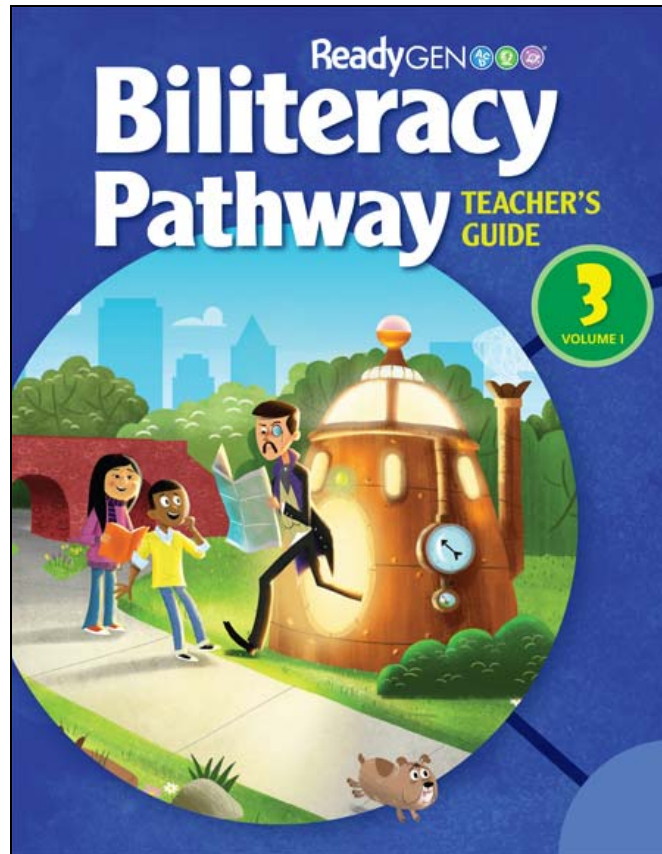


A Correlation of
ReadyGEN
Biliteracy Pathway
Grade 3, ©2016



To the
Alaska
English/Language Arts Standards

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Introduction

This document demonstrates how **ReadyGEN Biliteracy Pathway ©2016** meets the Alaska English/Language Arts Standards. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade and by unit. Please note that standards listed are for English and Spanish, and language differences may create a variance in the alignment.

ReadyGEN Biliteracy Pathway Learning Resources

All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The *ReadyGEN Biliteracy Pathway* provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages:

Authentic Spanish Texts

- One trade book per unit (*6 trade books per grade at Grades K-2 and 4 trade books per grade at Grades 3-6*)
- Spanish trade books offer a collection of full-length authentic literary and informational texts to engage students in multiple close readings of appropriately complex text.

Spanish Leveled Text Library

Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.

Detective

A collection of short, high-interest fiction and nonfiction selections used to sharpen students' critical thinking skills.

Instructional Model

The Biliteracy Pathway respects the unique features of Spanish by providing engaging, authentic text and literacy instruction that reflects the internal structures of Spanish phonology, grammar, syntax, and discourse patterns. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children. A Biliteracy Pathway Unit consists of a Pathway Module (Module P) paired with an English-language *ReadyGEN* module.

The Module Overview identifies the instructional focus, or what readers, writers, and learners are expected to know and do. These expectations fall in line with the goals for the Performance-Based Assessment.

Assessment

A Performance-Based Assessment (PBA) appears at the end of each Biliteracy module in the same genre as in English (narrative, informative, or opinion). The Biliteracy PBA was designed to provide a meaningful comparison if students complete PBAs in both English and Spanish. An online End-of-Unit assessment will be forthcoming for Fall 2016.

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Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Grade 3
Reading Standards for Literature	
Grade 3	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.	Unit 1, Module P: 50, 66, 74 Unit 2, Module P: 108, 116, 124, 132, 140, 148, 156, 164, 172 Unit 3, Module P: 50 Unit 4, Module P: 108, 116, 124, 132, 140, 148, 156, 164, 172
2. Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.	Unit 1, Module P: 33, 34, 35, 36, 37, 41, 42, 43, 44, 45, 49, 50, 52, 65, 66, 67, 68, 69, 73, 75 Unit 2, Module P: 154, 155, 156, 157, 158, 159, 184-187 Unit 3, Module P: 86-89 Unit 4, Module P: 155, 156
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).	Unit 1, Module P: 34, 37, 41, 42, 43, 44, 45, 49, 50, 65, 66, 67, 68, 69 Unit 2, Module P: 106, 107, 108, 109, 110, 111, 114, 115, 116, 123, 124, 130, 131, 140, 133, 134, 135, 139, 140, 141, 163, 171, 173, 174, 175 Unit 3, Module P: 49, 50, 51, 52, 53, 86-89 Unit 4, Module P: 155, 156
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).	Unit 1, Module P: 18, 26, 34, 42, 116 Unit 2, Module P: 108, 116, 156, Unit 3, Module P: 10, 26, 42, 50 Unit 4, Module P: 116, 117, 118, 119, 133, 140, 170
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Unit 1, Module P: 86-89 Unit 2, Module P: 107, 111, 114, 115, 117, 118, 119, 126, 134, 184-187 Unit 3, Module P: 86-89
6. Distinguish their own point of view from that of the narrator or those of the characters.	Unit 2, Module P: 124 Unit 3, Module P: 41, 42, 43, 44, 45 Unit 4, Module P: 158, 159

