

## Correlations of



## To the **Common Core State Standards for English Language Arts Grade 3**

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

**Introduction**

This document demonstrates how the **ReadyGEN** program and **ReadyUp!** meet the Common Core State Standards for English Language Arts. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit, and page references. Also included are digital citations for both ReadyGEN and ReadyUp!

**ReadyGEN** 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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to the  
Common Core State Standards for English Language Arts, Grade 3**

**Table of Contents**

<b>Reading Standards for Literature .....</b>	<b>4</b>
<b>Reading Standards for Informational Texts .....</b>	<b>10</b>
<b>Reading Standards for Foundational Skills.....</b>	<b>15</b>
<b>Writing Standards.....</b>	<b>19</b>
<b>Speaking and Listening Standards .....</b>	<b>29</b>
<b>Language Standards .....</b>	<b>33</b>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b>TG U1:</b> 34, 35-37, 93, 133, 136, 143, 163, 283, 263, 273, 283, 293</p> <p><b>TG U2:</b> 333, 342-344, 346-347, 353</p> <p><b>TG U3:</b> 23, 33, 43, 73, 83, 123, 133, 153, 163, 173, 183</p> <p><b>TG U4:</b> 33, 113, 133, 153, 173</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Independent Reading Activities&gt;Literary Text &gt;Units 1, 2&gt;Module B&gt;Selection Tests &gt;Units 1, 3, 4&gt;Module A&gt;Selection Tests &gt;Units 1, 2&gt;Module B&gt;Scaffolded Strategies Handbook &gt;Units 1, 3, 4&gt;Module A&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 19 Ask and Answer Questions About a Text, T117–T122, T129–T130</p> <p><b>Student Pages:</b> S119–S122</p>

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<p><b>RL.3.2</b> 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.</p>	<p><b>TG U1:</b> 252-253, 282-284, 286-287, 292-294, 372, 374, 375, 382-384, 385-387  <b>TG U2:</b> 42-43, 45, 62-64, 65-67, 92-94, 95-97, 152-154, 155-157, 332-334, 335, 337  <b>TG U3:</b> 22-23, 72-73, 92-94, 95-97, 122-123, 132-133, 145-147, 185-187  <b>TG U4:</b> 122-124, 125-127, 152-154, 155-157, 182, 185-187</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Independent Reading Activities&gt;Literary Text&gt;Central Message  &gt;Unit 2-4&gt;Module A&gt;Selection Tests  &gt;Unit 1&gt;Module B&gt;Selection Tests  &gt;Unit 2-4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Unit 1&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 12 Retell and Summarize, T83–T86, T87–T88</p> <p><b>Student Pages:</b>  S83–S86</p>

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<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><b>TG U1:</b> 12-14, 15-17, 22-23, 82-84, 112-114, 122-124, 125-127, 132-134, 135, 142-143  <b>TG U2:</b> 32-34, 35, 44, 45-47, 52-53, 72-74, 75-77, 102-104, 105-107, 122-124, 125-127  <b>TG U3:</b> 42-44, 45-47, 82-84, 85-87, 102-104, 105-107, 162-164, 165-167  <b>TG U4:</b> 12-14, 15-17, 22-24, 25-27, 132</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Independent Reading Activities&gt;Literary Text&gt;Character  &gt;Independent Reading Activities&gt;Literary Text&gt;Story Structure  SavvasRealize.com&gt;Independent Reading Activities&gt;Literary Text&gt;Central Message  &gt;Units1-4&gt;Module A &gt;Selection Tests  &gt;Units 1-4&gt;Module A&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 21 Describe Characters, T131–T136, T143–T44</p> <p><b>Student Pages:</b>  S133–S136</p>

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<b>Craft and Structure</b>		
<p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p><b>TG U1:</b> 94, 95-97, 243, 263, 293, 303, 333, 373  <b>TG U2:</b> 54, 55-57, 112-114, 115-117, 164, 165-167, 352-354, 355-357  <b>TG U3:</b> 24, 25-27, 34, 35, 74, 75-77, 134, 135  <b>TG U4:</b> 113</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module A&gt;Selection Tests  &gt;Units 2-3&gt;Module A&gt;Selection Tests  &gt;Units 1-4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Units 2-3&gt;Module A&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 17 Determine Meaning of Unfamiliar Words, T107–T110, T115–T116  Lesson 22 Distinguish Literal from Nonliteral Language, T137–T142, T143–T44</p> <p><b>Student Pages:</b>  S107–S110, S139–S142</p>
<p><b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p><b>TG U1:</b> 54, 55-57, 74, 75-77, 152-154, 155-157  <b>TG U3:</b> 12  <b>TG U4:</b> 144, 146-147, 184, 185-187</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1, 3, 4&gt;Module A&gt;Selection Tests  &gt;Independent Reading Activities&gt;Literary Text</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 23 Describe Structure in Literature, T145–T150, T157–T158</p> <p><b>Student Pages:</b>  S147–S150</p>

**Correlations of ReadyGEN and ReadyUp!  
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Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>TG U1:</b> 102-104, 105-107, 242-244, 245 <b>TG U3:</b> 112-114, 115-117  <b>Digital Resources:</b> SavvasRealize.com>Independent Reading Activities>Literary Text>Character >Independent Reading Activities>Literary Text>Story Structure >Units 1, 3>Module A>Scaffolded Strategies Handbook	<b>Teacher Pages and Checkpoint Assessments:</b> Lesson 24 Distinguish Between Points of View, T151–T156, T157–T158  <b>Student Pages:</b> S153–S156
<b>Integration of Knowledge and Ideas</b>		
<b>RL.3.7</b> 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).	<b>TG U1:</b> 272-274, 275-277, 377 <b>TG U2:</b> 82-84, 85-87, 142-144, 145-147, 344, 346-347 <b>TG U3:</b> 14, 15-17, 62-64, 65-67, 124, 125-127, 154, 155-157 <b>TG U4:</b> 13, 14  <b>Digital Resources:</b> SavvasRealize.com>Independent Reading Activities>Literary Text >Units 1-3>Module B>Scaffolded Strategies Handbook	<b>Teacher Pages and Checkpoint Assessments:</b> Lesson 25 Interpret Text Illustrations, T159–T164, T171–T172  <b>Student Pages:</b> S161–S164
<b>RL.3.8</b> (Not applicable to literature)	Not applicable according to the Common Core State Standards for English Language Arts	
<b>RL.3.9</b> 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).	<b>TG U1:</b> 114, 115-117  <b>Digital Resources:</b> SavvasRealize.com>Independent Reading Activities>Literary Text>Character	<b>Teacher Pages and Checkpoint Assessments:</b> Lesson 26 Compare and Contrast Literature, T165–T170, T171–T172  <b>Student Pages:</b> S167–S170



