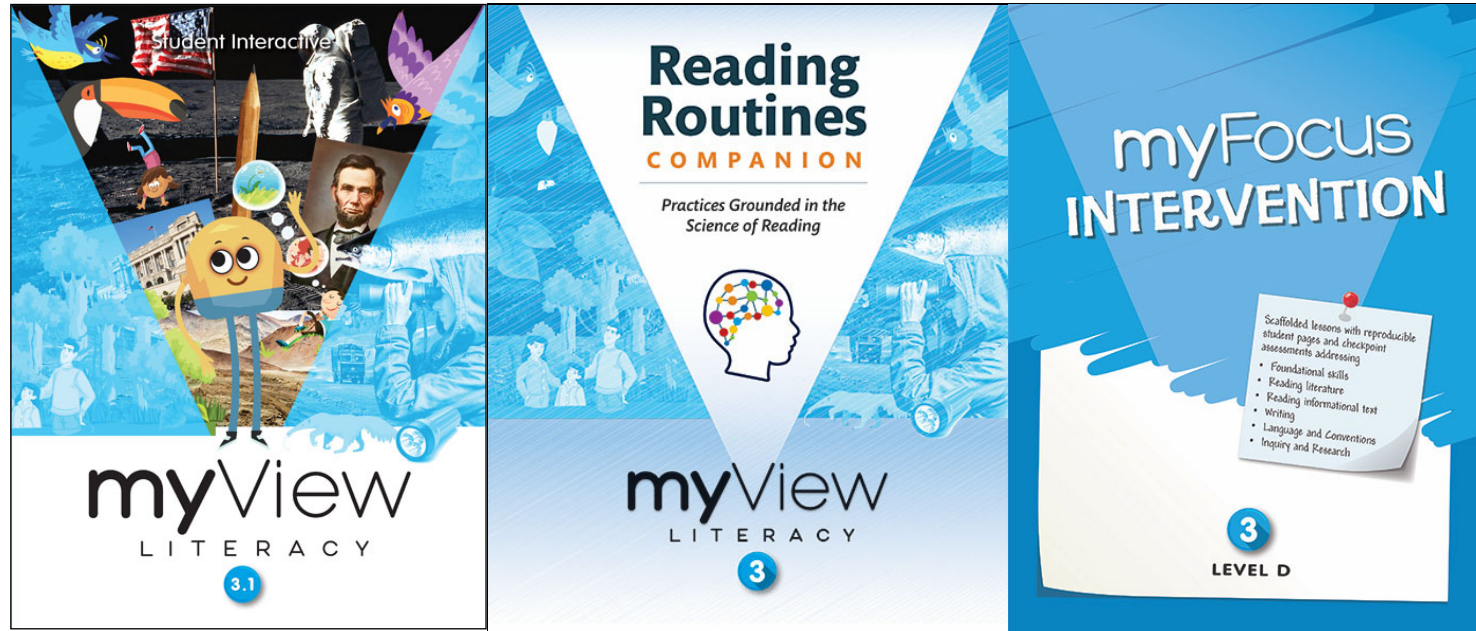


## Correlations of



**Grade 3**

**To the**

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

**Correlations of myView Common Core ©2020 Enhanced Version, Grade 3,  
Reading Routines Companion, and myFocus Intervention  
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CCSS.ELA-Literacy.R.3 Reading			
<b>CCSS.ELA-Literacy.RL.3 RL: Literature</b>			
Key Ideas and Details			
<p>CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Unit 1:</b> Ask and Answer Questions, T104, T106, T109, T113, T116, T132–T133 Make Inferences, T168, T173, T175–T177, T179, T194–T195 First-read Strategies: Generate Questions (examples), T32, T34, T47, T102, T114, T164, T175, T296, T307</p> <p><b>Unit 2:</b> First-read Strategies: Generate Questions (examples), T175</p> <p><b>Unit 3:</b> First-read Strategies: Generate Questions (examples), T32, T35, T46, T47, T50, T112, T114, T173, T292, T294</p> <p><b>Unit 4:</b> Make Inferences, T283 First-read Strategies: Generate Questions (examples), T286, T288, T296</p> <p><b>Unit 5:</b> Evaluate Details, T286, T288, T290, T297, T314–T315 First-read Strategies: Generate Questions (examples), T216, T219, T221, T225, T228, T291, T294, T297</p>	<p>Ask and Answer Questions, 95–96 Main Idea and Details, 101–102</p>	<p><b>Teacher Pages:</b> Lesson 23 Set a Purpose for Reading and Make Connections, T147–T152 Lesson 24 Make, Correct, or Confirm Predictions, T153–T158 Lesson 25 Ask and Answer Questions About a Text, T161–T166</p> <p><b>Student Pages:</b> S149–S152, S155–S158, S163–S166</p>

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<p>(Continued) CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>(Continued) <b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>(Continued) Ask and Answer Questions, 95–96 Main Idea and Details, 101–102</p>	<p>(Continued) <b>Teacher Pages:</b> Lesson 23 Set a Purpose for Reading and Make Connections, T147–T152 Lesson 24 Make, Correct, or Confirm Predictions, T153–T158 Lesson 25 Ask and Answer Questions About a Text, T161–T166  <b>Student Pages:</b> S149–S152, S155–S158, S163–S166</p>

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<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b> Infer Theme, T98, T107, T109, T113–T115, T117, T124–T125 <b>Unit 3:</b> Infer Theme, T158, T165, T166, T169, T172, T174, T184–T185 <b>Unit 5:</b> Infer Theme, T280, T289, T292, T294, T298, T306–T307</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>	<p>Summarize, 105–106 Also see: Prosody: Narrative Texts, 81–82</p>	<p><b>Teacher Pages:</b> Lesson 20 Genre: Traditional Tales, T127–T132 Lesson 21 Genre: Fiction, T133–T138 Lesson 27 Determine Theme, T175–T180 Lesson 36 Retell and Summarize Text, T235–T240</p> <p><b>Student Pages:</b> S129–S132, S135–S138, S177–S180, S237–S240</p>

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<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b> Plot, T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63 Analyze Characters, T160, T166, T167, T169–T171, T174, T178, T86–T87</p> <p><b>Unit 2:</b> Retell Texts, T21</p> <p><b>Unit 3:</b> Plot, T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371 Analyze Characters, T98, T107, T109, T110, T112, T115, T122–T123 Minilesson: Plot: Establish a Problem, T366</p> <p><b>Unit 4:</b> Identify Play Elements, T288, T290, T292, T298, T301, T308–T309</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>	<p>Students can use the following material to complete this objective: Prosody: Narrative Texts, 81–82 Text Structure: Chronological/Sequence, 109–110</p>	<p><b>Teacher Pages:</b> Lesson 20 Genre: Traditional Tales, T127–T132 Lesson 21 Genre: Fiction, T133–T138 Lesson 28 Describe Characters, T181–T186 Lesson 29 Setting and Plot Structure, T187–T192</p> <p><b>Student Pages:</b> S129–S132, S135–S138, S183–S186, S189–S192</p>

