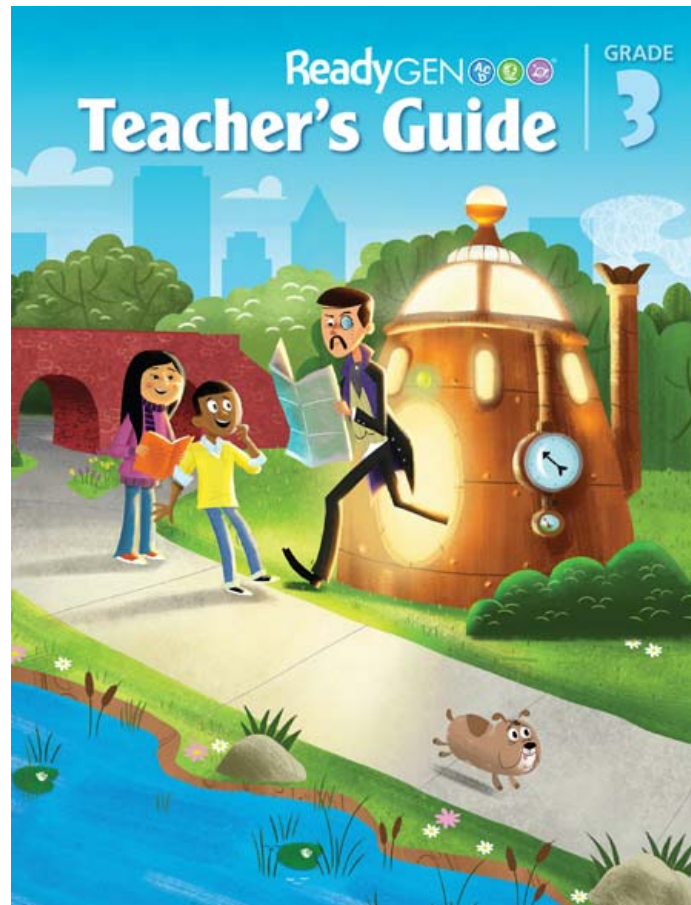


A Correlation of
ReadyGEN
Grade 3, ©2016



To

Arizona's
English Language Arts Standards

A Correlation of ReadyGEN ©2016, Grade 3 To Arizona’s English Language Arts Standards (2016)

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets *Arizona’s English Language Arts Standards (2016)*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

ReadyGEN ©2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students’ behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher’s Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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**A Correlation of ReadyGEN ©2016, Grade 3
To Arizona’s English Language Arts Standards (2016)**

Table of Contents

Reading Standards for Literature.....	4
Reading Standards for Informational Text.....	6
Reading Standards: Foundational Skills	9
Writing Standards	11
Writing Standards: Foundational Skills	15
Spelling.....	16
Speaking and Listening Standards	18
Language Standards	21