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<b>Range of Reading and Level of Text Complexity</b>		
<p><b>RL.3.10</b> 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.</p>	<p><b>TG U1:</b> 15, 45, 75, 105, 115, 125, 146, 175, 245, 265, 285  <b>TG U2:</b> 35, 45, 55, 65, 75, 85, 95, 105, 135, 155, 165, 175, 185, 355  <b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165  <b>TG U4:</b> 15, 25, 35, 45, 125, 145, 165, 175, 285, 345</p> <p><b>Digital Resources:</b>  SavvasRealize.com Units 1-6&gt;Level eText Library  &gt;Teacher Resources&gt;Printable Resources&gt;Printable Decodable eReaders  &gt;Teacher Resources&gt;Printable Resources&gt;Printable Leveled eReaders</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 19 Ask and Answer Questions About a Text, T117–T122, T129–T130  Lesson 26 Compare and Contrast Literature, T165–T170, T171–T172</p> <p><b>Student Pages:</b>  S119–S122, S167–S170</p>

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

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<b>Reading Standards for Informational Texts</b>		
<b>Key Ideas and Details</b>		
<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>TG U1:</b> 213, 217, 303, 313, 323, 333, 343, 353, 363, 373, 383  <b>TG U2:</b> 262-264, 265-267, 283  <b>TG U3:</b> 214, 215-217, 232-233, 264, 265-267  <b>TG U4:</b> 53, 63, 73, 83, 93, 213, 223, 233, 253, 263, 303, 323, 333, 353</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Independent Reading Activities&gt; Informational Text&gt;Main Idea and Details  &gt;Independent Reading Activities&gt; Informational Text&gt;Ask and Answer Questions  &gt;Units 1-4&gt;Module B&gt;Selection Tests  &gt;Unit 4&gt;Modules A&gt;Selection Tests  &gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook  &gt;Unit 4&gt;Modules A&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 27 Find the Main Idea, T173–T178, T227–T228</p> <p><b>Student Pages:</b>  S175–S178</p>

**Correlations of ReadyGEN and ReadyUp!  
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Common Core State Standards for English Language Arts, Grade 3**

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<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>TG U1:</b> 212-214, 215-217, 223-224, 225, 303-304, 305-307, 312-314, 315-317, 352-353, 372  <b>TG U2:</b> 12-14, 15-17, 22-23, 212-214, 215-217, 242-244, 245-247, 272-274, 275-277  <b>TG U3:</b> 262-263, 272-273, 282-283, 302-303, 305, 307, 312, 342, 372-374, 375-377  <b>TG U4:</b> 82-84, 85-87, 212-214, 215-217, 242-243, 292-293, 322-324, 325-327, 332-334, 335</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Independent Reading Activities&gt;Informational Text&gt;Main Idea and Details  &gt;Units 2, 4&gt;Module A&gt;Selection Tests  &gt;Units 1-4&gt;Module B&gt;Selection Tests  &gt;Units 2, 4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 27 Find the Main Idea, T173–T178, T227–T228</p> <p><b>Student Pages:</b>  S175–S178</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

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<p><b>RI.3.3</b> 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>	<p><b>TG U1:</b> 342-344, 346-347  <b>TG U3:</b> 222-224, 225-227, 252-254, 256-257, 292-294, 295-297, 332-334, 335, 352-354, 355-357, 382-384, 385-387  <b>TG U4:</b> 62-64, 65-67, 232-233, 262-264, 265-267, 312-313, 352-354, 355-357, 382-383</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt; Independent Reading Activities&gt;Informational Text&gt;Make Connections  &gt;Units 1-4&gt;Module B&gt;Selection Tests  &gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 28 Describe Relationships Between Ideas, T179–T184, T185–T186</p> <p><b>Student Pages:</b>  S181–S184</p>
<b>Craft and Structure</b>		
<p><b>RI.3.4</b> 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>.</p>	<p><b>TG U1:</b> 333, 354, 355-357, 365-367  <b>TG U2:</b> 24, 25-27, 252-254, 255-257, 312-314, 315-317  <b>TG U3:</b> 273, 274, 275-277, 303  <b>TG U4:</b> 284, 285-287, 296</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1-4&gt;Module B&gt; Selection Tests  &gt;Units1-4&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 27 Find the Main Idea, T173–T178, T227–T228</p> <p><b>Student Pages:</b>  S175–S178</p>

**Correlations of ReadyGEN and ReadyUp!  
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<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>TG U1:</b> 224, 225-227, 302-304, 305-307, 332-334, 335, 362-364, 366-367  <b>TG U2:</b> 267, 292-294, 295-297, 312-314, 315-317  <b>TG U3:</b> 222, 223, 242, 243, 313, 322-324, 325-327  <b>TG U4:</b> 224, 225-227, 252-254, 255-257</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt; Independent Reading Activities&gt;Informational Text&gt;Text Features &gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 27 Find the Main Idea, T173–T178, T227–T228</p> <p><b>Student Pages:</b>  S175–S178</p>
<p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p>	<p><b>TG U2:</b> 302-304, 305-307  <b>TG U4:</b> 74, 75-77, 234, 235, 237</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Independent Reading Activities&gt;Informational Text &gt;Unit 4&gt;Module A&gt;Scaffolded Strategies &gt;Units 2, 4&gt;Module B&gt;Scaffolded Strategies</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 28 Describe Relationships Between Ideas, T179–T184, T185–T186</p> <p><b>Student Pages:</b>  S181–S184</p>
<b>Integration of Knowledge and Ideas</b>		
<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>TG U1:</b> 222-224, 225-227, 232-234, 235, 322-324, 325-327, 332-334, 335  <b>TG U2:</b> 232-234, 235, 237, 272, 282-284, 285-287, 374, 375-377  <b>TG U3:</b> 242-244, 245-247, 322-324, 325-327, 362-364, 365-367  <b>TG U4:</b> 52-54, 55-57, 222-223, 252-253, 272-273, 342-343</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt; Independent Reading Activities&gt;Informational Text</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 32 Use Illustrations to Understand a Text, T207–T212, T213–T214</p> <p><b>Student Pages:</b>  S209–S212</p>

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to the  
Common Core State Standards for English Language Arts, Grade 3**

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<p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><b>TG U1:</b> 342-344, 346-347  <b>TG U2:</b> 244, 245-247  <b>TG U3:</b> 333-334, 335, 343, 352-354, 355-357  <b>TG U4:</b> 62-64, 65-67, 354, 355-357</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 33 Describe Connections Between Sentences and Paragraphs, T215–T220, T227–T228</p> <p><b>Student Pages:</b>  S217–S220</p>
<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>TG U2:</b> 322-324, 326-327, 362-364, 365-367, 372-374, 375-377, 382-384, 385-387, 304, 305-307, 374, 375-377  <b>TG U3:</b> 304, 305-307, 374, 375-377  <b>TG U4:</b> 102-104, 105-107, 162-164, 165-167, 372-374, 375-377</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 34 Compare Two Texts, T221–T226, T227–T228</p> <p><b>Student Pages:</b>  S223–S226</p>