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Craft and Structure			
<p>CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p><b>Unit 1:</b> Develop Vocabulary, T56–T57, T118–T119, T180–T181, T312–T313 Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240</p> <p><b>Unit 2:</b> Develop Vocabulary, T170–T171 Figurative Language, T45, T208–T209, T227, T230</p> <p><b>Unit 3:</b> Develop Vocabulary, T238–T239 Figurative Language, T50, T216–T217, T230, T236</p> <p><b>Unit 4:</b> Develop Vocabulary, T302– T303 Figurative Language, T44, T238</p> <p><b>Unit 5:</b> Develop Vocabulary, T238–T239, T300–T301 Figurative Language, T208, T230, T234</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>	<p>Oral Vocabulary: Build Background Knowledge, 55–56 Use Resources, 57–58 Context Clues: Synonyms, 59–60 Context Clues: Antonyms, 61–62 Context Clues: Surrounding Text, 63–64 Word Parts for Meaning, 65–66 Figurative Language: Similes, 67–68 Figurative Language: Metaphors, 69–70 Figurative Language: Analogies, 71–72</p>	<p><b>Teacher Pages:</b> Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100</p> <p><b>Student Pages:</b> S97–S100</p>

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<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b> Poetry, T88–T89</p> <p><b>Unit 3:</b> Poetry, T272–T273, T274–T275, T284–T295, T296–T297, T302–T303, T310–T311, T318–T319</p> <p><b>Unit 4:</b> Drama/Play, T274–T275, T276–T277, T308–T309 Drama: <i>Grace and Grandma</i>, T286–T301, T302–T303, T316–T317, T324–T325 Explore the Poems, T272–T273</p> <p><b>Unit 5:</b> Poetry, T270–T271, T338–T339, T342–T343, T346–T347, T362–T363</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Students can use the following material to complete this objective: Prosody: Poetry, 79–80 Prosody: Narrative Texts, 81–82 Prosody: Drama, 85–86 Text Structure: Chronological/Sequence, 109–110</p>	<p><b>Teacher Pages:</b> Lesson 20 Genre: Traditional Tales, T127–T132 Lesson 21 Genre: Fiction, T133–T138 Lesson 26 Monitor Comprehension, T167–T172</p> <p><b>Student Pages:</b> S129–S132, T133–T138, S169–S172</p>



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<p>CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>Unit 4:</b> Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247</p> <p><b>Unit 5:</b> Point of View, T212, T219, T220, T223, T226, T227, T230, T235, T237, T244–T245</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>	<p>Students can use the following material to complete this objective: Prosody: Narrative Texts, 81–82 Prosody: Drama, 85–86 Build Background Knowledge, 93–94</p>	<p><b>Teacher Pages:</b> Lesson 30 Distinguish Between Points of View, T195–T200 Lesson 32 Author’s Language and Voice, T207–T212</p> <p><b>Student Pages:</b> S197–S200, S209–S212</p>

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Integration of Knowledge and Ideas			
<p>CCSS.ELA-Literacy.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).</p>	<p>This objective is explored throughout the text. For examples see:  <b>Unit 1:</b>            Explore the Poem, T88–T89  <b>Unit 2:</b>            Analyze Illustration, T153, T159, T160, T162, T167, T168, T176–T177            Explain the Use of Illustrations, T64–T65  <b>Unit 3:</b>            Generate Questions, T39            First Read: Notice, T43            Use Illustrations, T32–T33,            Use Visual Clues, T35   <b>Digital Resources:</b>            SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5            &gt;<i>Leveled Readers</i>&gt;Units 1–5            &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Students can use the following material to complete this objective:            Prosody: Narrative Texts, 81–82            Prosody: Drama, 85–86            Build Background Knowledge, 93–94</p>	<p><b>Teacher Pages:</b>            Lesson 31 Interpret Text Illustrations, T201–T206   <b>Student Pages:</b>            S203–S206</p>

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<p>CCSS.ELA-Literacy.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).</p>	<p><b>Unit 3:</b> Compare and Contrast Texts, T164, T167, T168, T173, T177, T192–T193 Respond and Analyze, T178–T179 Reflect and Share, T200–T201</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Students can use the following material to complete this objective: Prosody: Narrative Texts, 81–82 Prosody: Drama, 85–86 Text Structure: Chronological/Sequence, 109–110</p>	<p><b>Teacher Pages:</b> Lesson 27 Determine Theme, T175–T180 Lesson 28 Describe Characters, T181–T186 Lesson 29 Setting and Plot Structure, T187–T192 Lesson 32 Author’s Language and Voice, T207–T212</p> <p><b>Student Pages:</b> S177–S180, S183–S186, S189–S192, S209–S212</p>

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Range of Reading and Level of Text Complexity			
<p>CCSS.ELA-Literacy.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. Recognize and begin to read documents written in cursive.</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1:</b> Independent Reading Log, T11 Book Club, T488–T501 Literary Text, T14–T83, T84–T145, T146–T207, T278–T339</p> <p><b>Unit 2:</b> Independent Reading Log, T11 Book Club, T470–T483 Literary Text, T138–T197</p> <p><b>Unit 3:</b> Independent Reading Log, T11 Book Club, T472–T485 Literary Text, T14–T83, T84–T143, T144–T205, T266–T323</p> <p><b>Unit 4:</b> Independent Reading Log, T11 Book Club, T478–T491 Literary Text, T268–T329</p> <p><b>Unit 5:</b> Independent Reading Log, T11 Book Club, T476–T489 Literary Text, T198–T265, T266–T327</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Book Club: Trade Books&gt;Units 1–5 &gt;Leveled Readers&gt;Levels 1–5</p>	<p>Prosody: Poetry, 79–80 Prosody: Narrative Texts, 81–82 Prosody: Drama, 85–86</p>	<p><b>Teacher Pages:</b> Lesson 20 Genre: Traditional Tales, T127–T132 Lesson 21 Genre: Fiction, T133–T138 Lesson 22 Genre: Poetry and Drama, T139–T144 Lesson 23 Set a Purpose for Reading and Make Connections, T147–T152</p> <p><b>Student Pages:</b> S129–S132, S135–S138, S141–S144, S155–S158</p>

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<b>CCSS.ELA-Literacy.RI.3 RI: Informational Text</b>			
Key Ideas and Details			
<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Unit 1:</b> First-read Strategies: Generate Questions (examples), T226, T229, T237, T249</p> <p><b>Unit 2:</b> Evaluate Details, T96, T100, T105, T106, T108, T124–T125 First-read Strategies: Generate Questions (examples), T38, T40, T106, T110, T112, T175, T226, T229, T233, T237, T241, T299, T303, T307</p> <p><b>Unit 3:</b> First-read Strategies: Generate Questions (examples), T224, T226, T230, T232, T235</p> <p><b>Unit 4:</b> Make Inferences, T93, T98, T100, T103, T105, T107, T124–T125 Ask and Answer Questions, T158, T163, T165, T168, T170, T172, T188–T189 First-read Strategies: Generate Questions (examples), T32, T35, T99, T104, T107, T171, T220, T224, T228, T232</p> <p><b>Unit 5:</b> First-read Strategies: Generate Questions (examples), T32, T36, T41, T156, T159, T165, T167</p>	<p>Ask and Answer Questions, 95–96 Make Inferences, 99–100 Main Idea and Details, 101–102 Prosody: Informational Texts, 83–84</p>	<p><b>Teacher Pages:</b> Lesson 25 Ask and Answer Questions About a Text, T161–T166 Lesson 33 Genre: Narrative Nonfiction and Informational Texts, T215–T220 Lesson 34 Genre: Argumentative Texts, T221–T226</p> <p><b>Student Pages:</b> S163–S166, S217–S220, S223–S226</p>