**A Correlation of ReadyGEN ©2016, Grade 3
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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Arizona’s English Language Arts Standards – 3rd Grade	
Reading Standards for Literature	
Key Ideas and Details	
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TG U1: 13, 23, 34, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 243, 253, 263, 273, 283, 293, 373, 383</p> <p>TG U2: 33, 43, 53, 63, 73, 83, 93, 103, 106, 107, 113, 117, 123, 133, 137, 153, 163, 173, 176, 177, 183, 333, 334, 342, 343, 344, 346, 347</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183</p> <p>TG U4: 13, 23, 33, 113, 123, 133, 143, 153, 183</p>
3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	<p>TG U1: 252, 292, 293, 294, 295, 296, 297, 374, 375, 382, 383, 384, 385, 386, 387</p> <p>TG U2: 62, 63, 64, 65, 66, 67, 72, 92, 93, 94, 95, 96, 97, 132, 133, 134, 135, 332, 333, 334, 335, 337, 343, 352, 353, 377, 382, 383</p> <p>TG U3: 22, 23, 24, 72, 73, 92, 93, 94, 95, 96, 97, 122, 123, 132, 133, 136, 137, 142, 143, 144, 145, 146, 147, 172, 173, 174, 175, 176, 177</p> <p>TG U4: 24, 26, 27, 122, 123, 124, 125, 126, 127, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187</p>
3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>TG U1: 12, 14, 16, 17, 32, 44, 46, 47, 52, 62, 72, 82, 84, 86, 87, 92, 173, 182, 183, 262, 264, 266, 267, 272, 273, 282, 283, 284, 286, 287</p> <p>TG U2: 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 52, 53, 57, 72, 73, 124, 125, 126, 127, 142, 143, 144, 145, 146, 147, 162, 163, 166, 167</p> <p>TG U3: 10, 12, 13, 14, 42, 43, 44, 45, 46, 47, 62, 82, 83, 84, 85, 86, 87, 102, 103, 104, 106, 107, 162, 163, 164, 165, 166, 167</p> <p>TG U4: 12, 14, 16, 17, 22, 23, 24, 26, 27, 142, 143, 144, 146, 147</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Craft and Structure	
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>TG U1: 14, 24, 33, 34, 44, 54, 63, 64, 74, 83, 84, 93, 94, 95, 96, 97, 244, 254, 263, 264, 273, 274, 283, 284, 293, 294, 373, 374</p> <p>TG U2: 34, 43, 44, 54, 55, 56, 57, 64, 73, 74, 84, 94, 104, 113, 114, 124, 134, 144, 154, 164, 165, 166, 167, 173, 174, 184, 334, 344, 352</p> <p>TG U3: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 56, 57, 63, 64, 74, 84, 94, 104, 114, 133, 134, 143, 144, 153, 154, 164, 174, 184</p> <p>TG U4: 14, 24, 26, 33, 34, 112, 113, 114, 115, 116, 117, 124, 134, 135, 144, 154</p>
3.RL.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.	<p>TG U1: 54, 55, 56, 57, 73, 74, 75, 76, 77, 152, 153, 154, 156, 157</p> <p>TG U2: 32, 42, 52, 62, 72, 93, 122, 343</p> <p>TG U4: 32, 33, 123, 142, 144, 146, 147, 154, 182, 183, 184, 185, 186, 187, 322</p>
3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.	<p>TG U1: 102, 103, 104, 105, 106, 107, 242, 243, 244, 246, 247</p> <p>TG U3: 32, 33, 52, 53, 112, 113, 114, 115, 116, 117, 152, 153, 156</p> <p>TG U4: 34, 218</p>
Integration of Knowledge and Ideas	
3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>TG U1: 272, 274, 275, 276, 277, 377, 383</p> <p>TG U2: 82, 83, 84, 85, 86, 87, 142, 143, 144, 145, 146, 147, 342, 344, 346, 347, 352, 354, 356, 357, 362, 364, 366, 372, 374, 375, 376, 377</p> <p>TG U3: 14, 15, 16, 17, 62, 63, 64, 65, 66, 67, 122, 124, 125, 126, 127</p> <p>TG U4: 13, 14, 52, 53, 54, 56, 57</p>
3.RL.8 (Not applicable to literature)	Not applicable according to Arizona’s English Language Arts Standards (2016)
3.RL.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).	TG U1: 114, 115, 116, 117

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Range of Reading and Level of Text Complexity	
3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 245, 255, 265, 275, 285, 295, 375, 385</p> <p>TG U2: 32, 142, 332, 352</p> <p>TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155</p> <p>TG U4: 15, 25, 35, 45, 105, 115, 125, 135, 145, 155, 175</p>
Reading Standards for Informational Text	
Key Ideas and Details	
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TG U1: 213, 223, 233, 303, 307, 313, 317, 323, 327, 333, 343, 347, 353, 363, 364, 373, 383, 387</p> <p>TG U2: 13, 16, 17, 23, 24, 133, 134, 136, 137, 183, 213, 214, 216, 217, 223, 232, 233, 236, 237, 243, 262, 263, 264, 265, 266, 267, 273, 336</p> <p>TG U3: 213, 214, 216, 217, 223, 232, 233, 236, 237, 243, 253, 263, 264, 266, 267, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353</p> <p>TG U4: 43, 46, 53, 56, 63, 73, 83, 93, 103, 163, 173, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 343, 353, 363, 373, 383</p>
3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	<p>TG U1: 212, 213, 214, 215, 216, 217, 223, 224, 306, 307, 312, 314, 315, 316, 317, 327, 334, 352, 363, 372, 374, 382, 383, 384, 385, 386, 387</p> <p>TG U2: 12, 13, 14, 15, 16, 17, 22, 23, 132, 133, 134, 135, 136, 137, 273, 274, 275, 276, 277, 292, 293, 324, 325, 326, 327, 337, 372, 383</p> <p>TG U3: 212, 215, 242, 252, 262, 263, 272, 273, 282, 283, 302, 303, 312, 313, 342, 343, 372, 373, 374, 375, 376, 377, 382</p> <p>TG U4: 82, 83, 84, 85, 86, 87, 212, 213, 214, 215, 216, 217, 242, 243, 292, 293, 302, 303, 322, 323, 324, 325, 326, 327, 332, 333, 334, 335</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>TG U1: 323, 342, 343, 344, 346, 347, 353</p> <p>TG U3: 222, 223, 224, 225, 226, 227, 252, 254, 256, 257, 292, 293, 294, 95, 296, 297, 332, 333, 334, 335, 337, 343, 352, 353, 354, 355</p> <p>TG U4: 42, 43, 44, 46, 47, 62, 63, 64, 65, 66, 67, 173, 232, 233, 262, 263, 264, 265, 266, 267, 282, 283, 312, 313, 352, 353, 354, 355, 356</p>
Craft and Structure	
3.RI.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.	<p>TG U1: 214, 224, 234, 304, 314, 324, 334, 344, 354, 356, 357, 363, 364, 365, 366, 374, 383</p> <p>TG U2: 14, 24, 134, 184, 214, 224, 234, 244, 252, 253, 254, 256, 257, 264, 274, 284, 294, 304, 312, 313, 314, 315, 316, 317, 324, 364, 374, 384</p> <p>TG U3: 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 255, 264, 274, 283, 284, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 346</p> <p>TG U4: 44, 54, 64, 74, 84, 94, 104, 214, 224, 234, 244, 254, 264, 274, 284, 285, 286, 287, 294, 304, 314, 324, 334, 344, 354, 364, 374, 384</p>
3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>TG U1: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 302, 303, 304, 305, 306, 307, 324, 326, 327, 332, 334, 342, 343, 344, 346, 347</p> <p>TG U2: 262, 266, 267, 292, 293, 294, 295, 296, 297, 312, 313, 314, 315, 316, 317, 362, 363, 364, 366, 367</p> <p>TG U4: 224, 225, 226, 227, 243, 254, 255, 256, 257</p>
3.RI.6 Distinguish one's own point of view from that of the author of a text.	<p>TG U1: 327</p> <p>TG U2: 302, 303, 304, 305, 306, 307</p> <p>TG U4: 72, 73, 74, 75, 76, 77, 234, 235, 237, 304, 305, 306, 307, 384, 385, 386, 387</p>