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Integration of Knowledge and Ideas	
7. Explain how specific aspects of 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).	Unit 1, Module P: 33, 34, 36, 37, 49, 50, 52 Unit 2, Module P: 110, 124, 126, 134, 151, 156, 157, 158, 159, 174 Unit 4, Module P: 156
8. (Not applicable to literature)	Not applicable according to the Alaska English/Language Arts Standards.
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Unit 2, Module P: 184-187
Range of Reading and Level of Complexity	
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	Unit 1, Module P: 20, 28, 36, 44, 52, 68, 86-89 Unit 2, Module P: 110, 118, 126, 134, 142, 158, 166, 174, 184-187 Unit 3, Module P: 20, 28, 44, 52, 68, 86-89 Unit 4, Module P: 118, 134, 142, 158, 174
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.	Unit 1, Module P: 10, 11, 12, 13, 58, 59, 60 Unit 2, Module P: 148, 149, 150, 163, 164, 165, 166, 167 Unit 3, Module P: 9, 10, 11, 12, 13, 41, 42, 43, 44, 45, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69 Unit 4, Module P: 107, 108, 109, 110, 111, 139, 140, 141, 142, 143, 147, 148, 149, 150, 151, 163, 164, 165, 166, 167
2. Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.	Unit 1, Module P: 9, 10, 11, 12, 13, 33, 34, 35, 36, 37, 57, 58, 59, 60, 61, 75, 76 Unit 3, Module P: 9, 10, 11, 12, 17, 25, 33, 34, 41, 57, 58, 59, 60, 61, 65, 73, 76 Unit 4, Module P: 107, 108, 109, 110, 111, 115, 116, 123, 131, 139, 140, 147, 148, 149, 150, 151

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3. Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Unit 1, Module P: 11, 12, 13, 18, 26, 27, 28, 32, 59, 60, 61 Unit 2, Module P: 163, 164, 167 Unit 3, Module P: 9, 10, 12, 16, 21, 24, 33, 34, 65, 67 Unit 4, Module P: 106, 107, 110, 114, 115, 116, 118, 124, 127, 130, 147, 148, 164, 165, 166
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Unit 1, Module P: 10, 13, 16, 18, 19, 20, 21, 27, 35, 52, 56, 59, 66, 74, 75, 83 Unit 2, Module P: 149, 162, 165 Unit 3, Module P: 11, 18, 19, 26, 27, 29, 35, 34, 40, 43, 48, 56, 59, 67, 75 Unit 4, Module P: 109, 114, 117, 125, 133, 141, 146, 149, 157, 162, 165, 172, 173
5. Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Unit 1, Module P: 25, 27 Unit 2, Module P: 165 Unit 3, Module P: 10, 19, 29, 33, 34, 35, 36, 37 Unit 4, Module P: 125, 126, 127, 184-186
6. Determine author's purpose; distinguish own point of view from that of the author of a text.	Unit 3, Module P: 40, 41, 42, 43, 44, 45 Unit 4, Module P: 139, 140, 141, 143
Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Unit 1, Module P: 12, 25, 27, 76 Unit 2, Module P: 165 Unit 3, Module P: 17, 18, 19, 29, 33, 34, 35, 36, 37 Unit 4, Module P: 110, 124, 125, 126, 127, 184-186
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Unit 1, Module P: 13, 37, 61 Unit 2, Module P: 148, 156, 161, 163, 172 Unit 3, Module P: 12, 42, 59, 60, 61, 67, 68, 69 Unit 4, Module P: 108, 114, 115, 149, 150, 151, 164, 166
9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.	Unit 1, Module P: 72, 73, 74, 75, 76, 77 Unit 2, Module P: 146, 147, 148, 149, 150, 151 Unit 3, Module P: 72, 73, 74, 75, 76, 77 Unit 4, Module P: 170, 171, 172, 173, 174, 175