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<p>(Continued) CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>(Continued) <b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>(Continued) Ask and Answer Questions, 95–96 Make Inferences, 99–100 Main Idea and Details, 101–102 Prosody: Informational Texts, 83–84</p>	<p>(Continued) <b>Teacher Pages:</b> Lesson 25 Ask and Answer Questions About a Text, T161–T166 Lesson 33 Genre: Narrative Nonfiction and Informational Texts, T215–T220 Lesson 34 Genre: Argumentative Texts, T221–T226  <b>Student Pages:</b> S163–S166, S217–S220, S223–S226</p>

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<p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Unit 2:</b> Main Idea and Details, T34, T36, T38, T40, T42, T44, T45, T47, T96, T100, T105, T106, T108, T124–T125, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362</p> <p><b>Unit 3:</b> Summarize Informational Text, T229, T230, T235, T236, T252–T253</p> <p><b>Unit 4:</b> Main Idea and Key Details, T99, T102, T104, T108, T109, T116–T117, T416–T417</p> <p><b>Unit 5:</b> Synthesize Details/Information, T101, T102, T105, T109, T124–T125 Evaluate Details, T286, T288, T290, T297, T314–T315</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Main Idea and Details, 101–102 Monitor Comprehension, 103–104 Summarize, 105–106 Prosody: Informational Texts, 83–84</p>	<p><b>Teacher Pages:</b> Lesson 35 Main Ideas and Details, T227–T232 Lesson 36 Retell and Summarize Text, T235–T240</p> <p><b>Student Pages:</b> S229–S232, S237–S240</p>

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<p>CCSS.ELA-Literacy.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>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, T36, T39, T40, T43, T50, T55, T105, T108, T111, T115, T166, T174, T175, T230, T235, T238, T245, T301, T307, T311</p> <p><b>Unit 2:</b> Evaluate Details, T208 Analyze Text Structure, T116 Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Science, T45, T46 Explore Infographics, T148–T149, T270–T271 Analyze Text Structure, T227, T231, T233, T234, T244–T245</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, T39, T47, T100, T102, T108, T160, T169, T172–T173, T223, T227, T233, T237, T288, T295, T298 Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57</p> <p><b>Unit 5:</b> Explore Infographics, T142–T143 Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p>	<p>Main Idea and Details, 101–102 Synthesize, 107–108 Prosody: Informational Texts, 83–84 Text Structure: Steps in a Process, 113–114 Text Structure: Cause and Effect, 115–116</p>	<p><b>Teacher Pages:</b> Lesson 37 Describe Relationships Between Ideas, T241–T246</p> <p><b>Student Pages:</b> S243–S246</p>



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(Continued) CCSS.ELA-Literacy.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.	(Continued) <b>Digital Resources:</b> SavvasRealize.com> <i>Book Club: Trade Books</i> >Units 1–5 > <i>Leveled Readers</i> >Units 1–5 > <i>Professional Development Center</i> >Comprehension & Assessment	(Continued) Main Idea and Details, 101–102 Synthesize, 107–108 Prosody: Informational Texts, 83–84 Text Structure: Steps in a Process, 113–114 Text Structure: Cause and Effect, 115–116	(Continued) <b>Teacher Pages:</b> Lesson 37 Describe Relationships Between Ideas, T241–T246  <b>Student Pages:</b> S243–S246
<b>Craft and Structure</b>			
CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>Unit 1:</b> Develop Vocabulary, T250–T251 <b>Unit 2:</b> Develop Vocabulary, T48–T49, T110– T111, T232–T233, T294–T295 <b>Unit 3:</b> Develop Vocabulary, T56–T57, T116–T117, T178–T179, T239–T297 <b>Unit 4:</b> Develop Vocabulary, T50–T51, T110–T111, T174–T175, T240–T241 <b>Unit 5:</b> Develop Vocabulary, T52–T53, T110–T111, T170–T171  <b>Digital Resources:</b> SavvasRealize.com> <i>Professional Development Center</i> >Vocabulary	Oral Vocabulary: Build Background Knowledge, 55–56 Use Resources, 57–58 Context Clues: Synonyms, 59–60 Context Clues: Antonyms, 61–62 Context Clues: Surrounding Text, 63–64 Word Parts for Meaning, 65–66	<b>Teacher Pages:</b> Lesson 38 Academic and Domain-Specific Words, T247–T252  <b>Student Pages:</b> S249–S252

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<p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>Unit 1:</b> Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257</p> <p><b>Unit 2:</b> Explore Infographics, T18–T19, T80–T81, T202–T203 Conduct Research: Library Databases, T458–T459</p> <p><b>Unit 3:</b> Explore Infographics, T148–T149, T270–T271 Conduct Research: Search Engines, T460–T461</p> <p><b>Unit 4:</b> Explore Infographics, T142–T143 Conduct Research: Library of Congress, T466–T467</p> <p><b>Unit 5:</b> Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59 Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Students can use the following material to complete this objective: Use Resources, 57–58</p> <p>Also see: Prosody: Informational Texts, 83–84</p>	<p><b>Teacher Pages:</b> Lesson 39 Use Text Features, T255–T260</p> <p><b>Student Pages:</b> S257–S260</p>

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<p>CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p><b>Unit 4:</b> Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Prosody: Informational Texts, 83–84 Monitor Comprehension, 103–104 Summarize, 105–106</p>	<p><b>Teacher Pages:</b> Lesson 40 Author’s Purpose and Viewpoint, T261–T266</p> <p><b>Student Pages:</b> S263–S266</p>

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Integration of Knowledge and Ideas			
<p>CCSS.ELA-Literacy.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).</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Diagram &amp; Infographics, T150–T151, T212–T213 Explore Maps, T18–T19 Explore Media, T282–T283 Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257</p> <p><b>Unit 2:</b> Interact with Sources: Explore the Diagram &amp; Infographics, T18–T19, T80–T81, T142–T143, T264–T265</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographics, T148–T149, T270–T271</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Infographics, T142–T143</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Infographics, T142–T143 Explore Maps, T84–T85 Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59</p>	<p>Build Background Knowledge, 93–94 Ask and Answer Questions, 95–96 Main Idea and Details, 101–102 Monitor Comprehension, 103–104</p>	<p><b>Teacher Pages:</b> Lesson 41 Use Illustrations to Understand a Text, T267–T272</p> <p><b>Student Pages:</b> S269–S272</p>

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<p>(Continued) CCSS.ELA-Literacy.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).</p>	<p>(Continued) <b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>(Continued) Build Background Knowledge, 93–94 Ask and Answer Questions, 95–96 Main Idea and Details, 101–102 Monitor Comprehension, 103–104</p>	<p>(Continued) <b>Teacher Pages:</b> Lesson 41 Use Illustrations to Understand a Text, T267–T272  <b>Student Pages:</b> S269–S272</p>

