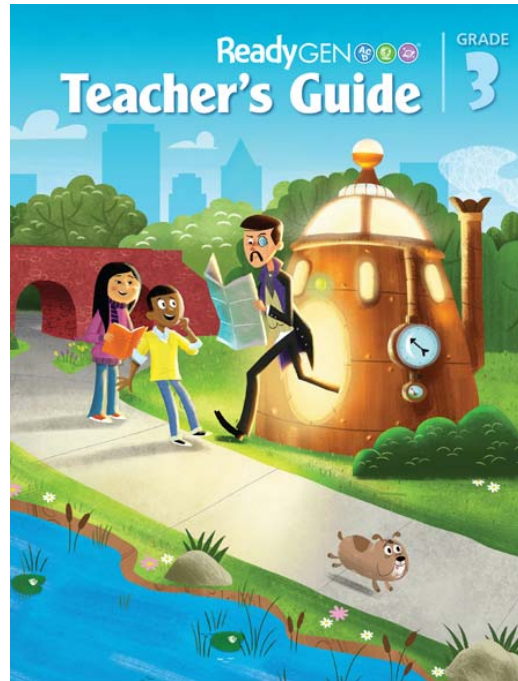


A Correlation of

ReadyGEN

©2016



To the

**Common Core State Standards
for English Language Arts
Grade 3**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *California Common Core Standards for English Language Arts*. Correlation citations refer to the Teacher's Guide and are cited by grade level, unit number and page number where instruction occurs.

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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**Part 1 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight
 Grade Three – California Common Core State Standards for English Language Arts**

