR•40, UR•43</p> <p>TE 4: 26e, 26–27, 30–31, 31a, 36e–36f, 38–39, 49a, 52–53, 53a, 53h, SG•15, 55a–55b, 91a, 92e, 92–93,</p>								
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<p>98–99, 99a, 114–115, 115a, 115i, SG•34, SG•35, SG•36, SG•41, SG•46, 117a–117b, 122e, 122–123, 130–131, 131a, 136–137, 137a, 149a, SG•52, SG•57, 183h, SG•73, UR•10– UR•11, UR•13, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43 TE 5: 191a–191b, 196e, 196–197, 220–221, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•16, 223a, 224a, 228e, 228–229, 236–237, 238a–238b, 247e, 252–253, 253a, SG•19, SG•20, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•32, 255a– 255b, 259a, 269a, 272–273, SG•36, SG•41, SG•46, 294e, 294–295, 300– 301, 301a, 319a, 319h, SG•57, SG•62, 325a, 326e, 326–327, 334– 335, 335a, 346–347, 348–349, 354a– 354b, 359a, 359h, SG•66, SG•68, SG•71, SG•73, SG•74, SG•77, SG•78, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•40– UR•41, UR•43, UR•50–UR•51, UR•53 TE 6: SG•4, SG•9, SG•14, 400e, 400–401, 424a–424b, 428–429, 429a, 429h, SG•25, 445d–445e, 500e, 500– 501, 508–509, 509a, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•68, SG•73, SG•78, UR•10, UR•23, UR•50–UR•51, UR•52</p>								
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<ul style="list-style-type: none"> 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). <p>SE 1: 508-509, 536 SE 2: 372-373, 392, 466-467, 492</p> <p>TE 1: 166e, 178-179, 179a, 193a, 193h TE 3: 406a, 410c, 474c, 486c-486d, 501c, 508e, 508-509, 518-519, 519a, 522-523, 523a, 536-537, 537a, 537h, UR•50-UR•51, UR•53 TE 4: 121c, 122c, 132c-132d, 149i TE 6: 372e, 372-373, 384-385, 385a, 390c, 392-393, 393a, 393h, 462a, 462-463, 466c, 466e, 466-467, 476-477, 478c-478d, 492-493, 493a, 493h, 496a, 496-497, UR•10-UR•11, UR•13, UR•40-UR•41 use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <p>SE 1: 166-167, 192, 508-509, 536 SE 2: 372-373, 392, 466-467, 492</p> <p>TE 1: 166e, UR•50-UR•51, UR•52-UR•53 TE 3: 508e, 508-509, 536-537, 537a TE 4: 121c TE 6: 372-373, 392-393, 466-467, 484-485, 492-493, 496a, 496-497, 499c, 512c, UR•54</p> </p>								
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- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **(CCSS L.3.4)**

SE 1: 96-97, 120, 410-411, 436, 444-445, 466

SE 2: 60-61, 84, 156, 182, 436-437, 458

TE 1: 96-97, 96e, 100-101, 101a, 112-113, 115c, 120-121, 121a, 121h, SG•36, SG•41, UR•30-UR•31, UR•32-UR•33

TE 2: 223c, 265a, SG•44

TE 3: 410e, 410-411, 412-413, 414-415, 419a, 425c, 436-437, 437a, 437h, 437j, 444e, 444-445, 454-455, 455a, 466-467, 467a, 467h, 537h, UR•20, UR•30-UR•31, UR•33

TE 4: 43c, 59a, 60e, 60-61, 70e-70f, 84-85, 85a, SG•20, 156e, 156-157, 168-169, 169a, 183a, 183h, SG•68, UR•20-UR•21, UR•23, UR•50-UR•51, UR•53

TE 5: 265a, 326e, 326-327, 334-335, 335a

TE 6: 400e, 400-401, 428-429, 429a, SG•20, 436e, 436-437, 440-441, 441a, 448-449, 449a, 458-459, 459a, 459h, 466e, 466-467, 525a, 531a, UR•30-UR•31, UR•33