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<p>CCSS.ELA-Literacy.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).</p>	<p><b>Unit 1:</b> Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257</p> <p><b>Unit 2:</b> Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239</p> <p><b>Unit 3:</b> Analyze Text Structure, T227, T231, T233, T234, T244–T245</p> <p><b>Unit 4:</b> Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57</p> <p><b>Unit 5:</b> Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Main Idea and Details, 101–102 Text Structure: Chronological/Sequence, 109–110 Text Structure: Description, 111–112 Text Structure: Steps in a Process, 113–114 Text Structure: Cause and Effect, 115–116</p>	<p><b>Teacher Pages:</b> Lesson 33 Genre: Narrative Nonfiction and Informational Texts, T215–T220 Lesson 34 Genre: Argumentative Texts, T221–T226 Lesson 37 Describe Relationships Between Ideas, T241–T246</p> <p><b>Student Pages:</b> S217–S220, S223–S226, S243–S246</p>

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<p>CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Unit 2:</b> Respond and Analyze, T232–T233 Analyze Text Structure, T238–T239 Compare and Contrast Texts, T220, T223, T227, T231, T246–T247 Reflect and Share, T254–T255</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Units 1–5 &gt;<i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>	<p>Students can use the following material to complete this objective: Main Idea and Details, 101–102 Monitor Comprehension, 103–104 Summarize, 105–106 Synthesize, 107–108</p>	<p><b>Teacher Pages:</b> Lesson 42 Compare Two Texts, T273–T278</p> <p><b>Student Pages:</b> S275–S278</p>

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Range of Reading and Level of Text Complexity			
<p>CCSS.ELA-Literacy.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. Recognize and begin to read documents written in cursive.</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1:</b> Independent Reading Log, T11 Book Club, T488–T501 Informational Text, T208–T277</p> <p><b>Unit 2:</b> Independent Reading Log, T11 Book Club, T470–T483 Informational Text, T14–T75, T76–T137, T198–T259, T260–T321</p> <p><b>Unit 3:</b> Independent Reading Log, T11 Book Club, T472–T485 Informational Text, T206–T265</p> <p><b>Unit 4:</b> Independent Reading Log, T11 Book Club, T478–T491 Informational Text, T14–T77, T78–T137, T138–T201, T202–T267</p> <p><b>Unit 5:</b> Independent Reading Log, T11 Book Club, T476–T489 Informational Text, T14–T79, T80–T137, T138–T197</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 &gt;<i>Leveled Readers</i>&gt;Levels 1–5</p>	<p>Prosody: Informational Texts, 83–84 Monitor Comprehension, 103–104 Summarize, 105–106 Synthesize, 107–108</p>	<p><b>Teacher Pages:</b> Lesson 33 Genre: Narrative Nonfiction and Informational Texts, T215–T220 Lesson 34 Genre: Argumentative Texts, T221–T226 Lesson 35 Main Ideas and Details, T227–T232 Lesson 36 Retell and Summarize Text, T235–T240</p> <p><b>Student Pages:</b> S217–S220, S223–S226, S229–S232, S237–S240</p>



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<b>CCSS.ELA-Literacy.RF.3 RF: Foundational Skills</b>			
Print Concepts			
Phonological Awareness			
Phonics and Word Recognition			
CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.			
<p>CCSS.ELA-Literacy.RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>Unit 3:</b>            Word Study: Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135            Word Study: Suffixes -ful, -y, -ness, T156–T157, T172, T174, T180–T181, T188–T189, T202–T203, T256–T257            Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352            Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400  <b>Unit 4:</b>            Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406            Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259  <b>Unit 5:</b>            Word Study: Suffix -en, T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257            Spelling Words with Suffix -en, TT388, T392, T396, T404  <b>Digital Resources:</b>            SavvasRealize.com&gt;<i>Resource Download Center</i>&gt; Spelling</p>	<p>Inflected Endings -s, -es, -ies, 5–6            Base Words and Endings -ing, -ed, -er, -est, 7–8            Prefixes pre-, dis-, in-, im-, non-, 23–24            Suffixes -ful, -y, -ness, 27–28            Latin Suffixes -able, -ible, -ation, 37–38            Words with Suffix -en, 47–48</p>	<p><b>Teacher Pages:</b>            Lesson 1 Prefixes and Suffixes, T33–T36            Lesson 2 Words with Latin Suffixes, T37–T40, T41–T42            Lesson 15 Greek and Latin Word Parts and Affixes, T103–T106  <b>Student Pages:</b>            S33–S36, S37–S40, S103–S106</p>

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<p>CCSS.ELA-Literacy.RF.3.3.b Decode words with common Latin suffixes.</p>	<p><b>Unit 4:</b> Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258– T259</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Resource Download Center&gt;Spelling</p>	<p>Latin Suffixes -able, -ible, -ation, 37–38</p>	<p><b>Teacher Pages:</b> Lesson 2 Words with Latin Suffixes, T37–T40, T41–T42 Lesson 15 Greek and Latin Word Parts and Affixes, T103–T106</p> <p><b>Student Pages:</b> S37–S40, S103–S106</p>

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<p>CCSS.ELA-Literacy.RF.3.3.c Decode multisyllable words.</p>	<p>Students have opportunities to decode multisyllabic words throughout the text. For examples see:</p> <p><b>Unit 1:</b> Syllable Pattern VC/CV, T54, T356 Vowel Digraphs, T220–T221, T252–T253, T260–T261, T274–T275, T330–T331, T424, T428, T432, T440 Diphthongs, T448, T452, T460, T464</p> <p><b>Unit 2:</b> Syllable Patterns, T26, T210–T211, T219, T229, T234–T235, T242–T243, T256–T257, T312–T313 r-Controlled Vowels, T88–T89, T112–T113, T120–T121, T134–T135, T188–T189, T358, T366</p> <p><b>Unit 3:</b> Spell Vowel Teams, T408, T412, T416, T424, T444</p> <p><b>Unit 4:</b> r-Controlled Vowels, T26–T27, T52–T53, T60–T61, T128–T129, T342, T346, T350, T358, T378</p> <p><b>Unit 5:</b> Vowel Patterns, T26–T27, T54–T55, T62–T63, T76–T77, T92–T93, T112–T113, T120–T121, T128–T129, T134–T135, T188–T189, T348, T372 Words with Suffix, T150–T151, T172–T173, T180–T181, T194–T195</p>	<p>Syllable Pattern VC/CV, 3–4 Syllable Patterns VC/V and V/CV, 13–14 Syllable Pattern VCe, 19–20 VCCCV Pattern, 35–36 Final Stable Syllables -le, -ture, -ive, -ize, 51–52</p>	<p><b>Teacher Pages:</b> Lesson 3 Multisyllabic Words, T43–T46</p> <p><b>Student Pages:</b> S43–S46</p>

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(Continued) CCSS.ELA-Literacy.RF.3.3.c Decode multisyllable words.	(Continued) <b>Digital Resources:</b> SavvasRealize.com>Resource Download Center>Spelling	(Continued) Syllable Pattern VC/CV, 3–4 Syllable Patterns VC/V and V/CV, 13–14 Syllable Pattern VCe, 19–20 VCCCV Pattern, 35–36 Final Stable Syllables -le, -ture, - ive, -ize, 51–52	(Continued) <b>Teacher Pages:</b> Lesson 3 Multisyllabic Words, T43-T46  <b>Student Pages:</b> S43–S46

