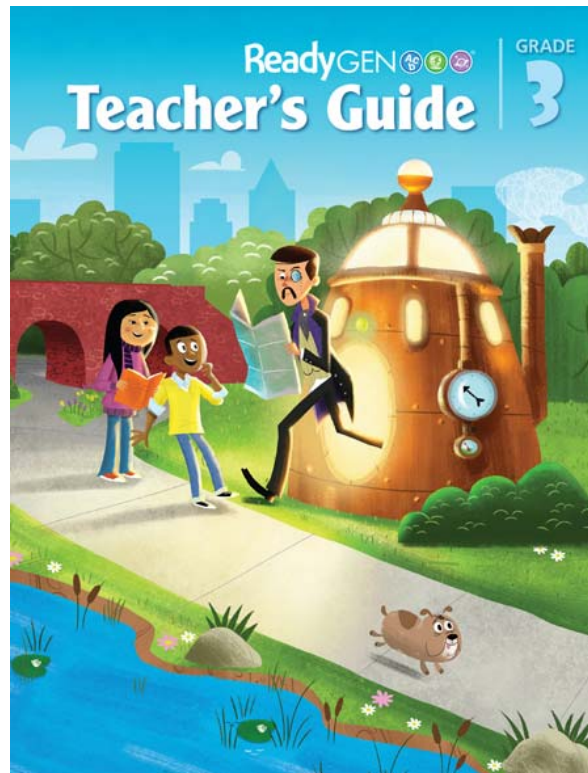


A Correlation of

ReadyGEN

Grade 3, ©2016



To the

California

English Language Development Standards

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the California English Language Development Standards (ELD). 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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**Part 2 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight
Grade Three – California English Language Development Standards**