This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	LITERATURE				
	Key Ideas and Details				
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG U1: 22-24, 34-36, 36-37, 56-57, 62-64, 92-94, 96-97, 146-148, 166-167, 172, 176 TG U2: 176 TG U3: 176 TG U4: 176			
RL.3.2	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.	TG U1: 252-253, 282-284, 292-294, 296-297, 372, 374-375, 382-383, 384-386, 386-388 TG U3: 22, 72, 92, 94-96, 96-97, 122, 132, 142, 144, 146, 182, 184 TG U4: 122, 124, 126-127, 152-154, 182			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TG U1: 12-14, 16-17, 82-84, 112-113, 122-123, 132-133, 142 TG U2: 32, 34, 42-44, 44-46, 46-47, 52, 72-74, 74-76, 76-77, 102-104, 104-106, 106-107, 122, 124, 126 TG U3: 42, 44-46, 46-47, 82, 84-86, 86-87, 104-106, 106-107, 162, 164-166, 166-168 TG U4: 12, 14, 16-17, 22-24, 132			
	Craft and Structure				
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.) CA	TG U1: 94-96, 263, 293, 303, 333, 373 TG U2: 54-56, 114-116, 116-117, 164-166, 352-354, 354-356 TG U3: 24-26, 34-35, 74-76, 134-136 TG U4: 34, 112, 114-116			
RL.3.5	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.	TG U1: 54-56, 72-74, 76-77, 152-154, 156-158 TG U4: 144, 146-147, 184-186			
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	TG U1: 155-157, 102-104, 242-244 TG U3: 112-114 TG U4: 72			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Integration of Knowledge and Ideas				
RL.3.7	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).	TG U1: 272-274, 377 TG U2: 82-84, 84-86, 86-87, 142-144, 144-146, 146-147, 342, 344, 346, 352, 354, 356 TG U3: 17, 62, 64-66, 66-67, 124-126, 154-156 TG U4: 57			
RL.3.8	(Not applicable to literature)	Not applicable according to the California Common Core State Standards for English Language Arts			
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TG U1: 114-116			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Range of Reading and Level of Text Complexity				
RL.3.10	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.	TG U1: 15, 45, 75, 105, 115, 125, 145, 175, 215, 225, 245, 265, 285, 305, 325 TG U2: 35, 45, 55, 65, 75, 85, 95, 105, 135, 155, 165, 175, 185, 355 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 275 TG U4: 15, 25, 35, 45, 65, 125, 145, 165, 175, 285, 345			
	INFORMATIONAL TEXT				
	Key Ideas and Details				
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG U1: 213, 217, 303, 313, 323, 333, 343, 353, 363, 373, 383-385, 50 TG U2: 137-139, 236-237, 242, 262-264, 264-266, 266-267, 337-339 TG U3: 214-216, 232-233, 237, 264-266, 266-268 TG U4: 136-137, 336-338			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>TG U1: 212-214, 214-216, 216-217, 223-225, 303-304, 306-307, 312-314, 352-353, 372, 355</p> <p>TG U2: 12-14, 14-16, 16-17, 22-24, 214-216, 216-217, 242-244, 244-246, 246-247, 272, 274</p> <p>TG U3: 262-264, 272-273, 282-283, 302-303, 305, 312, 342, 372-374, 375-377</p> <p>TG U4: 82, 84, 86-87, 212-214, 216-217, 242, 292, 322, 324, 326-327, 334</p>			
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>TG U1: 323-325, 342-344</p> <p>TG U3: 222, 224-226, 226-227, 252, 254-256, 256-257, 292, 294, 296, 332, 352, 382, 384</p> <p>TG U4: 62, 64, 66-67, 232, 262, 264, 266-267, 312, 352, 354, 356-357, 382</p>			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Craft and Structure				
RI.3.4	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> . (See grade 3 Language standards 4–6 for additional expectations.) CA	TG U1: 214, 234, 314, 324, 334-335, 344-346, 354-356, 356-357, 364-366, 366-367, 374, 384-386 TG U2: 24-26, 26-27, 184, 224-226, 254-256, 256-257, 314-316, 316-318 TG U3: 214, 224, 234, 254, 264, 274, 284, 294, 304, 314, 324, 344, 354 TG U4: 64, 74, 84, 94, 214, 224, 244, 264, 274, 294, 304, 324, 344, 374, 384			
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	TG U1: 224-226, 226-227, 232, 234-235, 302-304, 304-306, 306-307, 334-335, 362-363, 364-366, 366-368 TG U2: 292-294, 294-296, 296-297, 312-313, 314-316, 316-318, 262, 267 TG U3: 267 TG U4: 224-226, 252, 254-256			
RI.3.6	Distinguish their own point of view from that of the author of a text.	TG U1: 327 TG U2: 302-303, 304-306, 306-308 TG U4: 76-77, 234-235, 237			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Integration of Knowledge and Ideas				
RI.3.7	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).	TG U1: 222-224, 232-233, 322-323, 326-327, 332 TG U2: 232, 234, 237, 272, 282, 362-363, 372-374, 374-376 TG U3: 242-244, 322, 324-326, 326-327, 362, 364-366, 366-368 TG U4: 52-54, 222, 252, 272, 342			
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	TG U1: 342-344 TG U2: 244-246 TG U3: 333-335, 343-345, 354-356 TG U4: 62, 64-66, 354-356			
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	TG U2: 322-324, 324-326, 326-327, 362-364, 364-366, 366-367, 372-374, 374-376, 376-377, 382-383, 384-386, 386-388 TG U3: 304-306, 374-376 TG U4: 102, 104, 106-107, 162, 164, 166-167, 372, 374, 376-378			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Range of Reading and Level of Text Complexity				