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<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.3.10</b> 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.	<p><b>TG U1:</b> 335, 345, 355, 365, 375  <b>TG U2:</b> 215, 225, 235, 245, 255, 265, 275, 305, 315, 375, 385  <b>TG U3:</b> 215, 225, 235, 245, 255, 265, 295, 305, 325, 335, 355, 385  <b>TG U4:</b> 75, 235, 245, 255, 265, 275, 295, 305, 315, 385</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt; Independent Reading Activities&gt;Informational Text  &gt;Units 1-6&gt;Level eText Library  &gt;Teacher Resources&gt;Printable Resources&gt;Printable Decodable eReaders  &gt;Teacher Resources&gt;Printable Resources&gt;Printable Leveled eReaders</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 27 Find the Main Idea, T173–T178, T185–T186  Lesson 34 Compare Two Texts, T221–T226, T227–T228</p> <p><b>Student Pages:</b>  S175–S178, S223–S226</p>
<b>Reading Standards for Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<p><b>TG U1:</b> FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS24, FS25  <b>TG U2:</b> FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS21, FS24, FS25  <b>TG U3:</b> FS3, FS4, FS6, FS7, FS9, FS13, FS17, FS19, FS21, FS22  <b>TG U4:</b> FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS24, FS25</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Modules A &amp; B&gt;Foundational Skills Lessons</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 1 Understand Prefixes and Suffixes, T33–T36, T41–T42  Lesson 2 Decode Words with Latin Suffixes, T37–T40  Lesson 3 Decode Multisyllable Words, T43–T46, T51–T52  Lesson 4 Decode Compound Words, T47–T50</p> <p><b>Student Pages:</b>  S33–S36, S37–S40, S43–S46, S47–S50</p>

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<p><b>RF.3.3.a</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>TG U2:</b> FS14, FS15, FS16, FS20, FS21, FS22  <b>TG U3:</b> FS8, FS9, FS10, FS11, FS12, FS13  <b>TG U4:</b> FS5, FS6, FS7, FS20, FS21, FS22</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 2-4&gt;Modules A &amp; B&gt;Foundational Skills Lessons</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 1 Understand Prefixes and Suffixes, T33–T36, T41–T42  Lesson 2 Decode Words with Latin Suffixes, T37–T40</p> <p><b>Student Pages:</b>  S33–S36, S37–S40</p>
<p><b>RF.3.3.b</b> Decode words with common Latin suffixes.</p>	<p><b>TG U2:</b> FS21, FS22  <b>TG U4:</b> FS5, FS6, FS7</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 4&gt;Module A &gt;Foundational Skills Lessons  &gt;Unit 2&gt;Module B&gt;Foundational Skills Lessons</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 2 Decode Words with Latin Suffixes, T37–T40</p> <p><b>Student Pages:</b>  S37–S40</p>
<p><b>RF.3.3.c</b> Decode multi-syllable words.</p>	<p><b>TG U1:</b> FS3, FS4, FS9, FS10, FS21, FS22, FS24, FS25  <b>TG U2:</b> FS3, FS4, FS15, FS16, FS21, FS22  <b>TG U3:</b> FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19  <b>TG U4:</b> FS6, FS7, FS18, FS19, FS21, FS22</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Modules A &amp; B&gt;Foundational Skills Lessons</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 3 Decode Multisyllable Words, T43–T46, T51–T52</p> <p><b>Student Pages:</b>  S43–S46</p>