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<p>CCSS.ELA-Literacy.RF.3.3.d Read grade-appropriate irregularly spelled words.</p>	<p><b>Unit 1:</b> High-Frequency Words, T58–T59, T120–T121, T182–T183, T252–T253, T314–T315, T356, T380, T404, T428, T452</p> <p><b>Unit 2:</b> High-Frequency Words, T50–T51, T112–T113, T172– T173, T234–T235, T296–T297, T362, T386, T410, T434 Irregular Plural Nouns, T363, T367, T368, T371, T375, T383</p> <p><b>Unit 3:</b> High-Frequency Words, T58–T59, T118–T119, T180–T181, T240–T241, T298–T299, T340, T364, T388, T412, T436 Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307 Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448 Irregular Verbs, T413, T417, T421, T425, T433</p> <p><b>Unit 4:</b> High-Frequency Words, T52–T53, T112– T113, T176–T177, T242–T243, T304–T305, T346, T370, T394, T418, T442 Irregular Plurals, T68–T69, T354</p> <p><b>Unit 5:</b> High-Frequency Words, T54–T55, T112–T113, T172–T173, T240–T241, T302–T303, T344, T368, T392, T416, T440</p>	<p>Compound Words, 17–18 Syllable Pattern VCe, 19–20 Contractions, 21–22 Prefixes <i>pre-</i>, <i>dis-</i>, <i>in-</i>, <i>im-</i>, <i>non-</i>, 23–24 Abbreviations, 25–26 Suffixes <i>-ful</i>, <i>-y</i>, <i>-ness</i>, 27–28 Homographs, 39–40 Homophones, 41–42</p>	<p><b>Teacher Pages:</b> Lesson 9 More Endings and Irregular Plurals, T71-T74</p> <p><b>Student Pages:</b> S71–S74</p>

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Fluency			
CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.			
CCSS.ELA-Literacy.RF.3.4.a Read grade-level text with purpose and understanding.	<p><b>Unit 1:</b> Fluency, T152, T214, T270, T284, T286, T311, T316 Read, T32, T102, T164, T226, T296</p> <p><b>Unit 2:</b> Fluency, T60, T82, T130, T144, T146, T169 Read, T32, T94, T156, T278</p> <p><b>Unit 4:</b> Fluency, T198, T212, T214, T236 Read, T32, T102, T224, T284</p> <p><b>Unit 4:</b> Fluency, T144, T146, T173 Read, T32, T96, T156, T220, T286</p> <p><b>Unit 5:</b> Read, T32, T98, T156, T216, T284 Fluency, T237, T272</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Book Club: Trade Books</i>&gt;Units 1–5 <i>Leveled Readers</i>&gt;Levels 1–5 &gt;<i>Professional Development Center</i>&gt;Foundational Skills&gt;Fluency</p>	<p>Prosody: Poetry, 79–80 Prosody: Narrative Texts, 81–82 Prosody: Informational Texts, 83–84 Prosody: Drama, 85–86</p>	<p><b>Teacher Pages:</b> Lesson 17 Read Accurately with Appropriate Rate, T113–T116 Lesson 18 Use Punctuation Cues for Appropriate Phrasing, T117–T120 Lesson 19 Read with Appropriate Expression, T121–T124, T125–T126</p> <p><b>Student Pages:</b> S113–S116, S117–S120, S121–S124</p>

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<p>CCSS.ELA-Literacy.RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Fluency practice and skill development is integrated throughout the program and includes teacher modeling and teacher-led assessment options. See the following representative examples:</p> <p><b>Unit 1:</b> Fluency, T152, T214, T270, T284, T286, T311, T316</p> <p><b>Unit 2:</b> Fluency, T60, T82, T130, T144, T146, T169</p> <p><b>Unit 4:</b> Fluency, T198, T212, T214, T236</p> <p><b>Unit 4:</b> Fluency, T144, T146, T173</p> <p><b>Unit 5:</b> Fluency, T237, T272</p>	<p>Accuracy, 75–76 Rate, 77–78 Prosody: Poetry, 79–80 Prosody: Narrative Texts, 81–82 Prosody: Informational Texts, 83–84 Prosody: Drama, 85–86 Fluency and Qualitative Measures, 87–88 Target Fluency Goals, 89 Oral Reading Fluency Rubric, 90</p>	<p><b>Teacher Pages:</b> Lesson 17 Read Accurately with Appropriate Rate, T113–T116 Lesson 18 Use Punctuation Cues for Appropriate Phrasing, T117–T120 Lesson 19 Read with Appropriate Expression, T121–T124, T125–T126</p> <p><b>Student Pages:</b> S113–S116, S117–S120, S121–S124</p>

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<p>CCSS.ELA-Literacy.RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Opportunities exist throughout Grade 3 to use context clues. For examples see:</p> <p><b>Unit 1:</b> Context Clues, T156–T157, T169, T171, T176 Vocabulary in Context, T105, T110, T240, T305</p> <p><b>Unit 2:</b> Context Clues, T148–T149, T159, T165 Vocabulary in Context, T103, T228, T288</p> <p><b>Unit 3:</b> Context Clues, T154–T155, T167 Vocabulary in Context, T36, T106, T175, T276, T228</p> <p><b>Unit 4:</b> Context Clues, T148–T149, T165, T167, T168 Vocabulary in Context, T36, T101, T106, T160, T226</p> <p><b>Unit 5:</b> Context Clues, T148–T149, T158, T161 Vocabulary in Context, T42, T103, T162, T229, T232</p>	<p>Context Clues: Synonyms, 59–60 Context Clues: Antonyms, 61–62 Context Clues: Surrounding Text, 63–64</p>	<p><b>Teacher Pages:</b> Lesson 13 Use Context Clues, T93–T96 Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100</p> <p><b>Student Pages:</b> S93–S96, S97–S100</p>



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<b>CCSS.ELA-Literacy.W.3 Writing</b>			
Text Types and Purposes These broad types of writing include many subgenres.			
CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.			
<p>CCSS.ELA-Literacy.W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p><b>Unit 1:</b> Explore and Plan: Argumentative Writing, T474–T475</p> <p><b>Unit 3:</b> Explore and Plan: Argumentative Writing, T458–T459</p> <p><b>Unit 4:</b> Opinion Essay, T339, T340–T341 Minilessons: Plan Your Opinion Essay, T339, T356 Develop the Topic, T344–T345 Brainstorm Topics and Focus on Opinion, T352–T353</p> <p><b>Unit 5:</b> Explore and Plan: Argumentative Writing, T462–T463</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>	<p>Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, writing standards lie outside the focus of the program.</p>	<p><b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 49 Write Argumentative Text, T307–T310</p> <p><b>Student Pages:</b> S281–S284, S285–S288, S307–S310</p>

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<p>CCSS.ELA-Literacy.W.3.1.b Provide reasons that support the opinion.</p>	<p><b>Unit 4:</b> Genre Immersion Lesson: Opinion Essay, T339, T340–T341 Minilesson: Point of View and Reasons, T348–T349 Develop the Topic, T344–T345 Plan Your Opinion Essay, T339, T356 Develop an Opinion, T363, T368–T369 Develop the Topic, T364–T365 Distinguish Between Fact and Opinion, T372–T373 Develop Reasons, T376–T377 Develop Supporting Facts, T380 Organize Supporting Reasons, T392–T393 Organize Supporting Facts, T396–T397</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 49 Write Argumentative Text, T307–T310</p> <p><b>Student Pages:</b> S281–S284, S285–S288, S307–S310</p>

