

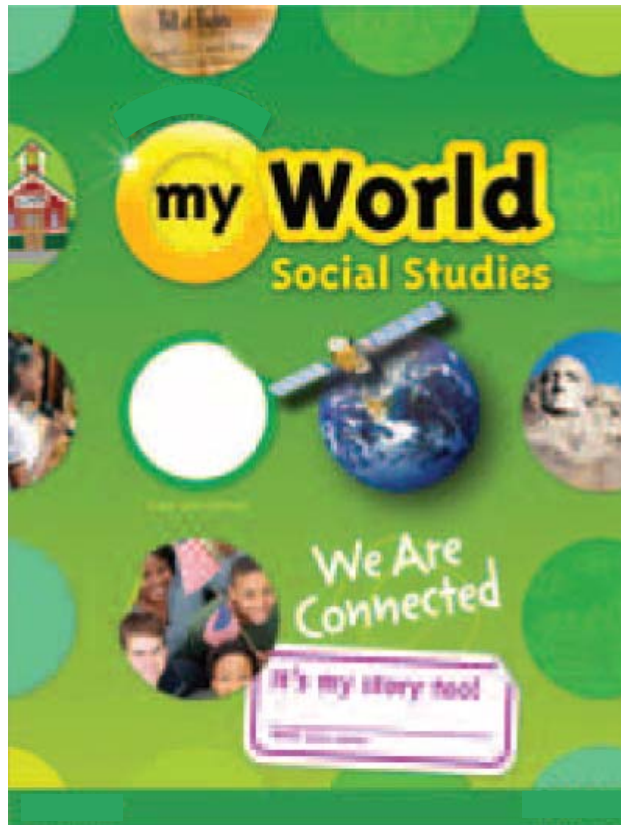
A Correlation of

Savvas

myWorld Social Studies

We Are Connected

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to

Arizona's

College and Career Ready Standards

English Language Arts

Grade 3

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Introduction

This document demonstrates how *myWorld Social Studies, We Are Connected*, ©2013 supports the Arizona College and Career Ready Standards, English Language Arts for Grade 3. Correlation page references are to the Student Edition and Teacher’s Edition. Alignments are cited at the page level.

Everyone has a story. What’s yours?

myWorld Social Studies™ utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas’* exclusive *myStory Book Current Events* prompts.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Edition
- Accelerating Progress for English Language Learner’s Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans high-stakes assessment support, and more

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Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RI.1)	<p>SE: Got It? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293; Review and Assessment, 38–40, 74–76, 122–124, 152–154, 182–184, 218–220, 260–262, 296–29</p> <p>TG: Check Comprehension, 6, 7, 8, 12, 14, 18, 20, 26, 29, 31, 46, 53, 63, 68, 76, 77, 88, 92, 97, 99, 101, 111, 115, 122, 128, 161, 165, 175, 176, 178, 185; Ask Questions, 155, 203, 205, 210</p>
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RI.2)	<p>SE: Identify Main Ideas and Details, Questions: Main Idea and Details, 7, 17, 21, 25, 55, 83, 87, 115, 143, 145, 149, 181, 213, 215, 228, 231, 235, 239, 245, 248, 251, 256, 259, 261, 290; Summarize, 4, 103, 147, 119, 135, 136-137, 141, 147, 152, 154, 165</p> <p>TG: Main Ideas and Details, 3, 6, 8, 19, 161, 164, 166, 171, 174, 175, 179, 185, 186; Identify Central Issues, 26, 53, 56, 62, 63, 77, 80, 81, 92, 97, 115, 134, 148, 161, 178, 179, 192, 210, 211; Summarize, 22, 34, 40, 88, 92, 97, 99, 103, 134, 137, 148, 154, 192, 202, 205</p>
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. (3.RI.3)	<p>SE: Reading Skills: Cause and Effect, 66–67; Sequence, 88–89; Questions: Cause and Effect, 2, 51, 57, 65, 69, 73, 75, 85, 133, 199, 242; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255; Timelines, 96-97</p> <p>TG: Cause and Effect, 13, 26, 30, 33, 34, 41, 45, 46, 56, 63, 64, 72, 76, 77, 88, 93, 103, 114, 116, 121, 127, 134, 138, 143, 144, 148, 149, 153, 161, 165, 176, 180, 185, 192, 195, 197; Sequence, 53, 57, 58, 63, 69, 73, 78, 81</p>