**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>RF.3.3.d</b> Read grade appropriate irregularly spelled words.</p>	<p><b>TG U1:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24  <b>TG U2:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24  <b>TG U3:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24  <b>TG U4:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Modules A &amp; B&gt;Foundational Skills Lessons</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 5 Irregular Spellings: Endings, T53–T56</p> <p><b>Student Pages:</b>  S53–S56</p>
<b>Fluency</b>		
<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>TG U1:</b> 67, 87, 117, 167, 187, 227, 277, 317, 347, 377  <b>TG U2:</b> 87, 167, 217, 247, 287, 317, 327, 357  <b>TG U3:</b> 27, 47, 67, 87, 127, 167, 267, 287, 327, 357, 387  <b>TG U4:</b> 47, 87, 127, 217, 247, 287, 327, 357</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt; Units 1-4&gt;Level eText Library  &gt;Teacher Resources&gt;Printable Resources&gt;Printable Decodable eReaders</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 13 Read Accurately with Appropriate Rate, T89–T92, T101–T102  Lesson 14 Use Punctuation Cues for Appropriate Phrasing, T93–T96</p> <p><b>Student Pages:</b>  S89–S92, S93–S96</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>RF.3.4.a</b> Read grade-level text with purpose and understanding.</p>	<p><b>TG U1:</b> 42, 62, 92, 112, 132, 135, 212, 252, 265, 282, 302, 322  <b>TG U2:</b> 12, 82, 102, 122, 215, 225, 262, 265, 272, 292, 305, 315, 342  <b>TG U3:</b> 22, 32, 52, 72, 132, 172, 222, 242, 312, 332  <b>TG U4:</b> 12, 52, 112, 132, 182, 222, 242, 272, 292, 322, 342</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt; Units 1-4&gt;Level eText Library  &gt;Teacher Resources&gt;Printable Resources&gt; Printable Decodable eReaders</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 12 Retell and Summarize, T83–T86, T87–T88  Lesson 15 Read with Appropriate Expression, T97–T100</p> <p><b>Student Pages:</b>  S83–S86, S97–S100</p>
<p><b>RF.3.4.b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>TG U1:</b> 27, 47, 67, 87, 117, 147, 167, 187, 227, 267, 287, 327, 357, 387  <b>TG U2:</b> 17, 47, 77, 97, 147, 217, 277, 287, 317, 357, 377  <b>TG U3:</b> 17, 47, 67, 77, 87, 97, 117, 127, 167, 177, 217, 227, 297, 317, 367  <b>TG U4:</b> 17, 27, 87, 147, 157, 167, 177, 187, 217, 267, 327, 357</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt; Units 1-4&gt;Level eText Library  &gt;Teacher Resources&gt;Printable Resources&gt; Printable Decodable eReaders</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 13 Read Accurately with Appropriate Rate, T89–T92, T101–T102  Lesson 14 Use Punctuation Cues for Appropriate Phrasing, T93–T96  Lesson 15 Read with Appropriate Expression, T97–T100</p> <p><b>Student Pages:</b>  S89–S92, S93–S96, S97–S100</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>RF.3.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>TG U1:</b> 355, 366  <b>TG U2:</b> 255, 343, 355-357  <b>TG U3:</b> 27, 35, 317, FS20, FS22  <b>TG U4:</b> 246, 285-287</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook  SavvasRealize.com&gt;Unit 3&gt;Module A&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 16 Use Context Clues: Examples, T103–T106, T115–T116</p> <p><b>Student Pages:</b>  S103–S106</p>
<p><b>Writing Standards</b></p>		
<p><b>Text Types and Purposes</b></p>		
<p><b>W.3.1</b> Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p>	<p><b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 118-120, 178-180, 188-190, 192-199  <b>TG U4:</b> 28-30, 38-40, 48-50, 58-60, 78-80, 88-90, 98-100, 148-150, 192-199, 218-220, 258-260, 298-300, 392-399</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 3&gt;Module A&gt;Performance-Based Assessment&gt;Opinion Task  &gt;Unit 4&gt;Modules A &amp; B&gt;Performance-Based Assessment&gt;Opinion Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 35 Analyze a Prompt, T229–T230, T249–T250  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S229–S232, S233–S236</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>W.3.1.a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p><b>TG U3:</b> 48-50, 58-60, 88-90, 192-199  <b>TG U4:</b> 48-50, 58-60, 78-80, 192-199, 248-250, 258-260</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 3&gt;Module A&gt;Performance-Based Assessment&gt;Opinion Task  &gt;Unit 4&gt;Modules A &amp; B&gt;Performance-Based Assessment&gt;Opinion Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 35 Analyze a Prompt, T229–T230, T249–T250  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S229–S232, S233–S236</p>
<p><b>W.3.1.b</b> Provide reasons that support the opinion.</p>	<p><b>TG U3:</b> 68-70, 78-80, 192-199  <b>TG U4:</b> 68-70, 268-270</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 3&gt;Module A&gt;Performance-Based Assessment&gt;Opinion Task  &gt;Unit 4&gt;Modules A &amp; B&gt;Performance-Based Assessment&gt;Opinion Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S233–S236</p>
<p><b>W.3.1.c</b> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p><b>TG U3:</b> 98-100  <b>TG U4:</b> 88-90, 192-199, 288-290, 392-399</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 3&gt;Module A&gt;Performance-Based Assessment&gt;Opinion Task  &gt;Unit 4&gt;Modules A &amp; B&gt;Performance-Based Assessment&gt;Opinion Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 38 Revise Organization in a Piece of Writing, T241–T244</p> <p><b>Student Pages:</b>  S241–S244</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>W.3.1.d</b> Provide a concluding statement or section.</p>	<p><b>TG U3:</b> 108-110, 118-120, 192-199  <b>TG U4:</b> 98-100, 108-110, 192-199, 298-300, 308-310, 392-399</p> <p><b>Digital Resources:</b>            SavvasRealize.com&gt;Unit 3&gt;Module A&gt;Performance-Based Assessment&gt;Opinion Task            &gt;Unit 4&gt;Modules A &amp; B&gt;Performance-Based Assessment&gt;Opinion Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>            Lesson 38 Revise Organization in a Piece of Writing, T241–T244</p> <p><b>Student Pages:</b>            S241–S244</p>
<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>TG U1:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 388-390  <b>TG U2:</b> 218-220, 238-240, 268-270, 288-290, 298-300, 308-310  <b>TG U3:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 308-310, 318-320, 358-360, 392-399</p> <p><b>Digital Resources:</b>            SavvasRealize.com&gt;Unit 1&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task            &gt;Unit 2&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task            &gt;Unit 3&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>            Lesson 35 Analyze a Prompt, T229–T230, T249–T250            Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>            S229–S232, S233–S236</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>W.3.2.a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p><b>TG U1:</b> 218-220, 238-240, 248-250, 258-260, 378-380, 392-399  <b>TG U2:</b> 248-250, 268-270, 278-280, 392-399  <b>TG U3:</b> 248-250, 268-270, 278-280, 392-399</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task &gt;Unit 2&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task &gt;Unit 3&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 35 Analyze a Prompt, T229–T230, T249–T250  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S229–S232, S233–S236</p>
<p><b>W.3.2.b</b> Develop the topic with facts, definitions, and details.</p>	<p><b>TG U1:</b> 218-220, 288-290, 392-399  <b>TG U2:</b> 258-260, 392-399  <b>TG U3:</b> 238-240, 258-260, 392-399</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task &gt;Unit 2&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task &gt;Unit 3&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S233–S236</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>W.3.2.c</b> Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p>	<p><b>TG U1:</b> 268-270, 278-280  <b>TG U2:</b> 288-290, 298-300, 392-399  <b>TG U3:</b> 288-290</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task  &gt;Unit 2&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task  &gt;Unit 3&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 38 Revise Organization in a Piece of Writing, T241–T244</p> <p><b>Student Pages:</b>  S241–S244</p>
<p><b>W.3.2.d</b> Provide a concluding statement or section.</p>	<p><b>TG U1:</b> 308-310, 392-399  <b>TG U2:</b> 308-310, 392-399  <b>TG U3:</b> 298-300, 308-310, 392-399</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task  &gt;Unit 2&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task  &gt;Unit 3&gt;Module B&gt;Performance-Based Assessment&gt;Informative/Explanatory Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 38 Revise Organization in a Piece of Writing, T241–T244</p> <p><b>Student Pages:</b>  S241–S244</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>TG U1:</b> 18-20, 28-30, 38-40, 48-50, 68-70, 98-100, 108-110, 128-130, 148-150, 168-170, 188-190, 192-199  <b>TG U2:</b> 48-50, 58-60, 78-80, 88-90, 98-100, 108-110, 128-130, 192-199</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module A  &gt;Performance-Based Assessment&gt;Narrative Task  &gt;Unit 2&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 35 Analyze a Prompt, T229–T230, T249–T250  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S229–S232, S233–S236</p>
<p><b>W.3.3.a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>TG U1:</b> 28-30, 48-50, 58-60, 68-70, 78-80  <b>TG U2:</b> 48-50, 58-60, 68-70, 192-199</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module A  Performance-Based Assessment&gt;Narrative Task  &gt;Unit 2&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 35 Analyze a Prompt, T229–T230, T249–T250  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S229–S232, S233–S236</p>
<p><b>W.3.3.b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p><b>TG U1:</b> 98-100, 108-110, 118-120, 128-130, 192-199  <b>TG U2:</b> 88-90, 98-100, 108-110, 118-120, 192-199</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task  &gt;Unit 2&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 36 Plan and Draft a Piece of Writing, T233–T236</p> <p><b>Student Pages:</b>  S233–S236</p>