RI.3.10	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.	TG U1: 335, 345, 365, 375 TG U2: 215, 225, 235, 245, 255, 265, 275, 305, 315, 375, 385 TG U3: 175, 215, 225, 235, 245, 255, 265, 295, 305, 325, 335, 355, 385 TG U4: 75, 135, 235, 245, 255, 265, 295, 305, 315, 385			
	FOUNDATIONAL SKILLS				
	Phonics and Word Recognition				
RF.3.3a	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Identify and know the meaning of the most common prefixes and derivational suffixes.	TG U2: FS14-16, FS20-22 TG U3: FS8-9, FS10-13 TG U4: FS5-7, FS20-22			
RF.3.3b	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Decode words with common Latin suffixes.	TG U2: FS20-22 TG U4: FS17-19			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Decode multisyllable words.	<p>TG U1: FS2, FS4-5, FS6-7, FS9-11, FS12-13, FS14-17, FS19-22, FS23-25</p> <p>TG U2: FS2-3, FS4-6, FS7-9, FS10, FS14-16, FS16-18, FS19-22, FS23-24, FS25-27</p> <p>TG U3: FS2-3, FS4-5, FS6-7, FS8-9, FS10-11, FS14-16, FS17-19, FS20-21, FS22-23, FS24-25</p> <p>TG U4: FS2-3, FS4-6, FS7-9, FS10-12, FS13-16, FS17-19, FS20-21, FS22-25</p>			
RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Read grade-appropriate irregularly spelled words.	<p>TG U1: FS3-4, FS5, FS7, FS10</p> <p>TG U3: FS2-4</p>			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Fluency				
RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	TG U1: FS3-4, FS6-7, FS9-11, FS12-13, FS15-16, FS18-19, FS21-22, FS24-25 TG U2: FS3-4, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-25 TG U3: FS3-4, FS6-8, FS9-10, FS12-13, FS15-17, FS18-19, FS21-22, FS24-25 TG U4: FS3, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-25			
RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 22, 27, 47, 67, 87, 117, 147, 167, 187, 222, 267, 287, 327, 357, 387 TG U2: 17, 22, 32, 47, 77, 97, 147, 167, 212, 222, 277, 287, 317, 352, 377 TG U3: 12, 47, 52, 67, 77, 87, 97, 117, 127, 167, 177, 217, 232, 297, 312, 367 TG U4: 17, 27, 87, 157, 187, 212, 267, 147, 167, 177, 317, 322, 357			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: 15-16, 25-26, 67, 85-86, 87, 117, 167, 227, 277, 317</p> <p>TG U2: 185-186, 225-226, 255-256, 335, 343-345, 354-356</p> <p>TG U3: 15-16, 25-26, 35-36, 45-46, 55-56, 75-76, 105-106, 125-126, 155-156, 165-166, 175-176, 185-186</p> <p>TG U4: 285-286, 295-296, 305-306, 315-316, 325-326, 335-336, 345-346, 355-356, 365-366, 375-376</p>			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	WRITING				
	Text Types and Purposes				
W.3.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TG U3: 18-20, 38-40, 48-50, 58-60, 68-70, 88-90, 118-120 TG U4: 28-30, 48-50, 58-60, 78-80, 192-199, 218-220, 248-250, 258-260, 298-300, 392-399			
W.3.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.	TG U3: 18-20, 38-40, 68-70, 78-80, 118-120, 192-199 TG U4: 18-20, 28-30, 48-50, 68-70, 78-80, 218-220, 268-270, 298-300, 392-399			
W.3.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	TG U3: 18-20, 38-40, 68-70, 98-100, 118-120, 192-199, 288-290 TG U4: 28-30, 48-50, 78-80, 88-90, 218-220, 298-300, 392-399			
W.3.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.	TG U3: 18-20, 38-40, 68-70, 88-90, 108-110, 118-120, 168-170 TG U4: 28-30, 48-50, 78-80, 98-100, 108-110, 192-199, 218-220, 298-300, 308-310, 392-399			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG U1: 218-220, 238-240, 248-250, 258-260, 378-380, 392-399 TG U2: 218-220, 238-240, 248-250, 268-270, 278-280, 288-290, 308-310 TG U3: 218-220, 248-250, 258-260, 268-270, 278-280, 308-310, 392-399			
W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.	TG U1: 218-220, 228-230, 248-250, 288-290, 392-399 TG U2: 218-220, 238-240, 258-260, 268-270, 288-290, 308-310, 392-399 TG U3: 218-220, 238-240, 258-260, 278-280, 308-310, 392-399			
W.3.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	TG U1: 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 318-320, 328-330, 338-340, 348-350, 360-361 TG U2: 218-220, 238-240, 268-270, 288-290, 308-310 TG U3: 218-220, 258-260, 278-280, 288-290, 308-310, 392-399			
W.3.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.	TG U1: 308-310, 318-320 TG U2: 308-310, 348-350 TG U3: 298-300, 308-310			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.3.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100 TG U2: 48-50, 58-60, 68-70, 78-80, 98-100, 128-130			
W.3.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG U1: 18-20, 28-30, 38-40, 48-50, 98-100, 108-110, 118-120, 128-130, 192-199 TG U2: 48-50, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 192-196			
W.3.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.	TG U1: 18-20, 28-30, 38-40, 48-50, 88-90, 98-100 TG U2: 48-50, 78-80, 88-90, 98-100, 128-130, 192-199			
W.3.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.	TG U1: 18-20, 38-40, 48-50, 98-100, 138-140 TG U2: 48-50, 78-80, 98-100, 128-130, 192-199			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Production and Distribution of Writing				