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Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (3.RI.4)	<p>SE: Vocabulary, 17, 25, 33, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289</p> <p>TG: Academic Vocabulary, 3, 12, 13, 26, 30, 46, 81, 91, 98, 101, 102, 111, 134, 196, 201; Content and Language, 6, 12, 18, 29, 33, 39, 43, 45, 56, 68, 72, 76, 80, 91, 97, 101, 114, 120, 137, 143, 147, 153, 164, 170, 174, 178, 184, 195, 201, 205, 209</p>
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (3.RI.5)	<p>SE: Reading Skills: Sequence, 88–89, Summarize, 136–137</p> <p>TG: Students as Digital Citizens, Search for Non-Fiction Texts, 10; Research and Digital Presentation, 212</p>
6. Distinguish their own point of view from that of the author of a text. (3.RI.6)	<p>SE: Critical Thinking: Comparing Viewpoints, 150–151; Primary and Secondary Sources, 196–197; Reading Skills: Fact and Opinion, 174–175</p> <p>TG: Author’s Purpose, 88, 134, 143, 210; Fact and Opinion, 72, 76, 111, 115, 120</p>

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Integration of Knowledge and Ideas	
<p>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). (3.RI.7)</p>	<p>SE: Map Skills, 30–31; 58–59, Graph Skills, 96–97, 252–253; Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts, 19, 36, 88, 89, 133, 166, 207, 210, 211, 249, 285, 294; Envision It!, 16, 24, 32, 46, 52, 60, 68, 82, 90, 98, 104, 110, 116, 130, 138, 144, 160, 168, 176, 190, 198, 204, 212, 226, 234, 240, 246, 254, 268, 276, 282, 288, Got It? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293; Generalize, 1, 21, 22-23, 29, 35, 37, 38, 269</p> <p>TG: Analyze Charts, 20; Analyze Graphs, 40; Analyze Images, 26, 82, 116; Analyze Maps, 29, 30, 33, 39, 62, 74, 137, 145, 147, 195; Analyze Visuals, 3, 8, 13, 14, 18, 20, 26, 33, 34, 39, 45, 57, 92, 134, 139, 143, 149, 153, 186, 195, 196, 197, 203, 207, 209; Generalize, 3, 7, 12, 13, 18</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3.RI.8)</p>	<p>SE: Reading Skills: Cause and Effect, 66–67; Sequence, 88–89; Compare and Contrast, 274–275; Questions: Cause and Effect, 2, 51, 57, 65, 69, 73, 75, 85, 133, 199, 242; Sequence, 3, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255; Compare and Contrast, 8, 36, 84, 227, 241, 250, 259, 261, 273, 281, 283, 287, 291, 293, 297</p> <p>TG: Cause and Effect, 13, 26, 30, 33, 34, 41, 45, 46, 56, 63, 64, 72, 76, 77, 88, 93, 103, 114, 116, 121, 127, 134, 138, 143, 144, 148, 149, 153, 161, 165, 176, 180, 185, 192, 195, 197; Sequence, 53, 57, 58, 63, 69, 73, 78, 81; Compare and Contrast, 3, 12, 13, 14, 19, 29, 35, 39, 91, 93, 103, 144, 154, 192, 196, 197, 203, 206, 207, 210</p>