**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<b>W.3.3.c</b> Use temporal words and phrases to signal event order.	<p><b>TG U1:</b> 88-90, 192-199 <b>TG U2:</b> 78-80, 192-199</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Unit 1&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task &gt;Unit 2&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 38 Revise Organization in a Piece of Writing, T241–T244</p> <p><b>Student Pages:</b> S241–S244</p>
<b>W.3.3.d</b> Provide a sense of closure.	<p><b>TG U1:</b> 38-40, 138-140 <b>TG U2:</b> 128-130, 192-199</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Unit 1&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task &gt;Unit 2&gt;Module A&gt;Performance-Based Assessment&gt;Narrative Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 38 Revise Organization in a Piece of Writing, T241–T244</p> <p><b>Student Pages:</b> S241–S244</p>
<b>Production and Distribution of Writing</b>		
<b>W.3.4</b> 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.)	<p>This objective is addressed throughout the text. See the following: <b>TG U1:</b> 48-50, 58-60, 78-80, 158-160, 248-250, 318-320 <b>TG U2:</b> 38-40, 228-230, 268-270, 328-330, 338-340, 388-390 <b>TG U3:</b> 18-20, 28-30, 148-150, 348-350, 358-360, 368-370, 378-380 <b>TG U4:</b> 38-40, 78-80, 98-100, 148-150, 168-170, 188-190, 278-280, 348-350, 358-360, 378-380</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Units 1-4&gt;Module A &amp; B&gt;Performance-Based Assessment</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 36 Plan and Draft a Piece of Writing, T233–T236, T249–T250 Lesson 38 Revise Organization in a Piece of Writing, T241–T244 Lesson 39 Revise Language in a Piece of Writing, T245–T248</p> <p><b>Student Pages:</b> S233–S236, S241–S244, S245–S248</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>W.3.5</b> 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 on pages 28 and 29.)</p>	<p><b>TG U1:</b> 148-150, 168-170, 178-180, 348-350, 358-360  <b>TG U2:</b> 168-170, 178-180, 348-350, 368-370, 378-380  <b>TG U3:</b> 148-150, 168-170, 178-180, 348-350, 378-380  <b>TG U4:</b> 148-150, 168-170, 178-180, 368-370, 378-380</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module A &amp; B&gt;Performance-Based Assessment</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 36 Plan and Draft a Piece of Writing, T233–T236, T249–T250  Lesson 38 Revise Organization in a Piece of Writing, T241–T244  Lesson 39 Revise Language in a Piece of Writing, T245–T248</p> <p><b>Student Pages:</b>  S233–S236, S241–S244, S245–S248</p>
<p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>TG U1:</b> 20, 50, 90, 120, 150, 180, 194, 220, 250, 270, 300, 340, 370, 380, 394  <b>TG U2:</b> 20, 30, 50, 70, 90, 110, 130, 140, 160, 190, 194, 220, 230, 320, 394  <b>TG U3:</b> 30, 60, 90, 130, 150, 180, 194, 230, 250, 290, 310, 330, 360, 370, 394  <b>TG U4:</b> 40, 70, 100, 120, 140, 160, 194, 240, 260, 280, 300, 320, 350, 390, 394</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module A &amp; B&gt;Performance-Based Assessment</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 37 Research a Writing Assignment, T237–T240, T249–T250</p> <p><b>Student Pages:</b>  S237–S240</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<b>Research to Build and Present Knowledge</b>		
<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p>	<p><b>TG U1:</b> 258-260, 288-290, 328-330, 338-340, 378-380, 388-390, 392-399  <b>TG U2:</b> 18-20, 328-330  <b>TG U3:</b> 328-330  <b>TG U4:</b> 118-120, 128-130, 318-320</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 3&gt;Module A  &gt;Performance-Based Assessment&gt;Opinion Task  &gt;Unit 4&gt;Modules A &amp; B&gt;Performance-Based Assessment&gt;Opinion Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 37 Research a Writing Assignment, T237–T240, T249–T250</p> <p><b>Student Pages:</b>  S237–S240</p>
<p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>TG U1:</b> 258-260, 288-290, 328-330, 378-380, 388-390, 392-399  <b>TG U2:</b> 28-30, 318-320, 338-340  <b>TG U3:</b> 128-130, 138-140, 318-320, 328-330, 338-340  <b>TG U4:</b> 118-120, 128-130, 138-140, 318-320, 328-330</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 3&gt;Module A  &gt;Performance-Based Assessment&gt;Opinion Task  &gt;Unit 4&gt;Modules A &amp; B&gt;Performance-Based Assessment&gt;Opinion Task</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 37 Research a Writing Assignment, T237–T240, T249–T250</p> <p><b>Student Pages:</b>  S237–S240</p>
<p><b>W.3.9</b> (Begins in Grade 4)</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>Range of Writing</b></p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>TG U1:</b> 28-30, 48-50, 88-90, 118-120, 148-150, 168-170, 192-194, 238-240, 268-270, 298-300, 328-330, 348-350, 358-360, 368-370, 392-399</p> <p><b>TG U2:</b> 18-20, 38-40, 68-70, 98-100, 148-150, 192-199, 228-230, 248-250, 278-280, 298-300, 328-330, 378-380, 392-399</p> <p><b>TG U3:</b> 28-30, 48-50, 78-80, 108-110, 138-140, 178-180, 192-199, 258-260, 288-290, 318-320, 348-350, 368-370, 392-399</p> <p><b>TG U4:</b> 38-40, 58-60, 118-120, 148-150, 188-190, 228-230, 248-250, 278-280, 298-300, 308-310, 328-330, 358-360, 378-380, 392-399</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Units 1-4&gt;Module A &amp; B&gt;Performance-Based Assessment</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 36 Plan and Draft a Piece of Writing, T233–T236, T249–T250 Lesson 38 Revise Organization in a Piece of Writing, T241–T244 Lesson 39 Revise Language in a Piece of Writing, T245–T248</p> <p><b>Student Pages:</b> S233–S236, S241–S244, S245–S248</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<b>Speaking and Listening Standards Comprehension and Collaboration</b>		
<b>SL.3.1</b> 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><b>TG U1:</b> 14, 44, 64, 104, 144, 214, 224, 244, 264, 284, 304, 324, 344, 374</p> <p><b>TG U2:</b> 24, 54, 64, 84, 144, 174, 224, 324, 334, 344, 364</p> <p><b>TG U3:</b> 14, 54, 74, 114, 134, 184, 214, 234, 254, 274, 284, 304, 354, 374, 384</p> <p><b>TG U4:</b> 24, 44, 74, 104, 144, 214, 244, 274, 304, 324, 374, 384</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Teacher Resources&gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	ReadyUp! provides foundational skills to assist students with reading and writing. Therefore, the speaking and listening standards lie outside of the program focus.
<b>SL.3.1.a</b> 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>For related content, please see:</p> <p><b>TG U1:</b> 12, 32, 72, 102, 122, 152, 212, 232, 262, 302, 322, 362</p> <p><b>TG U2:</b> 112, 222, 252, 272, 302, 312, 332, 352</p> <p><b>TG U3:</b> 52, 82, 102, 142, 172, 212, 232, 252, 322, 342, 382</p> <p><b>TG U4:</b> 62, 92, 122, 152, 172, 212, 232, 262, 302, 342, 372</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Teacher Resources&gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>SL.3.1.b</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>TG U2:</b> 164  <b>TG U3:</b> 54, 164, 194, 198  <b>TG U4:</b> 198, 234</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Teacher Resources&gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	
<p><b>SL.3.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>TG U2:</b> 244  <b>TG U3:</b> 44, 84, 198, 284, 354  <b>TG U4:</b> 24, 274</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Teacher Resources &gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	
<p><b>SL.3.1.d</b> Explain their own ideas and understanding in light of the discussion.</p>	<p><b>TG U2:</b> 344  <b>TG U4:</b> 154</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Teacher Resources &gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>TG U1:</b> 213, 214, 216-217, 316-317, 386-387  <b>TG U2:</b> 13, 14, 16, 84, 216, 217, 232, 244, 246, 250, 274, 330, 380  <b>TG U3:</b> 94, 120, 144, 186, 240, 320, 376  <b>TG U4:</b> 84, 86, 216, 300, 314, 316, 326, 342</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Teacher Resources  &gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	
<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>TG U1:</b> 190, 289, 370  <b>TG U2:</b> 190, 198, 398  <b>TG U3:</b> 30, 60, 70, 80, 84, 90, 100, 110, 170, 198, 354, 360, 370  <b>TG U4:</b> 20, 30, 60, 70, 80, 100, 160, 190, 354, 398</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Teacher Resources  &gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<p><b>TG U1:</b> 30, 50, 70, 80, 120, 130, 150, 160, 180, 198, 220, 260, 280, 300, 350, 398</p> <p><b>TG U2:</b> 20, 40, 60, 90, 110, 140, 198, 230, 260, 310, 370, 380, 398</p> <p><b>TG U3:</b> 50, 80, 120, 160, 180, 194, 198, 220, 230, 260, 290, 310, 360, 380, 390</p> <p><b>TG U4:</b> 30, 50, 60, 160, 180, 198, 260, 290, 360, 380, 398</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Teacher Resources &gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	
<b>SL.3.5</b> 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.	<p><b>TG U1:</b> 40, 107, 198, 307, 398</p> <p><b>TG U2:</b> 194, 198, 390, 394</p> <p><b>TG U3:</b> 360, 370, 394</p> <p><b>TG U4:</b> 160, 189-190, 212</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Teacher Resources &gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	