The California English Language Development Standards (CA ELD Standards) describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content, with particular alignment to the key knowledge, skills, and abilities for achieving college- and career-readiness described in the Common Core State Standards for ELA. However, the CA ELD Standards do not repeat the Common Core State Standards for ELA, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	PART I: INTERACTING IN MEANINGFUL WAYS				
	A. Collaborative				
	1. Exchanging information and ideas				
PI.3.1.Em	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	TG U1: 12, 14, 17, 32, 34, 37, 44, 52, 54, 62, 64, 67, 77, 82 TG U2: 13, 14, 64, 73, 77, 84, 87, 93, 94, 103, 104, 124, 144, 153, 163 TG U3: 13, 17, 54, 67, 73, 74, 83, 93, 96, 103, 234, 263, 284, 294, 324 TG U4: 44, 53, 63, 64, 73, 74, 83, 84, 93, 94, 103, 104, 114, 123, 124			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.3.1.Ex	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	<p>TG U1: 62, 82, 112, 132, 162, 182, 222, 242, 262, 282, 292, 302, 312, 332, 352</p> <p>TG U2: 12, 22, 32, 42, 52, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U3: 102, 112, 122, 142, 152, 162, 172, 182, 212, 222, 232, 272, 292, 312, 332</p> <p>TG U4: 72, 92, 112, 132, 142, 152, 172, 182, 212, 222, 242, 262, 282, 292, 332</p>			
PI.3.1.Br	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	<p>TG U1: 62, 82, 112, 132, 162, 180, 220, 230, 242, 262, 282, 302, 312, 332, 352</p> <p>TG U2: 12, 22, 32, 42, 52, 162, 172, 179, 180, 212, 222, 232, 242, 252, 272, 370</p> <p>TG U3: 102, 112, 122, 142, 152, 162, 172, 182, 212, 222, 260, 270, 292, 300, 369</p> <p>TG U4: 72, 92, 112, 132, 142, 152, 172, 182, 212, 222, 230, 242, 282, 292, 332</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	2. Interacting via written English				
PI.3.2.Em	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U1: 27, 238-240 TG U2: 337, 338-340, 378-380, 388-390 TG U3: 238-240, 328-330, 348-350 TG U4: 158-160, 373, 378-380			
PI.3.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U1: 18-20 TG U2: 273, 378-380 TG U3: 238-240, 328-330, 348-350 TG U4: 158-160			
PI.3.2.Br	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U1: 18-20, 38-40, 178-180 TG U2: 378-380 TG U3: 238-240, 328-330, 348-350 TG U4: 158-160			
	3. Offering opinions				
PI.3.3.Em	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think...), as well as open responses in order to gain and/or hold the floor.	TG U1: 322 TG U2: 182, 212 TG U3: 137 TG U4: 37, 237, 337			
PI.3.3.Ex	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, and...</i>), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.	For related content, please see: TG U1: 322 TG U2: 182, 212 TG U3: 137 TG U4: 37, 237, 337			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.3.3.Br	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i>), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	For related content, please see: TG U1: 322 TG U2: 182, 212 TG U3: 137 TG U4: 37, 237, 337			
	4. Adapting language choices				
PI.3.4.Em	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	TG U1: 323, 333 TG U2: 33, 89, 183, 333 TG U4: 33, 249			
PI.3.4.Ex	Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.	TG U1: 98-100, 108-110 TG U2: 88-90, 98-100, 192-199 TG U3: 58-60, 98-100, 168-170 TG U4: 48-50, 88-90, 168-170, 192, 199, 218-220, 258-260, 288-290, 392-399			
PI.3.4.Br	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	TG U1: 98-100, 108-110 TG U2: 88-90, 98-100, 192-199 TG U3: 58-60, 98-100, 168-170 TG U4: 48-50, 88-90, 168-170, 192, 199, 218-220, 258-260, 288-290, 392-399			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	B. Interpretive				
	5. Listening actively				
PI.3.5.Em	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	<p>TG U1: 13, 53, 83, 123, 143, 188-190, 213, 243, 273, 303, 323, 343, 368-370, 373, 383</p> <p>TG U2: 70, 73, 93, 100, 143, 178-180, 183, 233, 263, 293, 303, 323, 333, 353</p> <p>TG U3: 23, 43, 53, 63, 73, 83, 103, 113, 123, 143, 153, 160, 243, 263, 283</p> <p>TG U4: 43, 50, 73, 103, 113, 123, 143, 153, 173, 183, 190, 213, 223, 233, 253, 273, 323</p>			
PI.3.5.Ex	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	<p>TG U1: 12, 62, 72, 82, 92, 100, 112, 132, 152, 160, 182, 212, 232, 252, 302</p> <p>TG U2: 100, 102, 122, 142, 152, 162, 172, 212, 232, 252, 270, 292, 302, 312, 332</p> <p>TG U3: 62, 82, 90, 112, 132, 142, 150, 162, 172, 182, 242, 272, 292, 312</p> <p>TG U4: 22, 40, 62, 80, 102, 120, 142, 162, 172, 212, 222, 292, 302, 312, 332</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.3.5.Br	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	<p>TG U1: 12, 62, 72, 82, 92, 100, 112, 132, 152, 160, 182, 212, 232, 252, 302</p> <p>TG U2: 100, 102, 122, 142, 152, 162, 172, 212, 232, 252, 270, 292, 302, 312, 332</p> <p>TG U3: 62, 82, 90, 112, 132, 142, 150, 162, 172, 182, 242, 272, 292, 312</p> <p>TG U4: 22, 40, 62, 80, 102, 120, 142, 162, 172, 212, 222, 292, 302, 312, 332</p>			
	6. Reading/viewing closely				
PI.3.6.Em	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	<p>TG U1: 13, 14, 16, 23, 33, 44, 93, 124, 134, 262, 264, 283, 293, 313, 323</p> <p>TG U2: 34, 35, 44, 72, 102, 104, 122, 124, 126, 286, 363</p> <p>TG U3: 12, 23, 33, 42, 44, 46, 54, 62, 74, 102, 163</p> <p>TG U4: 14, 16, 24, 26, 82, 84, 86, 144, 153, 183, 184, 186, 212, 223, 353</p>			
PI.3.6.Ex	Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	<p>TG U1: 14, 44, 16, 103, 124, 134, 144, 213, 262, 264, 283, 293, 297, 313</p> <p>TG U2: 34, 35, 44, 46, 72, 87, 102, 103, 104, 113, 117, 122, 124, 127, 263, 387</p> <p>TG U3: 12, 27, 42, 44, 47, 54, 62, 74, 76, 82, 83, 102, 113, 117, 162</p> <p>TG U4: 13, 15, 17, 23, 24, 27, 33, 47, 63, 93, 96, 114, 133, 217, 237</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.3.6.Br	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	TG U1: 15, 17, 44, 47, 103, 107, 124, 134, 144, 213, 262, 264, 283, 293, 297 TG U2: 34, 44, 46, 73, 87, 103, 104, 117, 123, 117, 162, 213, 224, 313, 323 TG U3: 27, 44, 47, 63, 74, 76, 82, 83, 102, 113, 117, 162, 213, 224, 387 TG U4: 17, 23, 24, 27, 237, 277, 295, 312, 353, 354, 367			
	7. Evaluating language choices				
PI.3.7.Em	Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.	TG U1: 13, 93, 107, 213, 236, 244, 245, 273, 274, 283, 293, 313 TG U2: 23, 33, 35, 36, 37, 103, 113, 133, 147, 153, 163, 167, 173, 183, 213, 223 TG U3: 23, 33, 43, 47, 63, 83, 113, 133, 147, 153, 163, 167, 173, 13, 213, 223 TG U4: 13, 23, 36, 43, 53, 83, 93, 113, 123, 133, 136, 143, 147, 153, 163			
PI.3.7.Ex	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.	TG U1: 24, 26, 27, 64, 144, 146, 147 TG U2: 24, 304, 306, 307 TG U3: 54, 56, 57, 114, 116, 117 TG U4: 34, 36, 37, 74, 76, 77, 304, 306, 307			
PI.3.7.Br	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.	TG U2: 212, 247 TG U3: 20, 80, 172 TG U4: 20, 190, 230			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	8. Analyzing language choices				
PI.3.8.Em	Distinguish how different words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).	TG U4: 112, 114, 115, 116, 117, 134, 139			
PI.3.8.Ex	Distinguish how different words with similar meanings (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.	TG U4: 112, 114, 115, 116, 117, 134, 139			
