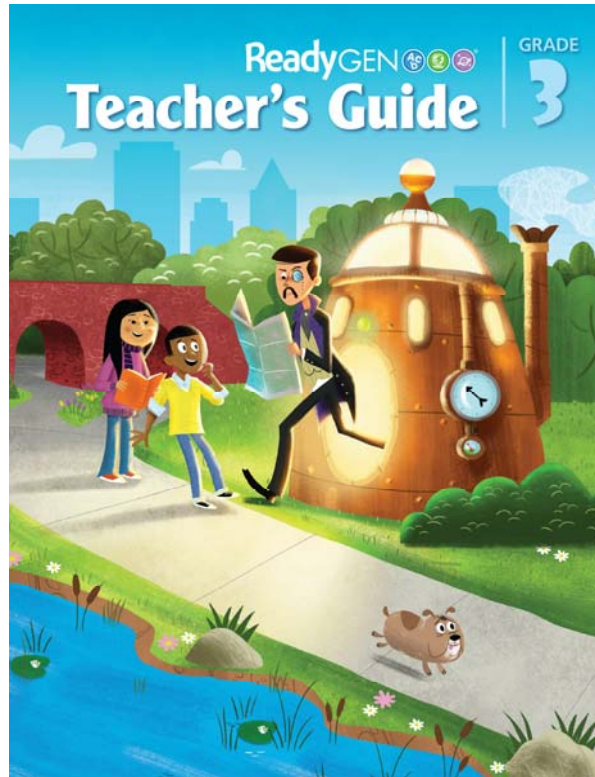


A Correlation of
ReadyGEN
Grade 3, ©2016



To
Arizona's
College and Career Ready Standards
English Language Arts and Literacy

**A Correlation of ReadyGEN, Grade 3 ©2016 to the
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Grade 3**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the Arizona’s College and Career Ready Standards *English Language Arts and Literacy*. 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 integrated 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

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 3	ReadyGEN, Grade 3 ©2016
Grade 3 students:	
Reading Standards for Literature 3-5	
The following standards offer a focus for instruction each year	
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.RL.1)	<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>
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3.RL.2)	<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. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.3)	<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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Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (3.RL.4)	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 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 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 TG U4: 14, 24, 26, 33, 34, 112, 113, 114, 115, 116, 117, 124, 134, 135, 144, 154
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. (3.RL.5)	TG U1: 54, 55, 56, 57, 73, 74, 75, 76, 77, 152, 153, 154, 156, 157 TG U2: 32, 42, 52, 62, 72, 93, 122, 343 TG U4: 32, 33, 123, 142, 144, 146, 147, 154, 182, 183, 184, 185, 186, 187, 322
6. Distinguish their own point of view from that of the narrator or those of the characters. (3.RL.6)	TG U1: 102, 103, 104, 105, 106, 107, 242, 243, 244, 246, 247 TG U3: 32, 33, 52, 53, 112, 113, 114, 115, 116, 117, 152, 153, 156 TG U4: 34, 218
Integration of Knowledge and Ideas	
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). (3.RL.7)	TG U1: 272, 274, 275, 276, 277, 377, 383 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 TG U3: 14, 15, 16, 17, 62, 63, 64, 65, 66, 67, 122, 124, 125, 126, 127 TG U4: 13, 14, 52, 53, 54, 56, 57
8. (Not applicable to literature) (3.RL.8)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy

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Integration of Knowledge and Ideas	
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). (3.RL.9)	TG U1: 114, 115, 116, 117
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (3.RL.10)	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 TG U2: 32, 142, 332, 352 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155 TG U4: 15, 25, 35, 45, 105, 115, 125, 135, 145, 155, 175
Reading Standards for Informational Text 3–5	
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)	TG U1: 213, 223, 233, 303, 307, 313, 317, 323, 327, 333, 343, 347, 353, 363, 364, 373, 383, 387 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 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 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
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RI.2)	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 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 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 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

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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>TG U1: 323, 342, 343, 344, 346, 347, 353 TG U3: 222, 223, 224, 225, 226, 227, 252, 254, 256, 257, 292, 293, 294, 295, 296, 297, 332, 333, 334, 335, 337, 343, 352, 353, 354, 355 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	
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>TG U1: 214, 224, 234, 304, 314, 324, 334, 344, 354, 356, 357, 363, 364, 365, 366, 374, 383 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 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 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>
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>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 TG U2: 262, 266, 267, 292, 293, 294, 295, 296, 297, 312, 313, 314, 315, 316, 317, 362, 363, 364, 366, 367 TG U4: 224, 225, 226, 227, 243, 254, 255, 256, 257</p>
6. Distinguish their own point of view from that of the author of a text. (3.RI.6)	<p>TG U1: 327 TG U2: 302, 303, 304, 305, 306, 307 TG U4: 72, 73, 74, 75, 76, 77, 234, 235, 237, 304, 305, 306, 307, 384, 385, 386, 387</p>