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Integration of Knowledge and Ideas	
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic. (3.RI.9)</p>	<p>SE: Critical Thinking: Comparing Viewpoints, 150–151; Reading Skills: Compare and Contrast, 274–275; also see: Compare and Contrast, 8, 36, 84, 227, 241, 250, 259, 261, 273, 274-275, 281, 283, 287, 291, 293, 297</p> <p>TG: Compare and Contrast, 3, 12, 13, 14, 19, 29, 35, 39, 91, 93, 103, 144, 154, 192, 196, 197, 203, 206, 207, 210; Make Comparisons, 8, 53, 58, 116, 121, 126, 134, 138, 166, 171, 174, 175, 180, 185</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (3.RI.10)</p> <p>a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)</p>	<p>SE: Chapter Openers, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267; Reading Skills, 22–23, 66–67, 88–89, 136–137, 174–175, 210–211, 232–233, 274–275; Critical Thinking Skills, 150–151, 196–197, 294–295</p> <p>TG: Leveled Reader, 2, 25, 52, 87, 110, 133, 160, 191; also see Differentiated Instruction activities in every lesson that allow students to learn social studies knowledge and skills at their own level.</p> <p>Key: L1: Special Needs L2: Extra Support L3: On-level L4: Challenge Research Activities, 37: L1-L4; 47: L1-L4; 54, 62, 64, 66, 74: L1-L4; 78, 99, 103: L1-L4; 122: L1-L4; 128, 155, 166: L1-L4; 176, 186, 197: L1-L4; 206: L1-L4</p>

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Writing Standards	
<p>The following standards for 3–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>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.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p>	
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section. (3.W.1)</p>	<p>SE: myStory Spark, 12, 126, 222, Keys to Good Writing, 9; Writing Traits, 10</p> <p>TG: Differentiated Instruction: Persuasive Letter, 124</p>
Text Types and Purposes	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section. (3.W.2)</p>	<p>SE: myStory Spark, 42, 78, 126, 156, 186, 264, Keys to Good Writing, 9; Writing Traits, 10; myStory Book, 41, 77, 125, 155, 185, 221, 263, 299</p> <p>TG: L4-Write About your Community, 10; Choice A-Writing Activity, 21; Write a Paragraph, L3-128, L2-145, 155, 203; Write a Newspaper Article, L4-135, L4-145; L4-Travel Brochure, 47; Write a Paragraph, L3-128, L4- 203; Captions, L2-82, L2-135; Write Sentences, L4-43; Write Details, L1-L4: 34; Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214</p>

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure. (3.W.3)</p>	<p>SE: Keys to Good Writing, 9; Writing Traits, 10; myStory Book (write about event in your past), 125; also see: Reading Skills: Sequence (fill in chart), 89</p> <p>TG: Write a Narrative, 4; Write a Journal Entry, 31</p>
Production and Distribution of Writing	
<p>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.) (3.W.4)</p> <p>a. With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. (AZ.3.W.4)</p>	<p>SE: The Writing Process, 9; The Writing Traits, 10; Write, 20, 21: L1-L4; 23, 33, 51, 57, 59, 71, 75, 76, 87, 103, 115, 123, 135, 137, 147, 152, 153, 154, 167, 182, 184, 215, 218, 219, 220, 231, 239, 245, 251, 259, 262, 273, 279, 287, 289, 296, 297, 298; myStory Book, 41, 77, 125, 155, 185, 221, 263. 299</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 13: L3, L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186, 203</p>
<p>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.) (3.W.5)</p>	<p>SE: The Writing Process, 9; The Writing Traits, 10; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186: L4, 203: L2-4</p>

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Production and Distribution of Writing	
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. (3.W.6)	<p>SE: 21st Century Learning Online Tutor, 11; myStory Book, 41, 77, 125, 155, 185, 221, 263; Research, 294-295</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Research and Digital Presentation, 212</p>
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic. (3.W.7)	<p>SE: Research, 294-295; also see: 21st Century Learning Online Tutor Checklist, 11; Reading Skills: Sequence, 88–89, Summarize, 136–137</p> <p>TG: Search for Non-Fiction Texts, 10; Differentiated Instruction: Research Activities, L3-L4: 47, L4-54, L3-L4: 64, L4-66, L4-78, L4-99, L4-103, L4-122, L4-128, L4-155, L2-L4: 176, L4-186, L4-197, L4-206; Research and Digital Presentation, 212</p>
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3.W.8)	<p>SE: The Writing Process, 9; The Writing Traits, 10; Write, 21: L1-L4; 23, 33, 51, 57, 59, 71, 75, 76, 87, 103, 115, 123, 135, 137, 147, 152, 153, 154, 167, 182, 184, 215, 218, 219, 220, 231, 239, 245, 251, 259, 262, 273, 279, 287, 289, 296, 297, 298; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186, 203</p>
9. (Begins in grade 4) (3.W.9)	Not applicable according to the Arizona Standards for English Language Arts