PI.3.8.Br	Distinguish how multiple different words with similar meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> versus <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.	TG U4: 112, 114, 115, 116, 117, 134, 139			
	C. Productive				
	9. Presenting				
PI.3.9.Em	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.).	TG U1: 18-20, 58-60, 148-150, 238-240, 298-300 TG U2: 38-40, 48-50, 108-110, 148-150, 218-220, 228-230, 238-240, 268-270, 318-320, 338-340 TG U3: 88-90, 138-140, 148-150, 218-220, 228-230, 268-270, 278-280, 318-320, 338-340, 348-350 TG U4: 18-20, 48-50, 98-100, 138-140, 238-240, 248-250, 268-270			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.3.9.Ex	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).	<p>TG U1: 28-30, 68-70, 108-110, 158-160, 288-290, 338-340, 348-350</p> <p>TG U2: 68-70, 98-100, 118-120, 158-160, 168-170, 178-180, 248-250, 288-290, 328-330, 368-370</p> <p>TG U3: 48-50, 58-60, 98-100, 108-110, 118-120, 188-190, 238-240, 288-290, 298-300, 328-330, 358-360, 368-370</p> <p>TG U4: 58-60, 68-70, 108-110, 128-130, 148-150, 278-280, 288-290</p>			
PI.3.9.Br	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).	<p>TG U1: 38-40, 73-80, 88-90, 118-120, 128-130, 138-140, 168-170, 178-180, 308-310, 328-330, 368-370</p> <p>TG U2: 78-80, 88-90, 128-130, 188-190, 258-260, 298-300, 308-310, 348-350, 378-380, 389-390</p> <p>TG U3: 28-30, 38-40, 68-70, 78-80, 128-130, 158-160, 168-170, 178-180, 248-250, 258-260, 308-310, 378-380, 388-390</p> <p>TG U4: 38-40, 73-80, 88-90, 158-160, 168-170, 178-180, 188-190, 218-220, 228-230, 258-260, 368-370, 378-380, 388-390</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	10. Writing				
PI.3.10.Em	<p>a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.</p>	<p>TG U1: 18-20, 38-40, 78-80, 88-90, 108-110, 168-170, 218-220, 248-250, 258-260, 288-290, 318-320</p> <p>TG U2: 28-30, 148-150, 188-190, 238-240, 318-320, 338-340</p> <p>TG U3: 88-90, 138-140, 148-150, 228-230, 238-240, 318-320, 328-330</p> <p>TG U4: 18-20, 118-120, 128-130, 298-300, 318-320, 328-330</p>			
PI.3.10.Ex	<p>a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p>b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p>	<p>TG U1: 18-20, 38-40, 78-80, 88-90, 108-110, 168-170, 218-220, 248-250, 258-260, 288-290, 318-320</p> <p>TG U2: 28-30, 148-150, 188-190, 238-240, 318-320, 338-340</p> <p>TG U3: 88-90, 138-140, 148-150, 228-230, 238-240, 318-320, 328-330</p> <p>TG U4: 18-20, 118-120, 128-130, 298-300, 318-320, 328-330</p>			
PI.3.10.Br	<p>a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p>	<p>TG U2: 258-260, 328-330</p> <p>TG U3: 138-140, 328-330</p> <p>TG U4: 118-120, 318-320</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	11. Supporting opinions				
PI.3.11.Em	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	TG U1: 322 TG U2: 218-220 TG U3: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 108-110, 118-120, 128-130, 138-140 TG U4: 78-80, 88-90, 118-120, 148-150, 158-160, 168-170, 188-189, 228-230, 258-260			
PI.3.11.Ex	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	TG U1: 322 TG U2: 218-220 TG U3: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 108-110, 118-120, 128-130, 138-140 TG U4: 78-80, 88-90, 118-120, 148-150, 158-160, 168-170, 188-189, 228-230, 258-260			
PI.3.11.Br	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	TG U3: 18-20, 28-30 TG U4: 38-40			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	12. Selecting language resources				
PI.3.12.Em	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.	TG U1: 168-170 TG U2: 258-260 TG U3: 318-320 TG U4: 168-170, 358-360, 368-370			
PI.3.12.Ex	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.	TG U1: 48-50, 68-70, 128-130, 228-230, 238-240, 357 TG U2: 14, 24, 54, 94, 224, 324 TG U3: 24, 34, 54, 74, 134, 234, 254, 264, 274, 304, 344, 354 TG U4: 24, 34, 94, 114, 134, 244, 264, 274, 284			
PI.3.12.Br	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.	TG U1: 48-50, 68-70, 128-130, 228-230, 238-240, 357 TG U2: 14, 24, 54, 94, 224, 324 TG U3: 24, 34, 54, 74, 134, 234, 254, 264, 274, 304, 344, 354 TG U4: 24, 34, 94, 114, 134, 244, 264, 274, 284			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	PART II: LEARNING ABOUT HOW ENGLISH WORKS				
	A. Structuring Cohesive Texts				
	1. Understanding text structure				
PII.3.1.Em	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	TG U1: 114, 116, 117, 164, 166, 167, 172, 177, 182, 218-220, 278-280, 373, 377 TG U2: 68-70, 135, 172, 173, 176, 187, 222, 237, 267, 288-290, 298-300, 324 TG U3: 84, 98-100, 104, 106, 107, 184, 186, 375, 376, 224, 228-230, 334, 355, 377 TG U4: 42, 44, 47, 62, 63, 64, 98-100, 102, 104, 162, 164, 278-280, 354, 356, 383			
PII.3.1.Ex	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	TG U1: 114, 116, 117, 164, 166, 167, 172, 177, 182, 218-220, 278-280, 373, 377 TG U2: 68-70, 135, 172, 173, 176, 187, 222, 237, 267, 288-290, 298-300, 324 TG U3: 84, 98-100, 104, 106, 107, 184, 186, 375, 376, 224, 228-230, 334, 355, 377 TG U4: 42, 44, 47, 62, 63, 64, 98-100, 102, 104, 162, 164, 278-280, 354, 356, 383			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PII.3.1.Br	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	<p>TG U1: 114, 116, 117, 164, 166, 167, 172, 177, 182, 218-220, 278-280, 373, 377</p> <p>TG U2: 68-70, 135, 172, 173, 176, 187, 222, 237, 267, 288-290, 298-300, 324</p> <p>TG U3: 84, 98-100, 104, 106, 107, 184, 186, 375, 376, 224, 228-230, 334, 355, 377</p> <p>TG U4: 42, 44, 47, 62, 63, 64, 98-100, 102, 104, 162, 164, 278-280, 354, 356, 383</p>			
	2. Understanding cohesion				
PII.3.2.Em	<p>a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>then</i>, <i>next</i>) to comprehending texts and writing basic texts.</p>	<p>TG U1: 24, 26, 27, 64, 66, 67, 88-90, 91, 181, 191</p> <p>TG U2: 78-80, 196, 291</p> <p>TG U3: 41, 51, 61, 178-180</p> <p>TG U4: 101, 111, 121, 131, 281, 291</p>			
PII.3.2.Ex	<p>a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>at the beginning/end</i>, <i>first/next</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>TG U1: 24, 26, 27, 64, 66, 67, 88-90, 91, 181, 191</p> <p>TG U2: 78-80, 196, 291</p> <p>TG U3: 41, 51, 61, 178-180</p> <p>TG U4: 101, 111, 121, 131, 281, 291</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
P.3.2.Br	<p>a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example</i>, <i>afterward</i>, <i>first/next/last</i>) to comprehending texts and writing cohesive texts.</p>	<p>TG U1: 24, 26, 27, 64, 66, 67, 88-90, 91, 181, 191</p> <p>TG U2: 78-80, 196, 291</p> <p>TG U3: 41, 51, 61, 178-180</p> <p>TG U4: 101, 111, 121, 131, 281, 291</p>			
	B. Expanding & Enriching Ideas				
	3. Using verbs and verb phrases				
P.3.3.Em	Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).	<p>TG U1: 51, 61, 71, 81, 91, 141, 151, 161, 171</p> <p>TG U2: 141, 151, 281, 291, 301, 321, 331, 341, 351, 361</p> <p>TG U3: 301, 311, 321, 331, 341, 351, 361</p> <p>TG U4: 221, 231, 241, 251, 261, 271</p>			
P.3.3.Ex	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	<p>TG U1: 51, 61, 71, 81, 91, 141, 151, 161, 171</p> <p>TG U2: 141, 151, 281, 291, 301, 321, 331, 341, 351, 361</p> <p>TG U3: 301, 311, 321, 331, 341, 351, 361</p> <p>TG U4: 221, 231, 241, 251, 261, 271</p>			