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To Arizona’s English Language Arts Standards (2016)**

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Integration of Knowledge and Ideas	
3.RI.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).	<p>TG U1: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 236, 237, 303, 322, 323, 324, 325, 326, 327, 333, 334, 342, 344, 346, 347, 356</p> <p>TG U2: 13, 232, 233, 234, 235, 237, 266, 267, 268, 272, 273, 277, 282, 283, 284, 285, 286, 287, 292, 293, 296, 297, 313, 362, 363, 364, 366</p> <p>TG U3: 233, 242, 243, 244, 245, 246, 247, 252, 262, 263, 266, 267, 272, 306, 313, 322, 323, 324, 325, 326, 327, 333, 337, 343, 362, 363</p> <p>TG U4: 52, 53, 54, 55, 56, 57, 217, 222, 223, 224, 225, 226, 227, 252, 253, 272, 273, 283, 292, 293, 302, 337, 343, 367, 377</p>
3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>TG U1: 342, 343, 344, 346</p> <p>TG U2: 289, 299</p> <p>TG U3: 224, 225, 226, 227, 254, 256, 294, 295, 296, 297, 304, 305, 306, 307, 333, 334, 335, 343, 354, 356, 374, 376, 377, 384, 386</p> <p>TG U4: 62, 63, 64, 65, 289</p>
3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>TG U1: 384, 386, 387</p> <p>TG U2: 322, 323, 324, 325, 326, 327, 362, 363, 364, 365, 366, 367, 372, 373, 374, 375, 376, 377, 382, 383, 384, 385, 386, 387</p> <p>TG U3: 302, 303, 304, 306, 307, 364, 366, 367, 372, 374, 376, 377</p> <p>TG U4: 42, 43, 44, 45, 46, 47, 312, 313, 314, 315, 316, 317, 362, 363</p>
Range of Reading and Level of Text Complexity	
3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	<p>TG U1: 215, 225, 235, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 15, 25, 135, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 365, 375, 385</p> <p>TG U3: 215, 225, 235, 245, 255, 265, 275, 285</p> <p>TG U4: 45, 55, 65, 75, 85, 95, 105, 165, 215, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382, FS2–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382, FS2–FS25</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382, FS2–FS25</p> <p>TG U4: 12, 22, 52, 112, 122, 132, 152, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312, 322, 332, 342, 352, 362, 372, 382, FS2–FS25</p>
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	<p>TG U1: FS8, FS9, FS10</p> <p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: FS8, FS9, FS10, FS11, FS12, FS13</p> <p>TG U4: 62, 72, 82, 92, 102, 243, 312, 322, 332, 342, 352, 353, FS5, FS6, FS7, FS17, FS18, FS19, FS20, FS21, FS22</p>
b. Decode words with common Latin suffixes.	<p>TG U2: 312, 322, 332, 342, 352, FS20, FS21, FS22</p> <p>TG U4: 233, FS17, FS18, FS19</p>
c. Apply knowledge of the six syllable types to read grade-level words accurately.	<p>TG U1: 12, 22, 32, 42, 52, 312, 322, 332, 342, 352, 362, 372, FS2-FS4, FS20-FS22, FS23-FS25</p> <p>TG U3: 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS5-FS7, FS14-FS16, FS17-FS19, FS20-FS22</p> <p>TG U4: 262, 272, 282, 292, 302, FS17-FS19</p>
d. Read grade-level appropriate irregularly spelled words.	<p>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U2: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: 41, 51, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>