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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. (3.W.10)	<p>SE: The Writing Process, 9; The Writing Traits, 10; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31, 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186, 203</p>
Speaking and Listening Standards	
The following standards for 3–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>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.</i>	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <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> <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> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d Explain their own ideas and understanding in light of the discussion. (3.SL.1)</p>	<p>Many opportunities exist in Savvas myWorld Social Studies for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p>TG: Big Question, 23, 50, 53, 85, 108, 131, 158, 189, 216; Differentiated Instruction: Discussion (Special Needs), 103: L1-L4; 128, 166: L1-L4; 206: L1-L4; Discussion (Extra Support), 128, 149, 172: L1-L4; 193: L1-L4; Group Work (On-Level), 47: L1-L4; Discussion (On-Level), 135: L1-L4; 149, 162, 206: L1-L4; Discuss Cause and Effect (Challenge), 27: L1-L4; Discussion (Challenge), 211: L2-L4</p>

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<p>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. (3.SL.2)</p>	<p>SE: For related material see: Reading Skills: Main Idea and Details, 232–233; Questions: Main Idea and Details, 7, 17, 21, 25, 55, 83, 87, 115, 143, 145, 149, 181, 213, 215, 228, 231, 235, 239, 245, 248, 251, 256, 259, 261, 290</p> <p>TG: Main Ideas and Details, 3, 6, 8, 19, 161, 164, 166, 171, 174, 175, 179, 185, 186; Identify Central Issues, 26, 53, 56, 62, 63, 77, 80, 81, 92, 97, 115, 134, 148, 161, 178, 179, 192, 210, 211</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3.SL.3)</p>	<p>Opportunities to address this standard may be found on pages:</p> <p>SE: Big Question, 23, 50, 53, 85, 108, 131, 158, 189, 216; My World and Me, 23, 50, 85, 108, 131, 158, 189, 216; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Ask Questions, 155, 203, 205, 210; Formulate Questions, 57, 68, 115, 121; Differentiated Instruction: Interview, 172: L1-L4; Write Interview Questions, 116; Presentation, 78, 103: L1-L4; 155, 197: L1-L4; 206: L1-L4</p>
Presentation of Knowledge and Ideas	
<p>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. (3.SL.4)</p>	<p>SE: My World and Me, 23, 50, 85, 108, 131, 158, 189, 216; myStory Book, 41, 77, 125, 155, 185, 221, 263;</p> <p>TG: Differentiated Instruction, 4: L1-L4; 7, 10: L1-L4; 13, 16: L1-L4; 19: L1-L4; 27: L1-L4; 31: L1-L4; 33, 34: L1-L4; 37: L1-L4; 41: L1-L4; 43: L1-L4; 47: L1-L4; 54, 57: L1-L4; 64, 66, 70: L1-L4; 74: L1-L4; 78, 82, 89: L1-L4; 92: L1-L4; 95: L1-L4; 99, 103: L1-L4; 105: L1-L4; 112, 116, 118: L1-L4; 122: L1-L4; 124, 128, 135: L1-L4; 139, 141, 145: L1-L4; 149, 151, 155, 162, 166: L1-L4; 168: L1-L4; 172: L1-L4; 176, 180, 182: L1-L4; 186, 193: L1-L4; 197: L1-L4; 199: L1-L4; 203, 206: L1-L4; 211, 213: L1-L4</p>