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			Y	N	
PII.3.3.Br	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).	TG U1: 51, 61, 71, 81, 91, 141, 151, 161, 171 TG U2: 141, 151, 281, 291, 301, 321, 331, 341, 351, 361 TG U3: 301, 311, 321, 331, 341, 351, 361 TG U4: 221, 231, 241, 251, 261, 271			
	4. Using nouns and noun phrases				
PII.3.4.Em	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 31, 41, 91, 121, 131, 168-170, 221, 231, 348-350 TG U2: 41, 168-170, 368-370 TG U3: 21, 31, 81, 111, 121, 168-170, 291, 368-370 TG U4: 21, 31, 41, 51, 81, 91, 168-170, 368-370			
PII.3.4.Ex	Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 31, 41, 91, 121, 131, 168-170, 221, 231, 348-350 TG U2: 41, 168-170, 368-370 TG U3: 21, 31, 81, 111, 121, 168-170, 291, 368-370 TG U4: 21, 31, 41, 51, 81, 91, 168-170, 368-370			
PII.3.4.Br	Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 31, 41, 91, 121, 131, 168-170, 221, 231, 348-350 TG U2: 41, 168-170, 368-370 TG U3: 21, 31, 81, 111, 121, 168-170, 291, 368-370 TG U4: 21, 31, 41, 51, 81, 91, 168-170, 368-370			