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TG U1: 48-50, 58-60, 78-80, 158-160 TG U2: 38-40, 340-342 TG U3: 148-150, 348-350, 358-360, 368-370, 378-380 TG U4: 148-150, 168-170, 188-190, 358-360, 378-380			
W.3.5	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.)	TG U1: 148-150, 168-170, 178-180, 348-350, 358-360 TG U2: 168-170, 178-180, 348-350, 368-370, 378-380 TG U3: 158-160, 168-170, 178-180, 358-360, 378-380 TG U4: 148-150, 168-170, 178-180, 368-370, 378-380			
W.3.6	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.	TG U1: 20, 50, 90, 120, 150, 180, 194, 220, 250, 270, 300, 340, 370, 380, 394 TG U2: 20, 30, 50, 70, 90, 110, 130, 140, 160, 190, 220, 230, 320, 394, 194 TG U3: 30, 60, 90, 130, 150, 180, 194, 230, 250, 290, 310, 330, 360, 370, 394 TG U4: 40, 70, 100, 120, 140, 160, 194, 240, 260, 280, 300, 320, 350, 390, 394			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Research to Build and Present Knowledge				
W.3.7	Conduct short research projects that build knowledge about a topic.	TG U1: 258-260, 288-290, 328-330, 338-340, 388-390, 392-394, 290-292 TG U2: 18-20, 328-330 TG U4: 118-120, 318-320, 128-130			
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TG U1: 192-194, 258-260, 288-290, 328-330, 378-380, 390-391, 392-394 TG U2: 28-30, 318-320, 338-340 TG U3: 128-130, 138-140, 318-320, 328-330, 338-340 TG U4: 328-330, 118-120, 128-130, 138-140, 318-320			
W.3.9	(Begins in grade 4)	Not applicable according to the California Common Core State Standards for English Language Arts			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Range of Writing				
W.3.10	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.	TG U1: 30, 50, 90, 120, 150, 170, 192, 240, 270, 300, 330, 350, 360, 370, 392 TG U2: 20, 40, 70, 100, 120, 150, 192, 230, 250, 280, 300, 330, 380, 392 TG U3: 30, 50, 80, 110, 140, 180, 192, 260, 290, 320, 350, 370, 392 TG U4: 40, 60, 90, 120, 150, 190, 230, 250, 280, 300, 310, 330, 360, 380, 392			
	SPEAKING AND LISTENING				
	Comprehension and Collaboration				
SL.3.1a	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. 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.	TG U1: 14, 44, 64, 104, 144, 214, 224, 244, 264, 284, 304, 324, 344, 374 TG U2: 24, 64, 84, 112, 144, 174, 222, 224, 302, 324, 334, 344, 364 TG U3: 14, 52, 54, 74, 114, 134, 184, 214, 234, 254, 274, 284, 292, 304, 354, 374, 384 TG U4: 24, 44, 62, 74, 104, 144, 172, 214, 323, 244, 274, 304, 324, 374, 384			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
SL.3.1b	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. 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).	TG U1: 22, 42, 14, 44, 64, 72, 92, 104, 144, 214, 244, 284, 304, 324, 374 TG U2: 24, 64, 32, 52, 84, 92, 122, 132, 144, 174, 224, 324, 334, 344, 364 TG U3: 14, 22, 54, 74, 114, 134, 152, 164, 184, 214, 234, 254, 284, 304, 354 TG U4: 24, 44, 74, 104, 112, 132, 142, 144, 214, 244, 274, 304, 324, 374, 384			
SL.3.1c	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. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TG U1: 14, 44, 64, 82, 102, 104, 144, 162, 182, 214, 224, 244, 264, 284, 344, 374 TG U2: 24, 64, 84, 92, 112, 132, 144, 174, 224, 272, 292, 302, 324, 334, 364 TG U3: 14, 54, 74, 114, 102, 132, 134, 184, 214, 234, 254, 304, 354, 374, 384 TG U4: 24, 44, 74, 104, 144, 214, 222, 242, 244, 274, 304, 324, 372, 374, 384			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
SL.3.1d	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. Explain their own ideas and understanding in light of the discussion.	TG U1: 14, 44, 64, 104, 144, 214, 224, 244, 264, 284, 304, 324, 344, 374 TG U2: 24, 64, 84, 144, 174, 224, 324, 334, 344, 364 TG U3: 14, 54, 74, 114, 134, 184, 214, 234, 254, 274, 284, 304, 354, 374, 384 TG U4: 24, 44, 74, 104, 144, 214, 244, 274, 304, 324, 374, 384			
SL.3.2	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.	TG U1: 216-218, 306-307, 316-317, 386-388 TG U2: 232, 250, 322, 330, 372, 380 TG U3: 94, 120, 144, 186, 240, 320, 376 TG U4: 84, 300, 314			
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TG U1: 190, 289, 370 TG U2: 190, 198, 398 TG U3: 60, 70, 80, 90, 100, 110, 170, 198, 354, 360, 370 TG U4: 20, 30, 60, 70, 80, 100, 160, 190, 354, 398			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Presentation of Knowledge and Ideas				
SL.3.4a	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. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA	TG U1: 30, 50, 70, 80, 100, 120, 130, 150, 160, 180, 220, 240, 260, 280, 300, 350 TG U2: 20, 40, 60, 90, 110, 140, 198, 230, 260, 310, 370, 380, 398 TG U3: 50, 80, 120, 160, 180, 198, 220, 230, 260, 290, 310, 360, 380, 390 TG U4: 30, 50, 60, 160, 180, 198, 260, 290, 360, 380, 398			
SL.3.5	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.	TG U1: 40, 107, 192, 307 TG U2: 194, 198, 280, 390, 394 TG U3: 360, 370, 394 TG U4: 160, 189-190, 212			
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	TG U1: 13, 33, 53, 63, 73, 93, 213, 273, 293, 313, 333, 343, 373, 383 TG U2: 33, 113, 123, 183, 251, 283, 323, 333, 353, 363 TG U3: 63, 83, 173, 198, 243, 253, 263, 273, 364 TG U4: 13, 23, 53, 143, 163, 313, 353			