<p>41. demonstrate understanding of word relationships and nuances in word meanings.</p> <p>SE 1: 206-207, 230, 306-307, 332, 376-377, 402</p> <p>SE 2: 196-197, 220, 228-229, 252, 326-327, 358, 400-401, 428, 500-501, 530</p> <p>TE 2: 206d, 206e, 206–207, 230–231, 238d, 306e, 306–307, 332–333, 333a</p> <p>TE 3: 376d, 376e, 376–377, 384–385, 386–387, 402–403, 425c, 444d, 462g, 463a, 467i</p> <p>TE 4: 91a, 104–105, 105a, 110g–110h, 110–111, 111a, 156d</p> <p>TE 5: 196e, 196–197, 220–221, 221a, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 228e, 228–229, 252–253, 83b–283c, 284g–284h, 284–285, 285a, 287i, 294e, SG•56, 326e, 326–327, 358–359, 359a</p> <p>TE 6: 400e, 400–401, 412a–412b, 428–429, 429i, 436c, 436d, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 530–531, 531a, 531i, UR•20</p> <ul style="list-style-type: none"> distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). <p>TE 2: 225b, 265a, 311a, 315a</p> <p>TE 3: 386–387, 444c, 452–453, 462g, 463a, 464–465, 465a, 467i</p> <p>TE 4: 96–97, 97a, 106–107, 176a–176b</p> <p>TE 5: 283b–283c</p>	<p>41. demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). (CCSS L.3.5) 							
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<p>TE 6: 400d, 412–413, 413a, 416–417, 417a, 436c, 446–447, 447a</p> <ul style="list-style-type: none"> identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). <p>TE 1: 21a–21b, 25a, 26a–26b, 38b, 40–41, 41a, 50b, SG•8, SG•15, 57a–57b, 61a, 62a–62b, 72a–72b, 82a–82b, 95a, SG•40, SG•41, 127a, 127e–127f, 128b, 140a–140b, 154b, SG•55, 161a–161b, 165a, 166b, 177a, 188a–188b</p> <p>TE 3: 371a–371b, 418e, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36</p> <p>TE 4: 25a, 36–37, 37a, 46a–46b, SG•2, SG•3, SG•8, SG•9, 122d, 175b–175c</p> <p>TE 5: 238a–238b, 260a–260b, 269a, 272b, SG•36, 321a, 326a–326b</p> <p>TE 6: 445d–445e, 499a, 524a–524b, SG•72</p> <ul style="list-style-type: none"> distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS L.3.5) <p>SE 1: 206–207, 230 SE 2: 196–197, 220</p> <p>TE 2: 206–207, 230–231, 231a, SG•5 TE 5: 196e, 196–197, 220–221, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, 348–349 TE 6: 500e, 500–501</p>								
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<p>SE 1: 20, 56, 60-61, 90, 94-95, 122, 160, 200, 232, 266, 300, 334, 370, 404, 438, 468, 502</p> <p>SE 2: 20, 54, 86, 116, 150, 190, 222, 254, 258-259, 288, 320, 366, 394, 430, 460, 494</p> <p>TE 1: 20–21, 1a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, SG•7, 57a–57b, 61a, 62a–62b, 62d, 72a–72b, 72–73, 73a, 82a–82b, 89i, 90–91, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 122–123, 123a–123b, 128a–128b, 140a–140b, 154a–154b, 160–161, 161a–161b, 165a, 166a–166b, 176a–176b, 188a–188b, SG•71, SG•74, SG•76, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 2: 200–201, 201a–201b, 205a, 206a–206b, 216a–216b, 226a–226b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 232–233, 233a–233b, 237a, 238a–238b, 248a–248b, 260a–260b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, 266–267, 267a–267b, 271a, 272a–272b, 282a–282b, 294a–294b, SG•34, SG•35, SG•37, SG•39, SG•42, SG•45, SG•47, 300–301, 301a–301b, 306a–306b, 318a–318b, 330a–330b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 334–335, 335a–335b, 339a, 340a–340b, 350a–350b, 358a–358b, SG•66, SG•67, SG•69, SG•71, SG•74, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27,</p>	<p>42. acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., <i>After dinner that night we went looking for them</i>). (CCSS L.3.6)</p>							
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<p>UR•36–UR•37, UR•46–UR•47 TE 3: 370–371, 371a–371b, 376a–376b, 388a–388b, 398a–398b, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, SG•14, SG•15, 404–405, 405a–405b, 409a, 410a–410b, 418a–418b, 428a–428b, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, 428–439, 439a–439b, 443a, 444a–444b, 452a–452b, 462a–462b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•43, SG•46, SG•47, 468–469, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 496a–496b, 501h–501i, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 502–503, 503a–503b, 507a, 508a–508b, 518a–518b, 532a–532b, SG•67, SG•69, SG•72, SG•75, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•40–UR•41, UR•42–UR•43, UR•46–UR•47, WP•10 TE 4: 20–21, 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 54–55, 55a–55b, 57a–57b, 60a–60b, 70a–70b, 80a–80b, 86–87, 87a–87b, 91a, 92a–92b, 94–95, 95a, 100a–100b, 110a–110b, 115o, 116–117, 117a–117b, 122a–122b, 132a–132b, 144a–144b, SG•50, SG•51, SG•53, SG•58, SG•63, 151a–151b, 155a, 156a–156b, 168a–168b, 176a–176b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 5: 190–191, 191a–191b, 196a–</p>								
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<p>196b, 206a–206b, 216a–216b, 223a–223b, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259a, 260a–260b, 272a–272b, 284a–284b, SG•36, SG•37, SG•39, SG•40, SG•41, 288–289, 289a–289b, 293a, 294a–294b, 294d, 304a–304b, 314a–314b, SG•51, SG•53, SG•55, SG•58, SG•61, SG•63, 321a–321b, 326a–326b, 326d, 340a–340b, 348–349, 354a–354b, 354c–354d, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 6: 366–367, 367a–367b, 371a, 372a–372b, 382a–382b, 390a–390b, SG•3, SG•5, SG•8, 394–395, 395a–395b, 399a, 400a–400b, 400d, 412a–412b, 424a–424b, SG•21, SG•24, SG•26, 430–431, 431a, 435a, 436a–436b, 436c–436d, 446a–446b, 456a–456b, 456g–456h, SG•36, SG•37, 460–461, 461a–461b, 465a, 466a–466b, 478a–478b, 487c, 490a–490b, SG•51, SG•53, SG•56, SG•58, SG•61, SG•63, 494–495, 495a–495b, 500a–500b, 512a–512b, 524a–524b, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>								
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