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	5. Modifying to add details				
PII.3.5.Em	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked <i>to the soccer field</i>).	For related content, please see: TG U1: 48-50, 118-120, 308-310, 311, 321, 328-330, 331, 333, 338-340, 341 TG U2: 27, 28-30, 31, 58-60, 61, 78-80, 81, 271 TG U3: 68-70, 71, 78-80, 81, 88-90, 98-100, 101, 111, 108-110, 118-120, 121 TG U4: 28-30, 228-230, 378-380			
PII.3.5.Ex	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked <i>quietly</i> ; They ran <i>across the soccer field</i>).	For related content, please see: TG U1: 48-50, 118-120, 308-310, 311, 321, 328-330, 331, 333, 338-340, 341 TG U2: 27, 28-30, 31, 58-60, 61, 78-80, 81, 271 TG U3: 68-70, 71, 78-80, 81, 88-90, 98-100, 101, 111, 108-110, 118-120, 121 TG U4: 28-30, 228-230, 378-380			
PII.3.5.Br	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room</i>).	For related content, please see: TG U1: 48-50, 118-120, 308-310, 311, 321, 328-330, 331, 333, 338-340, 341 TG U2: 27, 28-30, 31, 58-60, 61, 78-80, 81, 271 TG U3: 68-70, 71, 78-80, 81, 88-90, 98-100, 101, 111, 108-110, 118-120, 121 TG U4: 28-30, 228-230, 378-380			