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Fluency	
3.RF.4 Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 67, 87, 117, 167, 187, 227, 277, 317, 347, 377</p> <p>TG U2: 87, 117, 157, 167, 217, 247, 267, 287, 297, 317, 327, 357</p> <p>TG U3: 27, 47, 52, 67, 87, 127, 167, 227, 267, 287, 327, 357, 387</p> <p>TG U4: 47, 87, 127, 217, 247, 287, 327, 357</p>
a. Read grade-level text with purpose and understanding.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p>
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U2: 17, 27, 47, 67, 77, 87, 97, 127, 147, 167, 177, 187, 217, 227, 247, 277, 287, 317, 327, 357, 377, 387</p> <p>TG U3: 17, 27, 47, 52, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U4: 17, 47, 77, 97, 127, 157, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 377, 387</p>

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS23, FS25</p> <p>TG U2: 13, 43, 53, 56, 83, 103, 163, 233, 263, 283, 303, 333, 353, 373</p> <p>TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS23, FS24, FS25</p>
Writing Standards	
Text Types and Purposes	
3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view.	<p>TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130</p> <p>TG U4: 10, 18, 19, 20, 28, 29, 30, 38, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 149, 196, 215, 230, 240, 245, 260, 268, 269, 270, 279, 280, 310</p>
a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.	<p>TG U1: 65, 105, 215, 235, 265, 335</p> <p>TG U3: 48, 49, 50, 88, 89, 90, 148, 149, 150, 158, 159, 160, 192, 194</p> <p>TG U4: 48, 49, 50, 58, 59, 60, 78, 79, 80, 159, 194, 196, 215, 220, 230, 240, 245, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 396</p>
b. Provide reasons that support the opinion.	<p>TG U1: 65, 105, 215, 235, 265, 335</p> <p>TG U3: 68, 69, 70, 78, 79, 80, 192, 194</p> <p>TG U4: 19, 68, 69, 70, 215, 219, 229, 240, 245, 268, 269, 270, 278</p>
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<p>TG U3: 98, 99, 100</p> <p>TG U4: 88, 89, 90, 169, 170, 288, 289, 290, 396</p>
d. Provide a concluding statement or section.	<p>TG U3: 108, 109, 110, 118, 119, 120, 192, 194</p> <p>TG U4: 98, 99, 100, 108, 109, 110, 298, 299, 300, 308, 309, 310, 396</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p>TG U1: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 300, 308, 309, 310, 318, 319, 320, 328, 329, 330, 338, 339, 340, 348</p> <p>TG U2: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 308, 309, 310, 318, 319, 320, 328, 329, 330, 338, 339, 340, 348, 349</p> <p>TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 308, 309, 310, 318, 319, 320, 328, 329, 330, 338, 339, 340, 348, 349</p>
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<p>TG U1: 218, 228, 238, 239, 240, 248, 249, 258, 259, 268, 288, 289, 290, 329, 339, 392</p> <p>TG U2: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392</p> <p>TG U3: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392</p>
b. Develop the topic with facts, definitions, and details.	<p>TG U1: 219, 220, 229, 230, 249, 258, 259, 260, 269, 270, 279, 280</p> <p>TG U2: 238, 239, 240, 258, 259, 260, 268, 269, 270, 278, 279, 280</p> <p>TG U3: 238, 239, 240, 258, 259, 260, 392</p>
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<p>TG U1: 268, 269, 270, 278, 279, 280</p> <p>TG U2: 288, 289, 290, 298, 299, 300, 392</p> <p>TG U3: 288, 289, 290</p>
d. Provide a concluding statement or section.	<p>TG U1: 308, 309, 310, 340, 392</p> <p>TG U2: 308, 309, 310, 392, 396</p> <p>TG U3: 298, 299, 300, 308, 309, 310, 396</p>
3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69,70, 78, 79, 80, 118, 119, 120, 128, 129, 130, 148, 149, 150, 158, 159</p> <p>TG U2: 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89,90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 18, 28, 38, 48, 58, 68, 78, 108, 118, 148, 158, 194 TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 138, 139, 140, 158, 159, 160, 192
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG U1: 19, 29, 39, 49, 59, 69, 79, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 148, 149, 169, 170 TG U2: 58, 59, 60, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 192, 196
c. Use temporal words and phrases to signal event order.	TG U1: 88, 89, 90, 91 TG U2: 78, 79, 80, 138, 139, 140, 158, 159, 160, 192
d. Provide a sense of closure.	TG U1: 20, 30, 38, 39, 40, 50, 60, 70, 80, 90, 138, 139, 140 TG U2: 128, 129, 130, 138, 139, 140, 158, 159, 160, 192
Production and Distribution of Writing	
3.W.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.)	TG U1: 18, 28, 38, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 148, 149, 150, 158, 159, 160, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 148, 149, 150, 158, 159, 160, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298 TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318