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<p style="text-align: center;">Arizona’s College and Career Ready Standards for English Language Arts</p>	<p style="text-align: center;">myWorld Social Studies We Are Connected Grade 3, ©2013</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3.SL.5)</p>	<p>Opportunities to address this standard may be found on pages:</p> <p>SE: Big Question, 23, 50, 53, 85, 108, 131, 158, 189, 216</p> <p>TG: Differentiated Instruction: Presentation, 78, 103: L1-L4; 122: L1-L4; 155, 197: L1-L4; 206: L1-L4; 211; Project, 57: L1-L4; 64; Retell, 54, 112; Act out, 47: L1-L4; Write Interview Questions, 116; Interview, 172: L1-L4</p>
<p>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.) (3.SL.6)</p>	<p>TG: Differentiated Instruction, 4: L1-L4; 7, 10: L1-L4; 13, 16: L1-L4; 19: L1-L4; 27: L1-L4; 31: L1-L4; 33, 34: L1-L4; 37: L1-L4; 41: L1-L4; 43: L1-L4; 47: L1-L4; 54, 57: L1-L4; 64, 66, 70: L1-L4; 74: L1-L4; 78, 82, 89: L1-L4; 92: L1-L4; 95: L1-L4; 99, 103: L1-L4; 105: L1-L4; 112, 116, 118: L1-L4; 122: L1-L4; 124, 128, 135: L1-L4; 139, 141, 145: L1-L4; 149, 151, 155, 162, 166: L1-L4; 168: L1-L4; 172: L1-L4; 176, 180, 182: L1-L4; 186, 193: L1-L4; 197: L1-L4; 199: L1-L4; 203, 206: L1-L4; 211, 213: L1-L4</p>

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for English Language Arts**

Arizona’s College and Career Ready Standards for English Language Arts	myWorld Social Studies We Are Connected Grade 3, ©2013
Language Standards	
<p>The following standards for grades 3–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>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.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See page 31 in Appendix A for an example of how these skills develop in sophistication.</p>	
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences. (3.L.1)</p> <p>j. Write multiple sentences in an order that supports a main idea or story. (AZ.3.L.1)</p>	<p>Students have many opportunities to practice the conventions of standard English grammar and usage when writing or speaking in Savvas <i>myWorld Social Studies</i>.</p> <p>SE: The Writing Process, 9; The Writing Traits, 10; Write, 21, 21, 23, 33, 51, 57, 59, 71, 75, 76, 87, 103, 115, 123, 135, 137, 147, 152, 153, 154, 167, 182, 184, 215, 218, 219, 220, 231, 239, 245, 251, 259, 262, 273, 279, 287, 289, 296, 297, 298</p> <p>In <i>myStory Spark</i>, students write their own ideas about the Big Question: 12, 42, 78, 126, 156, 186, 222, 264</p> <p><i>myStory Ideas</i> present many opportunities for students to respond in writing to support a main idea: 21, 29, 37, 51, 57, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 297, 293</p> <p>In <i>myStory Book</i>, students write and illustrate their own book: 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60, 82, 116, 124, 128, 135: L1-L4; 145: L1-L4; 155, 172: L1-L4; 182: L1-L4; 186, 203</p>

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<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.</p>	<p>Students have many opportunities to practice the use of standard English capitalization and punctuation when writing in Savvas <i>myWorld Social Studies</i>.</p> <p>SE: The Writing Process, 9; The Writing Traits, 10; Write, 21, 21, 23, 33, 51, 57, 59, 71, 75, 76, 87, 103, 115, 123, 135, 137, 147, 152, 153, 154, 167, 182, 184, 215, 218, 219, 220, 231, 239, 245, 251, 259, 262, 273, 279, 287, 289, 296, 297, 298; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p>TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: 4: L1-L4; 10: L1-L4; 19: L1-L4; 31: L1-L4; 34: L1-L4; 43: L1-L4; 60: L2-L4, 82: L2-L4, 116: L2-L4, 124: L2-L4, 128: L2-L4, 135: L1-L4; 145: L1-L4; 155: L2-L4, 17: L1-L4; 182: L1-L4; 186: L2-L4, 203: L2-L4</p>
<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>(3.L.2)</p>	<p>SE: Vocabulary, 17, 25, 33, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289; Got It? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293, myStory Book, 41, 77, 125, 155, 185, 221, 263; also see: myStory Spark, 12, 42, 78, 126, 156, 186, 222, 264</p> <p>TG: Academic Vocabulary, 3, 12, 13, 26, 30, 46, 81, 91, 98, 101, 102, 111, 134, 196, 201; Content and Language, 6, 12, 18, 29, 33, 39, 43, 45, 56, 68, 72, 76, 80, 91, 97, 101, 114, 120, 137, 143, 147, 153, 164, 170, 174, 178, 184, 195, 201, 205, 209; Make a Picture Dictionary, 82</p>