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<p>CCSS.ELA-Literacy.W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p><b>Unit 4:</b>                      Minilesson: Point of View and Reasons, 348                      Minilesson: Topics and Focus an Opinion, 352                      Minilesson: Organize Supporting Reasons, T387, T392–T393                      Organize Supporting Facts, T396–T397</p> <p><b>Unit 5:</b>                      Explore and Plan: Argumentative Writing, T462–T463</p> <p><b>Digital Resources:</b>                      SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b>                      Lesson 45 Revise Organization in a Piece of Writing, T289–T292                      Lesson 46 Revise and Edit, T293–T296                      Lesson 49 Write Argumentative Text, T307–T310</p> <p><b>Student Pages:</b>                      S289–S292, S293–S296, S307–S310</p>
<p>CCSS.ELA-Literacy.W.3.1.d Provide a concluding statement or section.</p>	<p><b>Unit 4:</b>                      Compose an Introduction, T388–T389                      Compose A Conclusion, T400</p> <p><b>Digital Resources:</b>                      SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons</p>		<p><b>Teacher Pages:</b>                      Lesson 45 Revise Organization in a Piece of Writing, T289–T292                      Lesson 46 Revise and Edit, T293–T296                      Lesson 49 Write Argumentative Text, T307–T310</p> <p><b>Student Pages:</b>                      S289–S292, S293–S296, S307–S310</p>

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CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<p><b>Unit 2:</b>            How-to Article, T332–T333            Brainstorm and Set a Purpose, T344–T345            Plan Your How-to Article, T348            Minilesson: Develop an Engaging Main Idea, T356–T357            Minilesson: Develop an Introduction, T379, T381–T381            Minilesson: Add Illustrations, T392–T393            Assessment, T444            Explore and Plan: Informational Writing, T456–T457</p> <p><b>Unit 4:</b>            Explore and Plan: Informational Writing, T464–T465</p> <p><b>Digital Resources:</b>            SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics            &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b>            Lesson 43 Analyze a Prompt, T281–T284            Lesson 44 Plan and Draft a Piece of Writing, T285–T288            Lesson 48 Write Informational Text, T303–T306</p> <p><b>Student Pages:</b>            S281–S284, S285–S288, S303–S306</p>

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<p>CCSS.ELA-Literacy.W.3.2.b Develop the topic with facts, definitions, and details.</p>	<p><b>Unit 2:</b> Compose Facts and Details, T340–T341 Minilesson: Develop Relevant Details, T360–T361 Add Facts and Definitions, T364–T365 Minilesson: Clarify Steps Using Strong Verbs, T372</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 48 Write Informational Text, T303–T306</p> <p><b>Student Pages:</b> S281–S284, S285–S288, S303–S306</p>
<p>CCSS.ELA-Literacy.W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p><b>Unit 2:</b> Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389 Minilesson: Develop and Compose A Conclusion, T396</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b> Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 48 Write Informational Text, T303–T306</p> <p><b>Student Pages:</b> S289–S292, S293–S296, S303–S306</p>

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<p>CCSS.ELA-Literacy.W.3.2.d Provide a concluding statement or section.</p>	<p><b>Unit 2:</b> Organize Steps into Sequence, T388–T389 Minilesson: Develop and Compose A Conclusion, T396</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b> Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 48 Write Informational Text, T303–T306</p> <p><b>Student Pages:</b> S289–S292, S293–S296, S303–S306</p>

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CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p><b>Unit 1:</b> Genre Immersion Lesson: Personal Narrative, T349, T350–T351 Setting and Sequence of Events, T349, T358–T359 Minilesson: Narrator, T354–T355, T378–T379 Brainstorm and Set a Purpose, T362–T363 Plan Your Personal Narrative, T366–T367 Minilesson: Compose A Setting, T373, T382–T383 Develop an Engaging Idea, T374–T375 Problem, T386–T387 Resolution, T390–T391 Minilesson: Compose an Introduction, T398</p> <p><b>Unit 3:</b> Historical Fiction, T333, T334–T335 Identify Characters and Setting, T338–T339 Minilesson: Develop Plot, T342–T343 Brainstorm Ideas, T346–T347 Plan Your Historical Fiction Story, T350 Minilesson: Compose Characters, T358–T359 Compose a Setting, T362–T363 Develop an Introduction, T382–T383</p>		<p><b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 47 Write Narrative Text, T299–T302</p> <p><b>Student Pages:</b> S281–S284, S285–S288, S299–S302</p>

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(Continued) CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	(Continued) <b>Digital Resources:</b> SavvasRealize.com>Workshop Anchor Charts and Minilessons >Resource Download Center>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes		(Continued) <b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 47 Write Narrative Text, T299–T302  <b>Student Pages:</b> S281–S284, S285–S288, S299–S302
CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>Unit 1:</b> Minilesson: Narrator, T354–T355 Minilesson: Develop Dialogue, T406–T407 Describe Actions, Thoughts, and Feelings & Activities, T410–T411 <b>Unit 3:</b> Compose Characters, T358–T359 Minilesson: Compose Dialogue, T394–T395 Describe Events with Details, T398  <b>Digital Resources:</b> SavvasRealize.com>Workshop Anchor Charts and Minilessons >Resource Download Center>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes		<b>Teacher Pages:</b> Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302  <b>Student Pages:</b> S289–S292, S293–S296, S299–S302



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CCSS.ELA-Literacy.W.3.3.c Use temporal words and phrases to signal event order.	<p><b>Unit 1:</b> Setting and Sequence of Events, T349 Develop an Event Sequence, T402–T403</p> <p><b>Unit 3:</b> Draft an Event Sequence, T386–T387</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b> Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302</p> <p><b>Student Pages:</b> S289–S292, S293–S296, S299–S302</p>
CCSS.ELA-Literacy.W.3.3.d Provide a sense of closure.	<p><b>Unit 1:</b> Compose a Conclusion, T414</p> <p><b>Unit 3:</b> Minilesson: Plot: Plan a Resolution, T370–T371</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics &gt;Writing Workshop Conference Notes</p>		<p><b>Teacher Pages:</b> Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302</p> <p><b>Student Pages:</b> S293–S296, S299–S302</p>

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Production and Distribution of Writing			
<p>CCSS.ELA-Literacy.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.)</p>	<p><b>Unit 1:</b> Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415 Reflect and Share: Write to Sources, T140–T141, T202–T203, T272–T273</p> <p><b>Unit 2:</b> How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396 Reflect and Share: Write to Sources, T132–T133, T192–T193, T254–T255</p> <p><b>Unit 3:</b> Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399 Reflect and Share: Write to Sources, T138–T139, T200–T201, T260–T261</p>		<p><b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302 Lesson 48 Write Informational Text, T303–T306 Lesson 49 Write Argumentative Text, T307–T310 Lesson 50 Write Correspondence, T311–T314</p> <p><b>Student Pages:</b> S281–S284, S299–S302</p>