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To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
<p>3.W.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.)</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 320, 330, 340, 349, 350, 360, 370, 380, 390</p> <p>TG U2: 20, 40, 50, 60, 69, 70, 80, 90, 100, 110, 120, 130, 139, 140, 290,300, 310, 320, 348, 349, 350, 358, 359, 360, 368, 369, 370, 378</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 270,280, 290, 300, 310, 320, 330, 340, 350, 358, 359, 360, 368, 369</p> <p>TG U4: 30, 40, 60, 70, 80, 90, 100, 130, 148, 149, 150, 160, 170, 180, 188, 189, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320</p>
<p>3.W.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.</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 192, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190, 192, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 188, 189, 190, 192, 194, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 189, 190, 192, 220, 230, 240, 250, 260, 270, 280, 290, 300</p>
Research to Build and Present Knowledge	
<p>3.W.7 Conduct short research projects that build knowledge about a topic.</p>	<p>TG U1: 258, 259, 260, 378, 379, 380, 392, 394</p> <p>TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330</p> <p>TG U3: 128, 129, 130, 138, 139, 140</p> <p>TG U4: 11, 118, 119, 120, 128, 129, 137</p>
<p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>TG U1: 149, 159, 193, 258, 259, 378, 379, 380, 388, 389, 390, 394</p> <p>TG U2: 19, 20, 28, 29, 30, 219, 259, 318, 319, 320, 328, 329, 330, 338</p> <p>TG U3: 128, 129, 130, 138, 139, 140, 318, 319, 320, 328, 329, 330</p> <p>TG U4: 49, 69, 118, 119, 120, 128, 129, 130, 138, 139, 140, 318, 319</p>

**A Correlation of ReadyGEN ©2016, Grade 3
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
3.W.9 (Begins in grade 4)	Begins in grade 4 according to Arizona’s English Language Arts Standards (2016)
Range of Writing	
3.W.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>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U4: 30, 40, 50, 60, 80, 90, 107, 110, 120, 130, 150, 159, 160, 170, 180, 190, 250, 260, 270, 280, 290, 300, 307, 310, 314, 320, 330, 350</p>
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
3.WF.1 Demonstrate and apply handwriting skills.	<p>TG U1: TR58, TR59, TR60</p> <p>TG U2: TR58, TR59, TR60</p> <p>TG U3: TR58, TR59, TR60</p> <p>TG U4: TR58, TR59, TR60</p> <p>Students apply in all Independent Writing Practice.</p>
a. Read and write cursive letters, upper and lower case.	<p>TG U1: TR60</p> <p>TG U2: TR60</p> <p>TG U3: TR60</p> <p>TG U4: TR60</p> <p>Students apply in all writing activities.</p>
b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	<p>TG U1: TR58, TR59, TR60</p> <p>TG U2: TR58, TR59, TR60</p> <p>TG U3: TR58, TR59, TR60</p> <p>TG U4: TR58, TR59, TR60</p> <p>Students apply in all writing activities.</p>
3.WF.2 Standard ends at grade 2.	Standard ends at grade 2 according to Arizona’s English Language Arts Standards