**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>TG U1:</b> 13, 33, 53, 63, 73, 93, 213, 273, 293, 313, 333, 343, 373, 383  <b>TG U2:</b> 33, 113, 123, 183, 251, 323, 333, 353, 363  <b>TG U3:</b> 63, 83, 173, 198, 243, 253, 263, 273  <b>TG U4:</b> 13, 23, 53, 143, 163, 313, 353</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Teacher Resources  &gt;Printable Resources&gt;Scaffolded Strategies Handbook&gt;Listening and Speaking Routines</p>	
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>TG U1:</b> 30-31, 70-71, 150-151, 170-171, 190-191, 230-231, 250-251, 260-261, 280-281, 290-291, 310-311, 350-351  <b>TG U2:</b> 30-31, 40-41, 130-131, 140-141, 160-161, 150-151, 170-171, 220-221, 230-231, 240-241, 260-261, 270-271, 290-291, 320-321, 360-361  <b>TG U3:</b> 30-31, 50-51, 60-61, 80-81, 120-121, 220-221, 240-241, 280-281, 300-301, 330-331, 350-351, 370-371, 390-391  <b>TG U4:</b> 40-41, 90-91, 110-111, 130-131, 150-151, 220-221, 240-241, 270-271, 290-291, 310-311, 340-341, 360-361</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Modules A &amp; B  &gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 39 Revise Language in a Piece of Writing, T245–T248  Lesson 40 Understand Subject-Verb and Pronoun-Antecedent Agreement, T251–T254  Lesson 41 Understand Coordinating and Subordinating Conjunctions, T255–T258</p> <p><b>Student Pages:</b>  S245–S248, S251–S254, S255–S258</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p><b>TG U1:</b> 120-121, 140-141, 180-181, 190-191, 220-221, 230-231, 310-311, 320-321  <b>TG U2:</b> 50-51, 60-61, 80-81, 220-221, 230-231, 240-241  <b>TG U3:</b> 20-21, 30-31, 40-41, 70-71, 80-81, 220-221  <b>TG U4:</b> 100-101, 110-111, 120-121, 130-131, 350-351, 360-361, 370-371</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Modules A &amp; B &gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 39 Revise Language in a Piece of Writing, T245–T248  Lesson 40 Understand Subject-Verb and Pronoun-Antecedent Agreement, T251–T254  Lesson 41 Understand Coordinating and Subordinating Conjunctions, T255–T258</p> <p><b>Student Pages:</b>  S245–S248, S251–S254, S255–S258</p>
<p><b>L.3.1.b</b> Form and use regular and irregular plural nouns.</p>	<p><b>TG U1:</b> 130-131, FS5, FS6, FS7  <b>TG U2:</b> 380-381  <b>TG U3:</b> FS2, FS3, FS4  <b>TG U4:</b> 30-31, 40-41, 50-51</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 2, 4&gt;Module A &gt;Scaffolded Strategies Handbook  &gt;Units 1, 2&gt;Module A&gt;Foundational Skills Lessons  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 6 Plurals, T57–T60  Lesson 7 More Endings and Plurals, T61–T64</p> <p><b>Student Pages:</b>  S57–S60, S61–S64</p>
<p><b>L.3.1.c</b> Use abstract nouns (e.g., <i>childhood</i>).</p>	<p><b>TG U3:</b> 280-281, 290-291  <b>TG U4:</b> 80-81, 90-91</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 3&gt;Module B&gt;Scaffolded Strategies Handbook  &gt;Unit 4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p>ReadyUp! provides foundational skills to assist students with reading and writing. Therefore, this standard lies outside the program focus.</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>L.3.1.d</b> Form and use regular and irregular verbs.</p>	<p><b>TG U1:</b> 80-81, 150-151, 160-161, 170-171  <b>TG U2:</b> 290-291, 330-331, 340-341, 350-351, 360-361  <b>TG U3:</b> 300-301, 310-311, 340-341  <b>TG U4:</b> 250-251, 260-261, 270-271</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 2-4&gt;Module B&gt;Scaffolded Strategies Handbook  &gt;Unit 1&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p>For supporting content please see:  <b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 40 Understand Subject-Verb and Pronoun-Antecedent Agreement, T251–T254</p> <p><b>Student Pages:</b>  S251–S254</p>
<p><b>L.3.1.e</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p><b>TG U1:</b> 60-61, 70-71, 80-81, 160-161, 270-271, 280-281, 290-291, 300-301  <b>TG U2:</b> 310-311, 320-321  <b>TG U3:</b> 350-351, 360-361  <b>TG U4:</b> 250-251, 260-261, 270-271</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Units 2-3&gt;Module B&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p>For supporting content please see:  <b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 40 Understand Subject-Verb and Pronoun-Antecedent Agreement, T251–T254</p> <p><b>Student Pages:</b>  S251–S254</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>L.3.1.f</b> Ensure subject-verb and pronoun-antecedent agreement.</p>	<p><b>TG U1:</b> 240-241, 250-251, 270-271, 280-281, 290-291, 300-301  <b>TG U2:</b> 130-131, 140-141, 150-151, 280-281, 290-291, 300-301  <b>TG U3:</b> 370-371  <b>TG U4:</b> 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 290-291</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook &gt;Unit 2&gt;Module A&gt;Scaffolded Strategies Handbook&gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 40 Understand Subject-Verb and Pronoun-Antecedent Agreement, T251–T254</p> <p><b>Student Pages:</b>  S251–S254</p>
<p><b>L.3.1.g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>TG U1:</b> 330-331, 340-341  <b>TG U2:</b> 70-71  <b>TG U3:</b> 100-101, 110-111, 120-121, 250-251, 260-261, 270-271  <b>TG U4:</b> 380-381, 390-391</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1, 4-4&gt;Module B&gt;Scaffolded Strategies Handbook &gt;Units 2-3&gt;Module A&gt;Scaffolded Strategies Handbook &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Monitor Progress, T55</p>