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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). (3.RI.7)	<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>
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>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>
Integration of Knowledge and Ideas	
9. Compare and contrast the most important points and key details presented in two texts on the same topic. (3.RI.9)	<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>

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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>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>
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<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>
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<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>
<p>b. Decode words with common Latin suffixes.</p>	<p>TG U2: 312, 322, 332, 342, 352, FS20, FS21, FS22</p> <p>TG U4: 233, FS17, FS18, FS19</p>

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c. Decode multisyllable words.	<p>TG U1: 12, 22, 32, 42, 52, 132, 312, 322, 332, 342, 352, 362, 372, 382, FS2, FS3, FS4, FS8, FS9, FS10, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U2: 12, 22, 32, 42, 52, FS2, FS3, FS4, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS14-FS19</p> <p>TG U4: 142, 162, 172, 233, 362, 372, FS2-FS25</p>
d. Read grade-appropriate irregularly spelled words. (3.RF.3)	<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>
Fluency	
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 on-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>

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b. Read on-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>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3.RF.4)	<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 3-5	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	<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 they are writing about, 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>

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b. Provide reasons that support the opinion.	TG U1: 65, 105, 215, 235, 265, 335 TG U3: 68, 69, 70, 78, 79, 80, 192, 194 TG U4: 19, 68, 69, 70, 215, 219, 229, 240, 245, 268, 269, 270, 278
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	TG U3: 98, 99, 100 TG U4: 88, 89, 90, 169, 170, 288, 289, 290, 396
d. Provide a concluding statement or section. (3.W.1)	TG U3: 108, 109, 110, 118, 119, 120, 192, 194 TG U4: 98, 99, 100, 108, 109, 110, 298, 299, 300, 308, 309, 310, 396
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	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 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 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
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG U1: 218, 228, 238, 239, 240, 248, 249, 258, 259, 268, 288, 289, 290, 329, 339, 392 TG U2: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392 TG U3: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392
b. Develop the topic with facts, definitions, and details.	TG U1: 219, 220, 229, 230, 249, 258, 259, 260, 269, 270, 279, 280 TG U2: 238, 239, 240, 258, 259, 260, 268, 269, 270, 278, 279, 280 TG U3: 238, 239, 240, 258, 259, 260, 392
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	TG U1: 268, 269, 270, 278, 279, 280 TG U2: 288, 289, 290, 298, 299, 300, 392 TG U3: 288, 289, 290

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d. Provide a concluding statement or section. (3.W.2)	TG U1: 308, 309, 310, 340, 392 TG U2: 308, 309, 310, 392, 396 TG U3: 298, 299, 300, 308, 309, 310, 396
Text Types and Purposes	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	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 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
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. (3.W.3)	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

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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.) (3.W.4)	<p>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</p> <p>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</p> <p>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</p> <p>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</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>TG U1: 218-219, 228-229, 238-239, 248-249, 258-259, 268, 278, 288, 298, 308-309, 318, 319</p> <p>TG U2: 218-219, 228-229, 238, 248-249, 258-259, 268-269, 278-279, 288-289, 298-299</p> <p>TG U3: 218-219, 228-229, 238, 248-249, 258-259, 268-269, 278-279, 288-289, 298-299</p> <p>TG U4: 218-219, 228-229, 238-239, 248-229, 258-259, 268-269, 278-279, 288-289, 298-299, 308-309, 318-319</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>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>

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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>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, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190, 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, 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, 220, 230, 240, 250, 260, 270, 280, 290, 300</p>
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic. (3.W.7)	<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>
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>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>
9. (Begins in grade 4) (3.W.9)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy

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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>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>
Speaking and Listening Standards 3-5	
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>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 in light of the discussion. (3.SL.1)	<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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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>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. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3.SL.3)	<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	
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>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>

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Presentation of Knowledge and Ideas	
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)	TG U1: 40 TG U2: 150 TG U4: 189, 190, 212
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)	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 3–5	
Conventions of Standard English	
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

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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., <i>childhood</i>).	TG U3: 280, 281, 290, 291 TG U4: 72, 80, 81, 90, 91, 92
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 (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	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. (3.L.1)	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