Standard	OPINION	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	LANGUAGE				
	Conventions of Standard English				
L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TG U1: 120-121, 140-141, 180-181, 190-191, 220-221, 230-231, 310-311, 320-321 TG U2: 50-51, 60-61, 80-81, 220-221, 230-231, 240-241 TG U3: 20-21, 30-31, 40-41, 70-71, 80-81, 220-221 TG U4: 100-101, 110-111, 120-122			
L.3.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.	TG U1: 40-41, 130-131, FS5-6, FS7-9 TG U2: 300-301 TG U3: FS2-4 TG U4: 30-31, 40-41, 50-51, 151			
L.3.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use abstract nouns (e.g., <i>childhood</i>).	TG U3: 280-281, 290-291 TG U4: 80-81, 90-91			
L.3.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.	TG U1: 150-151, 160-161, 170-171 TG U2: 150-151, 290-291, 330-331, 340-341, 350-351, 360-361, TG U3: 300-301, 310-311, 320-321, 330-331, 340-341 TG U4: 230-231, 250-251, 260-261, 270-271			

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			Y	N	
L.3.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	TG U1: 60-61, 70-71 TG U2: 310-311, 320-321, 350-351 TG U3: 300-301, 310-311, 320-321, 330-331, 350-351, 360-361 TG U4: 250-251, 260-261, 270-271			
L.3.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.*	TG U1: 240-241, 250-251, 270-271, 280-281, 290-291, 300-301 TG U2: 130-131, 140-141, 150-151, 280-281, 290-291, 300-301 TG U4: 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 290-291			
L.3.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TG U1: 330-331, 340-341 TG U2: 70-71 TG U3: 100-101, 110-111, 120-121, 250-251, 260-261, 270-271 TG U4: 380-381, 390-392			
L.3.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.	TG U1: 350-351, 360-361, 370-371, 380-381, 390-391 TG U2: 250-251, 260-261, 270-272 TG U4: 310-311			
L.3.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.	TG U1: 80-81, 90-91, 260-261, 300-301 TG U2: 160-161, 170-171, 180-181, 190-191 TG U3: 380-381, 390-391 TG U4: 300-301, 310-311, 320-321, 330-331			