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Spelling	
3.WF.3 Know and apply spelling conventions and patterns.	<p>TG U1: 12, 22, 32, 42, 52, 253, 312, 322, 332, 342, 352, 353, 362, 372, FS2-FS4, FS8, FS9, FS10, FS20-FS22, FS23-FS25</p> <p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: 62, 72, 82, 92, 102, 130, 131, 140, 141, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 313, 323, 362, 372, 382, FS5-FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14-FS16, FS17-FS19, FS20-FS22, FS23, FS24, FS25</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 150, 151, 160, 161, 223, 243, 262, 272, 282, 292, 302, 312, 322, 332, 342, 352, 353, FS2, FS3, FS4, FS5, FS6, FS7, FS17-FS19, FS20, FS21, FS22</p>
a. Spell single-syllable words with less common and complex graphemes (e.g., <i>ough, augh, old, -ind, -ost, -ild</i> families).	<p>TG U3: 362, 372, 382, FS23, FS24, FS25</p> <p>TG U4: 12, 22, 32, 42, 52, FS2, FS3, FS4</p>
b. Identify language of origin for words, as noted in dictionaries.	<p>TG U1: 253, 353</p> <p>TG U3: 313, 323</p> <p>TG U4: 223, FS17</p>
c. Spell singular and plural possessives (e.g., teacher's, teachers').	<p>TG U3: 130-131, 140-141</p> <p>TG U4: 150-151, 160-161</p>
d. Spell regular two-and three-syllable words that:	<p>TG U1: 12, 22, 32, 42, 52, 312, 322, 332, 342, 352, 362, 372, FS2-FS4, FS8, FS9, FS10, FS20-FS22, FS23-FS25</p> <p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS5-FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14-FS16, FS17-FS19, FS20-FS22</p> <p>TG U4: 62, 72, 82, 92, 102, 243, 262, 272, 282, 292, 302, 312, 322, 332, 342, 352, 353, FS5, FS6, FS7, FS17-FS19, FS20, FS21, FS22</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.	<p>TG U1: 12, 22, 32, 42, 52, 312, 322, 332, 342, 352, 362, 372, FS2-FS4, FS20-FS22, FS23-FS25</p> <p>TG U3: 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS5-FS7, FS14-FS16, FS17-FS19, FS20-FS22</p> <p>TG U4: 262, 272, 282, 292, 302, FS17-FS19</p>
2. Include common, transparent prefixes and suffixes (e.g., <i>re-</i> , <i>pre-</i> , <i>sub-</i> , <i>un-</i> , <i>dis-</i> , <i>mis-</i> ; <i>-able</i> , <i>-ness</i> , <i>-ful</i> , <i>-tion</i>).	<p>TG U1: FS8, FS9, FS10</p> <p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: FS8, FS9, FS10, FS11, FS12, FS13</p> <p>TG U4: 62, 72, 82, 92, 102, 243, 312, 322, 332, 342, 352, 353, FS5, FS6, FS7, FS17, FS18, FS19, FS20, FS21, FS22</p>
e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including:	<p>TG U1: FS3, FS6, FS9, FS10, FS12, FS15, FS18, FS21, FS24</p> <p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, 370, 371, 380, 381, 391, FS3, FS6, FS9, FS12, FS14, FS15, FS16, FS17-FS19, FS20, FS21, FS22, FS24</p> <p>TG U3: 150, 151, 160, 161, 170, 171, 180, 181, 380, 381, FS3, FS6, FS8, FS9, FS10, FS11, FS12, FS13, FS15, FS18, FS21, FS24</p> <p>TG U4: 41, 51, 62, 72, 82, 92, 102, 243, 312, 322, 332, 342, 352, 353, FS3, FS5, FS6, FS7, FS9, FS12, FS15, FS17, FS18, FS19, FS20, FS21, FS22, FS24</p>
1. Irregular words.	<p>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U2: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: 41, 51, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>

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2. Pattern-based words.	<p>TG U1: FS8, FS9, FS10</p> <p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, 391, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: 160, 161, 380, 381, FS8, FS9, FS10, FS11, FS12, FS13</p> <p>TG U4: 62, 72, 82, 92, 102, 243, 312, 322, 332, 342, 352, 353, FS5, FS6, FS7, FS17, FS18, FS19, FS20, FS21, FS22</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
3.SL.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.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p>
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 333, 343, 353, 363, 373, 383, TR20–TR23</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 123, 153, 173, 213, 223, 233, 373, 383, TR20–TR23</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 333, 343, 353, 363, 373, 383, TR20–TR23</p> <p>TG U4: 13, 23, 33, 43, 47, 53, 63, 73, 77, 83, 93, 97, 103, 113, 133, 333, 343, 353, 363, 373, 383, TR20–TR23</p>

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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>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U4: 14, 24, 34, 54, 64, 74, 104, 114, 124, 144, 154, 174, 184, 214, 234, 244, 254, 264, 274, 284, 304, 314, 324, 334, 344, 354, 364, 374</p>
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U4: 12, 24, 32, 52, 62, 82, 92, 102, 112, 132, 142, 152, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312, 322, 332, 342, 352, 362</p>
d. Explain their own ideas and understanding based on the discussion.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 174, 184, 214, 224, 234, 244, 250, 254, 264, 274, 284, 294, 304, 314</p>