**Correlations of ReadyGEN and ReadyUp!  
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Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>L.3.1.h</b> Use coordinating and subordinating conjunctions.</p>	<p><b>TG U1:</b> 350-351, 360-361, 370-371, 380-381, 390-391  <b>TG U2:</b> 250-251, 260-261, 270-271  <b>TG U4:</b> 310-311, 320-321, 330-331</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-2, 4&gt;Modules A &amp; B&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 41 Understand Coordinating and Subordinating Conjunctions, T255–T258</p> <p><b>Student Pages:</b>  S255–S258</p>
<p><b>L.3.1.i</b> Produce simple, compound, and complex sentences.</p>	<p><b>TG U1:</b> 80-81, 90-91, 260-261, 300-301  <b>TG U2:</b> 160-161, 170-171, 180-181, 190-191, FS14, FS15, FS16  <b>TG U3:</b> 380-381, 390-391, FS23, FS24  <b>TG U4:</b> 300-301, 310-311, 320-321, 330-331, FS10, FS23</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-2&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Units 1, 3-4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 33 Describe Connections Between Sentences and Paragraphs, T215–T220  Lesson 41 Understand Coordinating and Subordinating Conjunctions, T255–T258</p> <p><b>Student Pages:</b>  S217–S220, S255–S258</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>TG U1:</b> 40-41, 60-61, 100-101, 110-111, 130-131, 150-151, 160-161, 170-171, 178-180  <b>TG U2:</b> 20-21, 30-31, 40-41, 90-91, 100-101, 110-111, 120-121, 178-180, 195, 370-371, 378-380, 381, 390-391, 395  <b>TG U3:</b> 130-131, 140-141, 150-151, 160-161, 170-171, 178-180, 181, 190-191, 378-380  <b>TG U4:</b> 160-161, 170-171, 178-180, 181, 190-191, 340-341, 378-380</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Modules A &amp; B&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 5 Irregular Spellings: Endings, T53–T56  Lesson 39 Revise Language in a Piece of Writing, T245–T248  Lesson 40 Understand Subject-Verb and Pronoun-Antecedent Agreement, T251–T254  Lesson 41 Understand Coordinating and Subordinating Conjunctions, T255–T258</p> <p><b>Student Pages:</b>  S53–S56, S245–S248, S251–S254, S255–S258</p>
<p><b>L.3.2.a</b> Capitalize appropriate words in titles.</p>	<p><b>TG U2:</b> 30-31  <b>TG U3:</b> 190-191  <b>TG U4:</b> 340-341</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 2-3&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Unit 4&gt;Module B&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p>ReadyUp! provides foundational skills to assist students with reading and writing. Therefore this standard lies outside the program focus</p>
<p><b>L.3.2.b</b> Use commas in addresses.</p>	<p><b>TG U4:</b> 190-191</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p>ReadyUp! provides foundational skills to assist students with reading and writing. Therefore this standard lies outside the program focus</p>

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to the  
Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>L.3.2.c</b> Use commas and quotation marks in dialogue.</p>	<p><b>TG U1:</b> 100-101, 110-111  <b>TG U2:</b> 90-91, 100-101  <b>TG U4:</b> 170-171, 180-181</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-2, 4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p>ReadyUp! provides foundational skills to assist students with reading and writing. Therefore this standard lies outside the program focus</p>
<p><b>L.3.2.d</b> Form and use possessives.</p>	<p><b>TG U1:</b> 343  <b>TG U3:</b> 130-131, 140-141  <b>TG U4:</b> 150-151, 160-161</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 3-4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Teacher Resources&gt;Grammar Jammers</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 9 Possessives and Abbreviations, T69–T72</p> <p><b>Student Pages:</b>  S69–S72</p>
<p><b>L.3.2.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p><b>TG U1:</b> 40-41, 60-61, 70-71, 280-281, FS8, FS9, FS10  <b>TG U2:</b> 370-371, FS20, FS21, FS22  <b>TG U3:</b> 170-171, FS11, FS12, FS13  <b>TG U4:</b> 60-61, 230-231</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-2&gt;Modules A &amp; B&gt;Foundational Skills Lessons  &gt;Teacher Resources&gt;Spelling Lists</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 2 Decode Words with Latin Suffixes, T37–T40, T41–T42  Lesson 6 Plurals, T57–T60  Lesson 7 More Endings and Plurals, T61–T64</p> <p><b>Student Pages:</b>  S37–S40, S57–S60, S61–S64</p>

**Correlations of ReadyGEN and ReadyUp!  
to the  
Common Core State Standards for English Language Arts, Grade 3**

<b>Common Core State Standards for English Language Arts</b>	<b>ReadyGEN Grade 3</b>	<b>ReadyUp! Grade 3</b>
<p><b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules meaningful word parts) in writing words.</p>	<p><b>TG U1:</b> 130-131, 150-151, 160-161, 170-171, FS20, FS21, FS22  <b>TG U2:</b> 370-371, 380-381  <b>TG U3:</b> 150-151, 160-161, FS14, FS17  <b>TG U4:</b> 230-231</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Teacher Resources&gt;Spelling Lists  &gt;Units 1, 3&gt;Module A&gt; Foundational Skills Lessons  &gt;Units 2, 4&gt;Module A&gt; Foundational Skills Lessons</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 5 Irregular Spellings: Endings, T53–T56  Lesson 6 Plurals, T57–T60, T73–T74  Lesson 7 More Endings and Plurals, T61–T64  Lesson 42 Use Conventional Spellings and Suffixes, T259–T262, T263–T264</p> <p><b>Student Pages:</b>  S33–S36, S37–S40, S53–S56, S57–S60, S61–S64, S259–S262</p>
<p><b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>TG U2:</b> 390-391  <b>TG U3:</b> 180-181, FS4  <b>TG U4:</b> 179, FS17</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Independent Practice, T114  Build Vocabulary, T133, T147, T175  Lesson 29 Define Academic and Domain-Specific Words, T187–T192</p> <p><b>Student Pages:</b>  S189–S192</p>