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			Y	N	
L.3.1j	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA	TG U1: 30, 70, 100, 110, 150, 170, 190, 230, 250, 260, 280, 290, 310, 350 TG U2: 30, 40, 90, 100, 120, 130, 140, 160, 170, 220, 240, 260, 270, 320, 360 TG U3: 30, 50, 60, 80, 120, 220, 240, 280, 300, 330, 350, 370, 390 TG U4: 40, 60, 90, 110, 130, 150, 180, 220, 240, 270, 290, 310, 340, 360			
L.3.1k	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reciprocal pronouns correctly. CA	TG U1: 30, 70, 100, 110, 150, 170, 190, 230, 250, 260, 280, 290, 310, 350 TG U2: 30, 40, 90, 100, 120, 130, 140, 160, 170, 220, 240, 260, 270, 320, 360 TG U3: 30, 50, 60, 80, 120, 220, 240, 280, 300, 330, 350, 370, 390 TG U4: 40, 60, 90, 110, 130, 150, 180, 220, 240, 270, 290, 310, 340, 360			
L.3.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.	TG U2: 30-31 TG U3: 190-192 TG U4: 340-341			
L.3.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in addresses.	TG U4: 190-191			

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			Y	N	
L.3.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.	TG U1: 100-101, 110-112 TG U2: 90-91, 100-101 TG U4: 170-171, 180-181			
L.3.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.	TG U3: 130-131, 140-141 TG U4: 150-151, 160-161			
L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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>).	TG U1: FS8-9, FS10-12 TG U2: FS20-22 TG U3: 150-151, 170-172, FS11-13 TG U4: 60-61, FS5-7			
L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TG U1: 161-161, FS20-22, FS23-25 TG U2: 370-371, 380-381 TG U4: 231			
L.3.2g	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TG U1: 95-96, 364, 365-366 TG U2: 89, 390-391 TG U3: 180-181, TG U4: 128-130, 178-180, FS17			

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			Y	N	
	Knowledge of Language				
L.3.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*	TG U1: 144-145, 146-147 TG U2: 24-27			
L.3.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.	TG U2: 112-114, 116-117 TG U3: 116-117			
	Vocabulary Acquisitions and Use				
L.3.4a	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. Use sentence-level context as a clue to the meaning of a word or phrase.	TG U1: 354-355, 363 TG U2: 255, 316, 354-356, 357 TG U3: 26-27, 34-35, 73, 83, 276, 317 TG U4: 23, 246, 285-287			
L.3.4b	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. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).	TG U2: FS14-16, FS20-22 TG U3: FS8-10, FS11-13 TG U4: 60-61, 70-71, 353, FS5-7, FS20-23			

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L.3.4c	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. 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>).	TG U2: FS21-22 TG U4: 60-61, 70-71, FS5, FS23-25			
L.3.4.d	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. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA	TG U1: 363-365, 366-367 TG U2: 314-317 TG U4: 116, 246-247, 254-257, 285-287, FS2, FS4, FS22			
L.3.5a	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	TG U1: 94-97, 243, 263 TG U2: 43, 54-57, 73, 113, 164-167, 222-224, 225-227 TG U3: 24-27, 34-37, 74-77, 234-237, 274-277 TG U4: 113, 244-247, 344-347			
L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	TG U3: 284-287, 314-317, 344-347 TG U4: 32, 34-35, 92-94, 95-97, 274-276			

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			Y	N	
L.3.5c	Demonstrate understanding of word relationships and nuances in word meanings. 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>).	TG U1: 96-97 TG U3: 234 TG U4: 274, 276-277, 294-29 TG U4: 112, 114-116, 134			
L.3.6	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>).	TG U1: 54, 74, 84, 104, 124, 144, 174, 224, 254, 284, 334, 344-345, 356-358, 354-355, 356-358 TG U2: 14, 44, 64, 94, 114, 134, 154, 164, 184, 234, 264, 294, 324, 364, 384 TG U3: 24, 54, 74, 104, 124, 174, 214, 244, 274, 314, 334, 364, 384 TG U4: 14, 34, 94, 114, 144, 184, 174, 234, 254, 284, 304, 324, 344, 364			
Appendix					