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3.SL.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.	<p>TG U1: 212, 213, 214, 215, 216, 217, 252, 253, 292, 293, 294, 295, 296</p> <p>TG U2: 12, 13, 14, 15, 16, 17, 22, 23, 84, 132, 133, 134, 135</p> <p>TG U3: 22, 72, 92, 94, 96, 97, 122, 132, 142, 144, 146, 147, 172, 174, 176, 177, 182, 212, 272, 282, 302, 312, 342, 372</p> <p>TG U4: 82, 83, 84, 85, 86, 87, 212, 214, 216, 217, 242, 292, 302, 322</p>
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>TG U1: 16, 36, 37, 46, 56, 76, 86, 96, 106, 116, 126, 136, 137, 156, 166, 176, 186, 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>TG U2: 16, 26, 36, 37, 46, 56, 66, 76, 86, 96, 116, 126, 136, 156, 166, 176, 196, 216, 226, 236, 237, 246, 256, 266, 286, 306, 316, 326, 346</p> <p>TG U3: 16, 36, 37, 46, 56, 76, 86, 96, 106, 116, 126, 136, 137, 156, 166, 176, 186, 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>TG U4: 16, 26, 36, 37, 46, 56, 66, 96, 106, 126, 136, 137, 166, 176, 186, 216, 226, 236, 237, 246, 256, 266, 306, 316, 326, 336, 337, 346</p>
Presentation of Knowledge and Ideas	
3.SL.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.	<p>TG U1: 17, 47, 57, 77, 87, 97, 107, 117, 127, 157, 167, 177, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 377, 387</p> <p>TG U2: 17, 27, 47, 57, 67, 87, 107, 117, 147, 157, 177, 197, 217, 227, 247, 267, 287, 317, 327, 347, 357, 377, 387</p> <p>TG U3: 17, 47, 57, 77, 87, 97, 107, 117, 127, 157, 167, 177, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 377, 387</p> <p>TG U4: 17, 27, 47, 67, 77, 87, 107, 127, 147, 157, 167, 187, 217, 227, 247, 257, 267, 307, 317, 327, 357, 367, 377, 387</p>
3.SL.5 Create 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.	<p>TG U1: 40</p> <p>TG U2: 150</p> <p>TG U4: 189, 190, 212</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
3.SL.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.)	TG U1: 81, 91, 121, 131, 301, TR4–TR5, TR20–TR23 TG U2: 161, 171, TR4–TR5, TR20–TR23 TG U3: TR4–TR5, TR20–TR23 TG U4: TR4–TR5, TR20–TR23
Language Standards	
Conventions of Standard English	
3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U2: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U4: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 311, 321, 331, 341 TG U2: 51, 61, 71, 81, 221, 231, 241, 281, 291, 321, 331, 341, 361 TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 221, 231, 251, 261, 271, 281, 291, 311, 321, 331, 341, 361 TG U4: 21, 31, 81, 91, 101, 111, 121, 131, 141, 350, 351, 360, 361
b. Form and use regular and irregular plural nouns.	TG U1: 41, 131, FS5, FS6, FS7 TG U2: 300, 301 TG U3: 12, 22, 32, 42, 52, FS2, FS3, FS4 TG U4: 31, 41, 51
c. Use abstract nouns (e.g., childhood).	TG U3: 280, 281, 290, 291 TG U4: 72, 80, 81, 90, 91, 92

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
d. Form and use regular and irregular verbs.	TG U1: 61, 71, 81, 141, 151, 161, 171 TG U2: 141, 151, 281, 291, 331, 341, 351, 361 TG U3: 301, 311, 331, 341
e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).	TG U1: 61, 71, 81 TG U2: 291, 311, 321 TG U3: 321, 351, 361
f. Ensure subject-verb and pronoun-antecedent agreement.	TG U1: 181, 191, 241, 251, 271, 281, 291, 301 TG U2: 131, 141, 151, 161, 281, 291, 301 TG U4: 141, 221, 231, 241, 251, 261, 271, 281, 291
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TG U1: 331, 341 TG U2: 70, 71 TG U3: 100, 101, 110, 111, 120, 121, 240, 241, 250, 251, 260, 261 TG U4: 380, 381, 390, 391
h. Use coordinating and subordinating conjunctions.	TG U1: 351, 361, 371, 381, 391 TG U2: 251, 261, 271
i. Produce simple, compound, and complex sentences.	TG U1: 81, 91, 121, 171, 191, 221, 231, 241, 251, 261, 271, 281, 291 TG U2: 161, 171, 181, 191 TG U3: 370, 371, 380, 381, 390, 391 TG U4: 300, 301, 310, 311, 320, 321, 330, 331
j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.	TG U1: 218-220, 250, 258-260, 288-290, 308-310, 328-330, 338-340, 361, 391, 392-399 TG U2: 79, 161, 170, 171, 180, 190, 191, 258-260, 274, 278-280 TG U3: 48, 49, 50, 58, 68-70, 78-80, 88-90, 128-130, 238-240, 250, 258, 259, 260, 269, 278-280, 378, 380, 381, 391, FS23 TG U4: 48, 49, 68-70, 301, 311, 320, 321, 330, 331, 379, FS23