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Range of Reading and Level of Complexity	
10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	Unit 1, Module P: 12, 20, 28, 52, 60, 76 Unit 2, Module P: 126, 150, 166 Unit 3, Module P: 12, 20, 28, 36, 44, 60, 68, 76 Unit 4, Module P: 110, 118, 126, 134, 142, 150, 158, 166, 174, 176-182
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Identify and know the meaning of the most common prefixes and derivational suffixes;	Unit 1, Module P: 8, 16, 24, 72, 90, 91 Unit 3, Module P: 32, 72 Unit 4, Module P: 106, 114, 170, 121, 191
b. Decode words with common Latin suffixes;	Unit 1, Module P: 16, 24, 72, 91 Unit 3, Module P: 16, 32, 72 Unit 4, Module P: 106, 114, 170
c. Decode multisyllable words;	Unit 1, Module P: 8, 16, 24, 32, 71, 90, 91, 93 Unit 2, Module P: 106, 130 Unit 3, Module P: 8, 16, 32 Unit 4, Module P: 106, 114
d. Read grade-appropriate irregularly spelled words.	Unit 1, Module P: 31 Unit 2, Module P: 106, 122, 137, 145, 190 Unit 3, Module P: 16, 47, 91 Unit 4, Module P: 122
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension;	
a. Read on-level text with purpose and understanding;	Unit 1, Module P: 12, 20, 28, 36, 44, 52, 60, 68, 76 Unit 2, Module P: 110, 118, 126, 134, 142, 150, 158, 166, 174 Unit 3, Module P: 12, 20, 28, 36, 44, 52, 60, 68, 76 Unit 4, Module P: 110, 118, 126, 134, 142, 150, 158, 166, 174

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b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	Unit 1, Module P: 13, 21, 29, 37, 45, 53, 61, 69, 77, 88 Unit 2, Module P: 111, 119, 127, 135, 143, 151, 159, 167 Unit 3, Module P: 13, 21, 29, 37, 45, 53, 61, 69, 77, 88 Unit 4, Module P: 111, 119, 127, 135, 143, 151, 159, 167, 175, 186
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1, Module P: 13, 21, 29, 37, 45, 48, 53, 61, 69, 77 Unit 2, Module P: 111, 119, 127, 135, 143, 151, 159, 167 Unit 3, Module P: 13, 21, 24, 29, 37, 45, 53, 61, 69, 77 Unit 4, Module P: 106, 111, 119, 127, 135, 143, 151, 159, 167
Writing Standards K-5	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can);	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons;	Unit 3, Module P: 14, 54, 62, 70, 78, 80-84 Unit 4, Module P: 120, 128, 136, 144, 152, 160, 168, 176, 178-182
b. Provide reasons that support the opinion;	Unit 3, Module P: 54, 62, 70 Unit 4, Module P: 128, 144, 152, 160, 168, 176, 178-182
c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example);	Unit 3, Module P: 38, 80-84 Unit 4, Module P: 136, 144, 152, 160, 168, 176, 178-182
d. Provide a concluding statement or section that reinforces or restates the opinion.	Unit 1, Module P: 22 Unit 3, Module P: 14, 22, 30, 80-84 Unit 4, Module P: 128, 152, 160, 168, 176, 178-182

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly;	
a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension;	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 2, Module P: 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 4, Module P: 184-187
b. Develop the topic with facts, definitions, details, and explanations that support the focus;	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 2, Module P: 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 4, Module P: 184-187
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information;	Unit 1, Module P: 46, 54, 62, 70, 80-84 Unit 3, Module P: 14, 30, 38, 46, 54, 62, 70, 78, 80-84 Unit 4, Module P: 184-187
d. Provide a concluding statement or section that paraphrases the focus of the text.	Unit 1, Module P: 54, 62, 63, 70, 78, 80-84 Unit 3, Module P: 46, 62, 63, 70, 78, 80-84 Unit 4, Module P: 184-187
3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology);	
a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally;	Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-89
b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems;	Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-89
c. Use transitional words and phrases to signal event sequences (e.g., later, soon after);	Unit 2, Module P: 144, 160, 168, 176, 178-182 Unit 3, Module P: 86-89