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Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English. (3.L.3)</p>	<p>SE: myStory Spark, 12, 42, 78, 126, 156, 186, 222, 264</p> <p>TG: Academic Vocabulary, 3, 12, 13, 26, 30, 46, 81, 91, 98, 101, 102, 111, 134, 196, 201; Content and Language, 6, 12, 18, 29, 33, 39, 43, 45, 56, 68, 72, 76, 80, 91, 97, 101, 114, 120, 137, 143, 147, 153, 164, 170, 174, 178, 184, 195, 201, 205, 209; Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214, Differentiated Instruction, 4: L1-L4; 7, 10: L1-L4; 13, 16: L1-L4; 19: L1-L4; 27: L1-L4; 31: L1-L4; 33, 34: L1-L4; 37: L1-L4; 41: L1-L4; 43: L1-L4; 47: L1-L4; 54, 57: L1-L4; 64, 66, 70: L1-L4; 74: L1-L4; 78, 82, 89: L1-L4; 92: L1-L4; 95: L1-L4; 99, 103: L1-L4; 105: L1-L4; 112, 116, 118: L1-L4; 122: L1-L4; 124, 128, 135: L1-L4; 139, 141, 145: L1-L4; 149, 151, 155, 162, 166: L1-L4; 168: L1-L4; 172: L1-L4; 176, 180, 182: L1-L4; 186, 193: L1-L4; 197: L1-L4; 199: L1-L4; 203, 206: L1-L4; 211, 213: L1-L4</p>

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Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (3.L.4)</p>	<p>Students acquire new vocabulary in each lesson of Savvas’ <i>myWorld Social Studies</i>. Students are encouraged to apply the new vocabulary through reading, writing, listening, and speaking activities.</p> <p>SE: Vocabulary, 17, 25, 33, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289; Got It? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293</p> <p>TG: Academic Vocabulary, 3, 12, 13, 26, 30, 46, 81, 91, 98, 101, 102, 111, 134, 196, 201; Content and Language, 6, 12, 18, 29, 33, 39, 43, 45, 56, 68, 72, 76, 80, 91, 97, 101, 114, 120, 137, 143, 147, 153, 164, 170, 174, 178, 184, 195, 201, 205, 209</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). (3.L.5)</p>	<p>Vocabulary activities in Savvas’ <i>myWorld Social Studies</i> reinforce classroom language arts instruction.</p> <p>SE: Vocabulary, 17, 25, 33, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289; Got It? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293</p> <p>TG: Academic Vocabulary, 3, 12, 13, 26, 30, 46, 81, 91, 98, 101, 102, 111, 134, 196, 201; Content and Language, 6, 12, 18, 29, 33, 39, 43, 45, 56, 68, 72, 76, 80, 91, 97, 101, 114, 120, 137, 143, 147, 153, 164, 170, 174, 178, 184, 195, 201, 205, 209</p>

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<p>5. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (3.L.6)</p>	<p>SE: Vocabulary, 17, 25, 33, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289</p> <p>TG: Academic Vocabulary, 3, 12, 13, 26, 30, 46, 81, 91, 98, 101, 102, 111, 134, 196, 201; Content and Language, 6, 12, 18, 29, 33, 39, 43, 45, 56, 68, 72, 76, 80, 91, 97, 101, 114, 120, 137, 143, 147, 153, 164, 170, 174, 178, 184, 195, 201, 205, 209</p>