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j. Write multiple sentences in an order that supports a main idea or story. (AZ.3.L.1)	<p>TG U1: 78-81, 88-91, 118-121, 168- 171, 218-221, 228-231, 238-240, 248-250, 258-261, 278-281, 288-291</p> <p>TG U2: 158-160, 168-170</p> <p>TG U3: 368-370, 378-380</p> <p>TG U4: 30, 298-300, 308-310, 318-320</p>
Conventions of Standard English	
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<p>TG U1: 61, 81, 111, 161, 178, 179, 180, 190, 231, 281, 341, 351, 361</p> <p>TG U2: 21, 31, 41, 91, 101, 111, 121, 178, 179, 180, 371, 378, 379</p> <p>TG U3: 178, 179, 180, 379, 380</p> <p>TG U4: 151, 161, 188, 341, 380</p>
a. Capitalize appropriate words in titles.	<p>TG U2: 30, 31</p> <p>TG U3: 190, 191</p> <p>TG U4: 340, 341</p>
b. Use commas in addresses.	TG U4: 190, 191
c. Use commas and quotation marks in dialogue.	<p>TG U1: 101, 111</p> <p>TG U2: 91, 101</p> <p>TG U4: 170, 171, 180, 181</p>
d. Form and use possessives.	<p>TG U3: 130, 131, 140, 141</p> <p>TG U4: 150, 151, 160, 161</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>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U2: 252, 262, 272, 312, 322, 332, 342, 352, 371, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U3: 150, 151, 160, 161, 170, 171, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: 60, 61, 70, 71, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>

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f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p>TG U1: FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS20, FS23, FS25</p> <p>TG U2: 370, 371, 372, 380, 381, 382</p> <p>TG U3: FS2, FS4, FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS23, FS25</p> <p>TG U4: 22, 32, 42, 362, 372, FS3, FS5, FS6, FS8, FS9, FS10, FS12, FS15, FS17, FS18, FS21, FS23, FS25</p>
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (3.L.2)	<p>TG U2: 313, 316, 391, FS20</p> <p>TG U3: 26, 179, 180, 181, FS4</p> <p>TG U4: 179, 380, FS2, FS4, FS17</p>
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>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</p> <p>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</p> <p>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</p> <p>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</p>
a. Choose words and phrases for effect.	<p>TG U1: 24, 26, 27, 43, 53, 64, 66, 67, 73, 223, 243, 283, 354, 356, 357, 383</p> <p>TG U2: 24, 25, 26, 27, 33, 43, 53, 63, 143, 153, 223</p> <p>TG U4: 33, 34, 35, 89, 95</p>
b. Recognize and observe differences between the conventions of spoken and written Standard English. (3.L.3)	<p>TG U1: 94, 95, 96, 97, 243</p> <p>TG U2: 33, 88, 89, 112, 113, 114, 115, 116, 117, 183</p> <p>TG U3: 23, 24, 26, 27, 33, 34, 74, 76, 77</p> <p>TG U4: 13, 23, 33</p>

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Vocabulary Acquisition and Use	
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>TG U1: 13, 23, 43, 53, 63, 73, 93, 103, 113, 133, 213, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 363</p> <p>TG U2: 13, 23, 43, 53, 63, 73, 83, 93, 103, 143, 173, 223, 233, 253, 263, 303, 323</p> <p>TG U3: 13, 23, 43, 53, 63, 73, 113, 123, 133, 213, 223, 233, 243, 253, 283, 293, 313, 323, 333, 343</p> <p>TG U4: 23, 33, 43, 53, 63, 73, 83, 93, 114, 213, 223, 233, 243, 253, 273, 283, 293, 303, 313, 323, 333, 343</p>
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TG U1: 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 U2: 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 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, 23, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 184, 213, 354, 364, 374, 384</p>
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	<p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: 101, 111, 112, 121, 122, 132, 142, 151, 152, 162, 172, 182, 241, 251, 261, 271, FS8–FS13</p> <p>TG U4: 60, 61, 62, 70, 71, 72, 233, 243, 353, FS5, FS6, FS7, FS20, FS21, FS22, FS23, FS25</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>TG U2: 342</p> <p>TG U4: 61, 71, 362, 372, FS23, FS24, FS25</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>TG U1: 95</p> <p>TG U2: 313, 316, 391, FS20</p> <p>TG U3: 26</p> <p>TG U4: 116, 253, 254, 255, 256, 257, 362, 372, FS2, FS4, FS22</p>

**A Correlation of ReadyGEN, Grade 3 ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 3**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 3	ReadyGEN, Grade 3 ©2016
5. Demonstrate understanding of word relationships and nuances in word meanings.	<p>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</p>
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	<p>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</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>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</p>
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , and <i>wondered</i>). (3.L.5)	<p>TG U2: 243, 333 TG U4: 112, 114, 115, 116, 117, 134, 135</p>
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., <i>After dinner that night we went looking for them</i>). (3.L.6)	<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 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 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, 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>