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3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	TG U1: 61, 81, 111, 161, 178, 179, 180, 190, 231, 281, 341, 351, 361 TG U2: 21, 31, 41, 91, 101, 111, 121, 178, 179, 180, 371, 378, 379 TG U3: 178, 179, 180, 379, 380 TG U4: 151, 161, 188, 341, 380
a. Capitalize appropriate words in titles.	TG U2: 30, 31 TG U3: 190, 191 TG U4: 340, 341
b. Use commas in addresses.	TG U4: 190, 191
c. Use commas and quotation marks in dialogue.	TG U1: 101, 111 TG U2: 91, 101 TG U4: 170, 171, 180, 181
d. Form and use possessives.	TG U3: 130, 131, 140, 141 TG U4: 150, 151, 160, 161
Knowledge of Language	
3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TG U1: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316 TG U2: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316 TG U3: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316 TG U4: 13, 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 316, 326, 336, 341, 346, 356, 366, 380, FS17
a. Choose words and phrases for effect.	TG U1: 24, 26, 27, 43, 53, 64, 66, 67, 73, 223, 243, 283, 354, 356, 357, 383 TG U2: 24, 25, 26, 27, 33, 43, 53, 63, 143, 153, 223 TG U4: 33, 34, 35, 89, 95

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b. Recognize and observe differences between the conventions of spoken and written Standard English.	TG U1: 94, 95, 96, 97, 243 TG U2: 33, 88, 89, 112, 113, 114, 115, 116, 117, 183 TG U3: 23, 24, 26, 27, 33, 34, 74, 76, 77 TG U4: 13, 23, 33
Vocabulary Acquisition and Use	
3.L.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.	TG U1: 13, 23, 43, 53, 63, 73, 93, 103, 113, 133, 213, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 363 TG U2: 13, 23, 43, 53, 63, 73, 83, 93, 103, 143, 173, 223, 233, 253, 263, 303, 323 TG U3: 13, 23, 43, 53, 63, 73, 113, 123, 133, 213, 223, 233, 243, 253, 283, 293, 313, 323, 333, 343 TG U4: 23, 33, 43, 53, 63, 73, 83, 93, 114, 213, 223, 233, 243, 253, 273, 283, 293, 303, 313, 323, 333, 343
a. 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).	TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS15, FS16, FS20, FS21, FS22 TG U3: 101, 111, 112, 121, 122, 132, 142, 151, 152, 162, 172, 182, 241, 251, 261, 271, FS8–FS13 TG U4: 60, 61, 62, 70, 71, 72, 233, 243, 353, FS5, FS6, FS7, FS20, FS21, FS22, FS23, FS25
b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	TG U2: 342 TG U4: 61, 71, 362, 372, FS23, FS24, FS25
c. Use sentence-level context as a clue to the meaning of a word or phrases.	TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384 TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384 TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384 TG U4: 14, 23, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 184, 213, 354, 364, 374, 384

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d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TG U1: 95 TG U2: 313, 316, 391, FS20 TG U3: 26 TG U4: 116, 253, 254, 255, 256, 257, 362, 372, FS2, FS4, FS22
3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	TG U1: 94, 96, 97, 354, 356, 357 TG U2: 24, 25, 26, 27, 82, 84, 86 TG U3: 54, 56, 134, 234, 284, 286, 287, 314, 316, 317, 344, 346, 347 TG U4: 112, 114, 115, 116, 117, 134, 362, 372, FS23, FS24, FS25
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	TG U1: 94, 95, 96, 97, 243, 303 TG U2: 43, 53, 54, 55, 56, 57, 162, 164, 165, 166, 167, 173, 222, 223, 224, 225, 226, 227, 343 TG U3: 24, 25, 26, 27, 34, 35, 37, 74, 75, 76, 77, 234, 235, 274, 275 TG U4: 23, 53, 73, 93, 113, 244, 245, 246, 247, 283, 344, 345, 346, 347
b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).	TG U1: 141, 221, 241, 251, 261, 271, 291, 321, 331, 351, 361 TG U2: 34, 59, 87, 224 TG U3: 284, 285, 286, 287, 314, 315, 316, 317, 344, 345, 346, 347 TG U4: 32, 33, 34, 35, 92, 93, 94, 95, 96, 97, 274, 275, 276, 277, 294, 295, 296, 297
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	TG U2: 243, 333 TG U4: 112, 114, 115, 116, 117, 134, 135

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<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>	<p>TG U1: 14, 24, 26, 27, 34, 44, 54, 64, 74, 84, 88, 89, 90, 94, 96, 97, 264, 274, 284, 294, 304, 314, 324, 334, 337, 344, 354, 356, 357, 364</p> <p>TG U2: 14, 34, 44, 54, 64, 74, 78, 79, 80, 84, 94, 104, 114, 124, 134, 257, 264, 274, 276, 284, 294, 304, 312, 314, 324, 334, 344, 354, 356</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 287, 294, 304, 314, 323, 324, 334, 343, 344, 354, 364, 374, 384</p>