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d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).	Unit 2, Module P: 128, 136, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-89
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	Unit 1, Module P: 14, 22, 30, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184,-187
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.	Unit 1, Module P: 54, 78, 80-84, 86-89 Unit 2, Module P: 176, 178-182, 184-187 Unit 3, Module P: 78, 80-84, 86-89 Unit 4, Module P: 176, 178-182, 184-187
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	Unit 1, Module P: 22, 46, 54 Unit 2, Module P: 152 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 78, 80-84 Unit 4, Module P: 178-182, 184-187
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Unit 1, Module P: 46, 54 Unit 2, Module P: 152 Unit 3, Module P: 14, 30, 38, 46, 54, 80-84 Unit 4, Module P: 178-182, 184-187
9. (Begins in grade 4)	Begins in grade 4 according to the Alaska English/Language Arts Standards

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Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p> <p>Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89</p> <p>Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187</p>
Speaking and Listening Standards K-5	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly;	
a. After learning a protocol (e.g., Socratic method), 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>Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88</p> <p>Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186</p> <p>Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88</p> <p>Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171</p>
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion);	<p>Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88</p> <p>Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186</p> <p>Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88</p> <p>Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171</p>
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others;	<p>Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88</p> <p>Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186</p> <p>Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88</p> <p>Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171</p>

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d. Explain their own ideas and understanding in light of the discussion.	Unit 1, Module P: 8, 9, 16, 17, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 73, 86-88 Unit 2, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 146, 147, 154, 155, 163, 171, 184-186 Unit 3, Module P: 9, 17, 24, 25, 32, 33, 40, 41, 49, 57, 65, 73, 86-88 Unit 4, Module P: 106, 107, 115, 122, 123, 131, 138, 139, 147, 154, 155, 162, 163, 171, 186
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 1, Module P: 7, 9, 11, 13, 14, 22, 60, 70, 78, 84, 96 Unit 2, Module P: 140, 150, 173 Unit 3, Module P: 9, 10, 11, 12, 13, 30, 46, 48, 62, 78 Unit 4, Module P: 107, 108, 109, 110, 111, 139, 149, 156, 165, 184-187
3. Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.	Unit 1, Module P: 8, 78, 84, 86-89 Unit 2, Module P: 106, 176, 182, 184-187 Unit 3, Module P: 16, 78, 84, 86-89 Unit 4, Module P: 176, 182, 184-187
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Unit 1, Module P: 48, 78, 84, 86-89 Unit 2, Module P: 176, 182, 184-187 Unit 3, Module P: 78, 84, 86-89 Unit 4, Module P: 176, 182, 184-187
5. Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.	Unit 1, Module P: 78, 84, 86-89 Unit 2, Module P: 176, 182, 184-187 Unit 3, Module P: 78, 84, 86-89 Unit 4, Module P: 176, 182, 184-187
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Unit 1, Module P: 8, 32, 72, 78, 84, 86-89 Unit 2, Module P: 114, 146, 170, 176, 182, 184-187 Unit 3, Module P: 8, 78, 84, 86-89 Unit 4, Module P: 176, 182, 184-187

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Language Standards K-5	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	
a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English;	Unit 1, Module P: 15, 23, 31 Unit 2, Module P: 113, 121, 129, 151, 161, 168, 190 Unit 3, Module P: 15, 23, 31, 39, 53, 92 Unit 4, Module P: 129, 137, 145, 151, 190
b. Form and use regular and irregular plural nouns;	Unit 1, Module P: 23, 31, 82, 91 Unit 2, Module P: 121, 169 Unit 3, Module P: 23 Unit 4, Module P: 145
c. Use abstract nouns (e.g., childhood);	Unit 1, Module P: 35, 36, 93 Unit 2, Module P: 114, 154 Unit 3, Module P: 30, 31, 43, 44, 48, 72 Unit 4, Module P: 114, 133, 134, 138, 154, 162, 170, 173, 174
d. Form and use regular and irregular verbs.	Unit 1, Module P: 40, 82 Unit 2, Module P: 136, 137, 144, 145, 190 Unit 3, Module P: 18, 47, 55, 91, 95 Unit 4, Module P: 106, 108, 114, 132, 145, 175, 180
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses;	Unit 1, Module P: 10, 92 Unit 2, Module P: 113, 116, 121, 129, 137, 145, 190 Unit 3, Module P: 47, 71, 91 Unit 4, Module P: 108, 130, 140, 143
f. Ensure subject-verb and pronoun-antecedent agreement.*;	Unit 1, Module P: 39, 47, 92 Unit 2, Module P: 121, 190 Unit 4, Module P: 129, 145, 153
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;	Unit 1, Module P: 93 Unit 2, Module P: 129, 161, 164, 177, 180, 189, 193 Unit 3, Module P: 23, 63, 82, 92, 93 Unit 4, Module P: 106, 113, 114, 137, 189