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			Y	N	
	C. Connecting & Condensing Ideas				
	6. Connecting ideas				
PII.3.6.Em	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	TG U1: 254, 256, 257 TG U2: 168-170, 171, 178-180, 181, 248-250, 251, 268-270, 271 TG U3: 378-380, 381, 388-390, 391 TG U4: 298-300, 301, 318-320, 321			
PII.3.6.Ex	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>).	TG U1: 254, 256, 257 TG U2: 168-170, 171, 178-180, 181, 248-250, 251, 268-270, 271 TG U3: 378-380, 381, 388-390, 391 TG U4: 298-300, 301, 318-320, 321			
PII.3.6.Br	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>).	TG U1: 254, 256, 257 TG U2: 168-170, 171, 178-180, 181, 248-250, 251, 268-270, 271 TG U3: 378-380, 381, 388-390, 391 TG U4: 298-300, 301, 318-320, 321			

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	7. Condensing ideas				
P.3.7.Em	Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> -> <i>It's green and red.</i>) to create precise and detailed sentences.	For related content, please see: TG U1: 298-300, 301, 358-360, 361, 388-390, 391 TG U2: 168-170, 171, 178-180, 181, 188-190, 191 TG U3: 378-380, 381 TG U4: 298-300, 301, 318-320, 321			
P.3.7.Ex	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest.</i> -> <i>It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences.	For related content, please see: TG U1: 298-300, 301, 358-360, 361, 388-390, 391 TG U2: 168-170, 171, 178-180, 181, 188-190, 191 TG U3: 378-380, 381 TG U4: 298-300, 301, 318-320, 321			
P.3.7.Br	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest.</i> -> <i>It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences.	For related content, please see: TG U1: 298-300, 301, 358-360, 361, 388-390, 391 TG U2: 168-170, 171, 178-180, 181, 188-190, 191 TG U3: 378-380, 381 TG U4: 298-300, 301, 318-320, 321			

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	Part III: Using Foundational Literacy Skills				
	Foundational Literacy Skills (See Appendix A-Grade Three):				
	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	TG U1: 17, 27, 67, 117, 157, 243, 247, 327, 347, 354, 355, 357, 366, 387 TG U2: 27, 47, 97, 157, 167, 177, 247, 297, 317, 327, 347, 357, 366, 387 TG U3: 67, 87, 157, 167, 217, 227, 247, 277, 317, 347, 357, 377, 387 TG U4: 17, 47, 77, 117, 127, 157, 217, 227, 247, 287, 297, 347, 357, 377			
Appendix					