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

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<b>Knowledge of Language</b>		
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>TG U1:</b> 20-21, 40-41, 60-61, 90-91, 120-121, 140-141, 180-181, 220-221, 240-241, 270-271, 300-301, 320-321, 330-331, 340-341, 360-361</p> <p><b>TG U2:</b> 30-31, 50-51, 70-71, 100-101, 130-131, 150-151, 190-191, 230-231, 250-251, 280-281, 310-311, 350-351, 360-361</p> <p><b>TG U3:</b> 20-21, 40-41, 60-61, 80-81, 110-111, 140-141, 170-171, 220-221, 260-261, 290-291, 340-341, 380-381</p> <p><b>TG U4:</b> 30-31, 70-71, 90-91, 120-121, 150-151, 180-181, 230-231, 250-251, 270-271, 290-291, 310-311, 330-331, 350-351, 370-371, 390-391</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Unit 1-4&gt;Modules A-B&gt;Selection Tests &gt;Unit 1-4&gt;Modules A-B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 39 Revise Language in a Piece of Writing, T245–T248 Lesson 40 Understand Subject-Verb and Pronoun-Antecedent Agreement, T251–T254, T263–T264 Lesson 41 Understand Coordinating and Subordinating Conjunctions, T255–T258 Lesson 42 Use Conventional Spellings and Suffixes, T259–T262</p> <p><b>Student Pages:</b> S245–S248, S251–S254, S255–S258, S259–S262</p>
<p><b>L.3.3.a</b> Choose words and phrases for effect.</p>	<p><b>TG U1:</b> 144, 145-147 <b>TG U2:</b> 24, 25-27</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 39 Revise Language in a Piece of Writing, T245–T248</p> <p><b>Student Pages:</b> S245–S248</p>

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

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>L.3.3.b</b> Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><b>TG U2:</b> 112-114, 115-117</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b> Lesson 39 Revise Language in a Piece of Writing, T245–T248</p> <p><b>Student Pages:</b> S245–S248</p>
<p><b>Vocabulary Acquisition and Use</b></p>		
<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p><b>TG U1:</b> 213, 354, 355-357, 383  <b>TG U2:</b> 103, 222-224, 225-227, 263, 303, 353, 354, 355-357  <b>TG U3:</b> 73, 83, 345, 353  <b>TG U4:</b> 83, 133, 243, 246, 253, 276, 285-287</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 2-4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 16 Use Context Clues: Examples, T103–T106, T115–T116  Lesson 17 Determine Meaning of Unfamiliar Words, T107–T110  Lesson 29 Define Academic and Domain-Specific Words, T187–T192</p> <p><b>Student Pages:</b>  S103–S106, S107–S110, S189–S192</p>
<p><b>L.3.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>TG U1:</b> 354, 355, 366  <b>TG U2:</b> 255, 343, 353, 354, 355-357  <b>TG U3:</b> 26-27, 34, 35, 56, 73, 83, 276, 317, FS20, FS22  <b>TG U4:</b> 23, 243, 246, 285-287</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 16 Use Context Clues: Examples, T103–T106, T115–T116  Lesson 17 Determine Meaning of Unfamiliar Words, T107–T110</p> <p><b>Student Pages:</b>  S103–S106, S107–S110</p>

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

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>L.3.4.b</b> 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>).</p>	<p><b>TG U2:</b> FS14, FS15, FS16, FS20, FS21, FS22  <b>TG U3:</b> FS8, FS9, FS10, FS11, FS12, FS13  <b>TG U4:</b> 60-61, 70-71, FS5, FS6, FS7, FS20, FS21, FS22</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 2-4&gt;Module A&gt;Foundational Skills Lessons&gt;</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 1 Understand Prefixes and Suffixes, T33–T36, T41–T42  Lesson 2 Decode Words with Latin Suffixes, T37–T40  Lesson 42 Use Conventional Spellings and Suffixes, T259–T262</p> <p><b>Student Pages:</b>  S33–S36, S37–S40, S259–S262</p>
<p><b>L.3.4.c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>	<p><b>TG U4:</b> 60-61, 70-71, FS23, FS24, FS25</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Build Vocabulary, T139</p>
<p><b>L.3.4.d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>TG U1:</b> 95-96, 363, 365-367  <b>TG U2:</b> 56, 166, 315-317  <b>TG U3:</b> 26, 276  <b>TG U4:</b> 116, 246-247, 285-287, FS2, FS4, FS22</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-6&gt;Module A &amp; B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Independent Practice, T114  Build Vocabulary, T133, T147, T175  Lesson 29 Define Academic and Domain-Specific Words, T187–T192</p> <p><b>Student Pages:</b>  S189–S192</p>
<p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>TG U1:</b> 94, 95-97  <b>TG U3:</b> 234  <b>TG U4:</b> 274, 275-277, 294, 296-297</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 18 Understand Homographs, T111–T114, T115–T116</p> <p><b>Student Pages:</b>  S111–S114</p>

**Correlations of ReadyGEN and ReadyUp!  
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Common Core State Standards for English Language Arts, Grade 3**

Common Core State Standards for English Language Arts	ReadyGEN Grade 3	ReadyUp! Grade 3
<p><b>L.3.5.a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p><b>TG U1:</b> 94, 95-97  <b>TG U2:</b> 54, 55-57, 164, 165-167, 222-224, 225-227  <b>TG U3:</b> 24, 25-27, 34, 35-37, 74, 75-77, 234, 235, 274, 275-277  <b>TG U4:</b> 244, 245-247, 344, 345-347</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-3&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Units 2-4&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 22 Distinguish Literal from Nonliteral Language, T137–T142</p> <p><b>Student Pages:</b>  S139–S142</p>
<p><b>L.3.5.b</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p><b>TG U3:</b> 284, 286-287, 314, 315-317, 344, 345-347  <b>TG U4:</b> 32-34, 92-94, 95-97, 274, 275-277</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 4&gt;Module A&gt;Scaffolded Strategies Handbook  &gt;Units 3-4&gt;Module B&gt;Scaffolded Strategies Handbook</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 29 Define Academic and Domain-Specific Words, T187–T192</p> <p><b>Student Pages:</b>  S189–S192</p>
<p><b>L.3.5.c</b> 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>, <i>wondered</i>).</p>	<p><b>TG U4:</b> 114, 115-117, 134, 135</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Unit 1&gt;Module A&gt;Scaffolded Strategies Handbook</p>	<p>ReadyUp! provides foundational skills to assist students with reading and writing. Therefore, this standard lies outside the program focus</p>

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<p><b>L.3.6</b> 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>).</p>	<p><b>TG U1:</b> 54, 74, 84, 104, 124, 144, 174, 224, 254, 284, 334, 344, 354  <b>TG U2:</b> 14, 44, 64, 94, 114, 134, 154, 164, 184, 234, 264, 294, 324, 364, 384  <b>TG U3:</b> 24, 54, 74, 104, 124, 174, 214, 244, 274, 314, 334, 364, 384  <b>TG U4:</b> 14, 34, 94, 114, 144, 174, 184, 234, 254, 284, 304, 324, 344, 364</p> <p><b>Digital Resources:</b>  SavvasRealize.com&gt;Units 1-4&gt;Module B&gt;Scaffolded Strategies Handbook  &gt;Units 1-4&gt;Modules A-B&gt;Selection Tests</p>	<p><b>Teacher Pages and Checkpoint Assessments:</b>  Lesson 16 Use Context Clues: Examples, T103–T106, T115–T116  Lesson 17 Determine Meaning of Unfamiliar Words, T107–T110  Lesson 29 Define Academic and Domain-Specific Words, T187–T192</p> <p><b>Student Pages:</b>  S103–S106, S107–S110, S189–S192</p>

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