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<p>(Continued) CCSS.ELA-Literacy.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.)</p>	<p>(Continued) <b>Unit 4:</b> Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401 Reflect and Share: Write to Sources, T132–T133, T196–T197, T262–T263 (Continued) <b>Unit 5:</b> Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261 Poetry, T334–T351, T358–T379, T386–T403  <b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>		<p>(Continued) <b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302 Lesson 48 Write Informational Text, T303–T306 Lesson 49 Write Argumentative Text, T307–T310 Lesson 50 Write Correspondence, T311–T314  <b>Student Pages:</b> S281–S284, S299–S302</p>

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<p>CCSS.ELA-Literacy.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 on page 29.)</p>	<p><b>Unit 1:</b> Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415</p> <p><b>Unit 2:</b> How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396</p> <p><b>Unit 3:</b> Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399</p> <p><b>Unit 4:</b> Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401</p> <p><b>Unit 5:</b> Poetry, T334–T351, T358–T379, T386–T403</p>		<p><b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302 Lesson 48 Write Informational Text, T303–T306 Lesson 49 Write Argumentative Text, T307–T310 Lesson 50 Write Correspondence, T311–T314</p> <p><b>Student Pages:</b> S281–S284, S299–S302</p>

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<p>(Continued) CCSS.ELA-Literacy.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 on page 29.)</p>	<p>(Continued) <b>Digital Resources:</b> SavvasRealize.com&gt;<i>Workshop Anchor Charts and Minilessons</i> &gt;<i>Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>		<p>(Continued) <b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302 Lesson 48 Write Informational Text, T303–T306 Lesson 49 Write Argumentative Text, T307–T310 Lesson 50 Write Correspondence, T311–T314  <b>Student Pages:</b> S281–S284, S299–S302</p>

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<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b> Publish and Celebrate, T454</p> <p><b>Unit 2:</b> Publish and Celebrate, T436</p> <p><b>Unit 3:</b> Minilesson: Publish and Celebrate, T438</p> <p><b>Unit 4:</b> Minilesson: Use Technology to Publish Writing, T436 Publish and Celebrate, T444</p> <p><b>Unit 5:</b> Minilesson: Create a Visual Display, T402 Minilesson: Publish and Celebrate, T442</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt; &gt;Writing Workshop Conference Notes</p>		<p>Students can use the following to meet this objective:</p> <p><b>Teacher Pages:</b> Lesson 47 Write Narrative Text, T299–T302 Lesson 48 Write Informational Text, T303–T306 Lesson 49 Write Argumentative Text, T307–T310</p>

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Research to Build and Present Knowledge			
CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.	<p><b>Unit 1:</b>            Project-Based Inquiry, T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487</p> <p><b>Unit 2:</b>            Project-Based Inquiry T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469</p> <p><b>Unit 3:</b>            Project-Based Inquiry T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471</p> <p><b>Unit 4:</b>            Project-Based Inquiry T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477</p> <p><b>Unit 5:</b>            Project-Based Inquiry T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475</p> <p><b>Digital Resources:</b>            SavvasRealize.com&gt;Resource Download Center&gt; Inquiry-Based Project Rubrics and Checklists</p>		<p><b>Teacher Pages:</b>            Lesson 57 Inquiry and Research, T345–T348            Lesson 57, T349–T350</p> <p><b>Student Pages:</b>            S345–S348</p>

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<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b>            Conduct Research: Field Research, T476–T477            Refine Research: Identify Primary and Secondary Sources, T480–T481  <b>Unit 2:</b>            Conduct Research: Library Databases, T458–T459            Refine Research: Citing Sources, T462–T463            Extend Research: Include Visuals/Media, T464–T465  <b>Unit 3:</b>            Explore the Primary Sources, T18–T19            Conduct Research: Search Engines, T460–T461            Refine Research: Paraphrasing and Quoting, T464–T465            Extend Research: Incorporate Media, T466–T467  <b>Unit 4:</b>            Explore the Primary Sources, T18–T19            Conduct Research: Library of Congress, T466–T467            Refine Research: Identifying Sources, T470–T471            Extend Research: Include Images, T472–T473</p>		<p><b>Teacher Pages:</b>            Lesson 57 Inquiry and Research, T345–T348            Lesson 57, T349–T350</p> <p><b>Student Pages:</b>            S345–S348</p>



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<p>(Continued) CCSS.ELA-Literacy.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.</p>	<p>(Continued) <b>Unit 5:</b> Explore the Primary Sources, T202–T203 Conduct Research: Bookmarking, T464–T465 Refine Research: Works Cited Page, T468–T469</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt; Inquiry–Based Project Rubrics and Checklists</p>		<p>(Continued) <b>Teacher Pages:</b> Lesson 57 Inquiry and Research, T345–T348 Lesson 57, T349–T350</p> <p><b>Student Pages:</b> S345–S348</p>

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Range of Writing			
<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b>            Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415            Reflect and Share: Write to Sources, T140–T141, T202–T203, T272–T273</p> <p><b>Unit 2:</b>            How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396            Reflect and Share: Write to Sources, T132–T133, T192–T193, T254–T255</p> <p><b>Unit 3:</b>            Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399            Reflect and Share: Write to Sources, T138–T139, T200–T201, T260–T261</p>		<p><b>Teacher Pages:</b>            Lesson 43 Analyze a Prompt, T281–T284            Lesson 44 Plan and Draft a Piece of Writing, T285–T288            Lesson 45 Revise Organization in a Piece of Writing, T289–T292            Lesson 46 Revise and Edit, T293–T296            Lesson 47 Write Narrative Text, T299–T302            Lesson 48 Write Informational Text, T303–T306            Lesson 49 Write Argumentative Text, T307–T310            Lesson 50 Write Correspondence, T311–T314</p> <p><b>Student Pages:</b>            S281–S284, S299–S302</p>

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<p>(Continued) CCSS.ELA-Literacy.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.</p>	<p>(Continued) <b>Unit 4:</b> Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401 Reflect and Share: Write to Sources, T132–T133, T196–T197, T262–T263 <b>Unit 5:</b> Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261 Poetry, T334–T351, T358–T379, T386–T403  <b>Digital Resources:</b> SavvasRealize.com&gt;Workshop Anchor Charts and Minilessons &gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>		<p>(Continued) <b>Teacher Pages:</b> Lesson 43 Analyze a Prompt, T281–T284 Lesson 44 Plan and Draft a Piece of Writing, T285–T288 Lesson 45 Revise Organization in a Piece of Writing, T289–T292 Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302 Lesson 48 Write Informational Text, T303–T306 Lesson 49 Write Argumentative Text, T307–T310 Lesson 50 Write Correspondence, T311–T314  <b>Student Pages:</b> S281–S284, S299–S302</p>

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<b>CCSS.ELA-Literacy.SL.3 Speaking and Listening</b>			
Comprehension and Collaboration			
<p>CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Students have opportunities to participate in a range of discussions throughout the program. Every selection includes teacher prompts to engage students in all aspects of the language arts program.</p> <p><b>Unit 1:</b> Reflect and Share: Talk About It, T78–T79, T334–T335 Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285 Collaborate and Discuss, T478–T479, T484–T485</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T70–T71, T316–T317 Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267 Collaborate and Discuss, T460–T461, T466–T467</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T78–T79, T318–T319 Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273 Collaborate and Discuss, T366–T463, T468–T469</p>	<p>Students can use the following content to complete this objective: On Their Own, 13, 97 Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114 Guide Practice, 75, 109 Model, 111, 113</p>	<p><b>Teacher Pages:</b> Opportunities to have discussions exist throughout the text. For examples, see: Independent Practice, T110, T132, T200 Teach, T189, T269, T275, T299, T342 Discuss Author's Language and Voice, T211 Monitor Progress, T218, T258</p>