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h. Use coordinating and subordinating conjunctions;	Unit 1, Module P: 15, 23, 31, 39, 47, 55, 95 Unit 3, Module P: 79 Unit 4, Module P: 113, 121, 129, 137, 145
i. Produce simple, compound, and complex sentences.	Unit 1, Module P: 15, 23, 30, 31, 38, 39, 46, 47, 53, 63, 70, 88 Unit 2, Module P: 113, 121, 129, 137, 145, 151, 168, 180 Unit 3, Module P: 70, 80 Unit 4, Module P: 110, 150, 160, 166
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Capitalize appropriate words in titles;	Unit 2, Module P: 126, 142, 184-187 Unit 3, Module P: 75, 78 Unit 4, Module P: 174
b. Use commas in addresses;	Unit 4, Module P: 161
c. Use commas and quotation marks in dialogue;	Unit 2, Module P: 113, 121, 129, 137, 145, 178-182, 193 Unit 3, Module P: 15, 23, 31, 39, 47, 55
d. Form and use possessives;	Unit 4, Module P: 113, 121, 129, 137, 145, 190
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness);	Unit 1, Module P: 16, 24, 72, 91 Unit 2, Module P: 161, 177 Unit 3, Module P: 72, 77 Unit 4, Module P: 106, 112, 113, 114, 121, 128, 129, 136, 137, 144, 145, 151, 170, 175
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words;	Unit 1, Module P: 14, 22, 30, 38, 46 Unit 2, Module P: 113, 121, 129, 137, 145, 151 Unit 3, Module P: 77 Unit 4, Module P: 113, 121, 129, 137, 145
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	Unit 1, Module P: 79, 91 Unit 2, Module P: 188 Unit 3, Module P: 70, 87 Unit 4, Module P: 169, 185

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Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Grade 3
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	
a. Choose words and phrases for effect.*;	Unit 1, Module P: 46, 62, 70, 80-84, 86-89 Unit 2, Module P: 112, 120, 144, 160, 176 Unit 3, Module P: 38, 46 Unit 4, Module P: 112, 128, 136, 160
b. Recognize and observe differences between the conventions of spoken and written standard English.	Unit 4, Module P: 140, 146, 148, 170, 184-187
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies;	
a. Use a sentence-level context as a clue to the meaning of a word or phrase;	Unit 1, Module P: 19, 20, 48, 51, 53 Unit 2, Module P: 114, 130, 188 Unit 3, Module P: 24, 27, 28 Unit 4, Module P: 106, 119
b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat);	Unit 1, Module P: 8, 16, 24, 72, 91 Unit 3, Module P: 32, 72 Unit 4, Module P: 106, 114, 121, 170, 191
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion);	Unit 1, Module P: 8, 16, 24, 91 Unit 3, Module P: 72 Unit 4, Module P: 121, 170, 191
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Unit 1, Module P: 90, 91 Unit 2, Module P: 152, 188 Unit 3, Module P: 30, 70, 87 Unit 4, Module P: 119, 125, 126, 127, 159, 169, 179, 185
5. Demonstrate understanding of word relationships and nuances in word meanings;	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps);	Unit 1, Module P: 34, 42, 66 Unit 2, Module P: 108, 116 Unit 3, Module P: 10 Unit 4, Module P: 117, 118, 119, 170

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b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful);	<p>Unit 1, Module P: 8, 16, 24, 32, 40, 48, 64, 72</p> <p>Unit 2, Module P: 106, 114, 122, 138, 146, 154, 162</p> <p>Unit 3, Module P: 8, 16, 24, 32, 40, 48, 56, 64, 72</p> <p>Unit 4, Module P: 106, 114, 122, 134, 138, 146, 154, 157, 158, 159, 162</p>
c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).	<p>Unit 1 Module P: 10, 56</p> <p>Unit 2, Module P: 138</p> <p>Unit 3 Module P: 40</p> <p>Unit 4 Module P: 112, 136, 138</p>
6. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<p>Unit 1, Module P: 11, 19, 27, 35, 43, 51, 56, 59, 67, 75</p> <p>Unit 2, Module P: 109, 117, 125, 133, 141, 149, 157, 162, 165, 173</p> <p>Unit 3, Module P: 11, 19, 27, 35, 40, 43, 48, 51, 56, 59, 67, 75</p> <p>Unit 4, Module P: 109, 117, 125, 133, 141, 146, 149, 157, 162, 165, 173</p>