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<p>(Continued) CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>(Continued) <b>Unit 4:</b> Reflect and Share: Talk About It, T72–T73, T324–T325 Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275 Collaborate and Discuss, T468–T469, T474–T475 <b>Unit 5:</b> Reflect and Share: Talk About It, T74–T75, T322–T323 Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273 Collaborate and Discuss, T466–T467, T472–T473</p>	<p>(Continued) Students can use the following content to complete this objective: On Their Own, 13, 97 Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114 Guide Practice, 75, 109 Model, 111, 113</p>	<p>(Continued) <b>Teacher Pages:</b> Opportunities to have discussions exist throughout the text. For examples, see: Independent Practice, T110, T132, T200 Teach, T189, T269, T275, T299, T342 Discuss Author's Language and Voice, T211 Monitor Progress, T218, T258</p>

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<p>CCSS.ELA-Literacy.SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T78–T79, T334–T335 <b>Unit 2:</b> Reflect and Share: Talk About It, T70–T71, T316–T317 Plan Your How-to Article, T348 <b>Unit 3:</b> Reflect and Share: Talk About It, T78–T79, T318–T319 <b>Unit 4:</b> Reflect and Share: Talk About It, T72–T73, T324–T325 <b>Unit 5:</b> Reflect and Share: Talk About It, T74–T75, T322–T323</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Speaking and Listening</p>	<p>Students can use the following content to complete this objective: On Their Own, 13, 97 Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114 Guide Practice, 75, 109 Model, 111, 113</p>	<p><b>Teacher Pages:</b> Opportunities to have discussions exist throughout the text. For examples, see: Independent Practice, T110, T132, T200 Teach, T189, T269, T275, T299, T342 Discuss Author’s Language and Voice, T211 Monitor Progress, T218, T258</p>
<p>CCSS.ELA-Literacy.SL.3.1.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>Unit 1:</b> My Turn, T390 <b>Unit 3:</b> Listening Comprehension, T150 <b>Unit 4:</b> Listening Comprehension, T144, T274 <b>Unit 5:</b> Listening Comprehension, T272</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Speaking and Listening</p>	<p>Students can use the following content to complete this objective: On Their Own, 13, 97 Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114 Guide Practice, 75, 109 Model, 111, 113</p>	<p><b>Teacher Pages:</b> Opportunities to have discussions exist throughout the text. For examples, see: Independent Practice, T110, T132, T200 Teach, T189, T269, T275, T299, T342 Discuss Author’s Language and Voice, T211 Monitor Progress, T218, T258</p>

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<p>CCSS.ELA-Literacy.SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>Unit 1:</b>            Reflect and Share: Talk About It, T78–T79, T334–T335            Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285  <b>Unit 2:</b>            Reflect and Share: Talk About It, T70–T71, T316–T317            Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267            Unit 3:            Reflect and Share: Talk About It, T78–T79, T318–T319            Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273            Unit 4:            Reflect and Share: Talk About It, T72–T73, T324–T325            Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275            Unit 5:            Reflect and Share: Talk About It, T74–T75, T322–T323            Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273  <b>Digital Resources:</b>            SavvasRealize.com&gt;Resource Download Center&gt;Speaking and Listening</p>	<p>Students can use the following content to complete this objective:            On Their Own, 13, 97            Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114            Guide Practice, 75, 109            Model, 111, 113</p>	<p><b>Teacher Pages:</b>            Opportunities to have discussions exist throughout the text. For examples, see:            Independent Practice, T110, T132, T200            Teach, T189, T269, T275, T299, T342            Discuss Author’s Language and Voice, T211            Monitor Progress, T218, T258</p>

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<p>CCSS.ELA-Literacy.SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T78–T79, T334–T335 Collaborate and Discuss, T478–T479, T484–T485 <b>Unit 2:</b> Reflect and Share: Talk About It, T70–T71, T316–T317 Collaborate and Discuss, T460–T461, T466–T467 <b>Unit 3:</b> Reflect and Share: Talk About It, T78–T79, T318–T319 Collaborate and Discuss, T366–T463, T468–T469 <b>Unit 4:</b> Reflect and Share: Talk About It, T72–T73, T324–T325 Collaborate and Discuss, T468–T469, T474–T475 <b>Unit 5:</b> Reflect and Share: Talk About It, T74–T75, T322–T323 Collaborate and Discuss, T466–T467, T472–T473</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Speaking and Listening</p>	<p>Students can use the following content to complete this objective: On Their Own, 13, 97 Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114 Guide Practice, 75, 109 Model, 111, 113</p>	<p><b>Teacher Pages:</b> Opportunities to have discussions exist throughout the text. For examples, see: Independent Practice, T110, T132, T200 Teach, T189, T269, T275, T299, T342 Discuss Author’s Language and Voice, T211 Monitor Progress, T218, T258</p>



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<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b> Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285 Explore Maps, T18–T19 Explore Media, T282–T283 Explore Infographics, T212–T213</p> <p><b>Unit 2:</b> Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267 Explore Infographics, T80–T81, T202–T203</p> <p><b>Unit 3:</b> Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273 Explore Infographics, T148–T149, T270–T271</p> <p><b>Unit 4:</b> Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275 Explore Infographics, T142–T143</p> <p><b>Unit 5:</b> Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273 Explore Infographics, T142–T143 Explore Maps, T84–T85</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Speaking and Listening</p>	<p>Students can use the following content to complete this objective: Prosody: Poetry, 79–80 Prosody: Narrative Texts, 81–82 Prosody: Informational Texts, 83–84 Prosody: Drama, 85–86 Main Idea and Details, 101–102 Monitor Comprehension, 103–104 Summarize, 105–106</p>	<p><b>Teacher Pages:</b> Lesson 17 Read Accurately with Appropriate Rate, T113–T116 Lesson 18 Use Punctuation Cues for Appropriate Phrasing, T117–T120 Lesson 19 Read with Appropriate Expression, T121–T124</p> <p><b>Student Pages:</b> S113–S116</p>

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<p>CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>Unit 1:</b>            Minilesson: Ask and Answer Questions, T104, T106, T109, T116, T132–T133            Reflect and Share: Talk About It, T78–T79, T334–T335            Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285</p> <p><b>Unit 2:</b>            Reflect and Share: Talk About It, T70–T71, T316–T317            Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267</p> <p><b>Unit 3:</b>            Reflect and Share: Talk About It, T78–T79, T318–T319            Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273</p> <p><b>Unit 4:</b>            Reflect and Share: Talk About It, T72–T73, T324–T325            Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275</p> <p><b>Unit 5:</b>            Reflect and Share: Talk About It, T74–T75, T322–T323            Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273</p>	<p>Students can use the following content to complete this objective:            On Their Own, 13, 97            Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114            Guide Practice, 75, 109            Model, 111, 113</p>	<p><b>Teacher Pages:</b>            Opportunities to have discussions exist throughout the text. For examples, see:            Independent Practice, T110, T132, T200            Teach, T189, T269, T275, T299, T342            Discuss Author’s Language and Voice, T211            Monitor Progress, T218, T258</p>

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<p>(Continued) CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>(Continued) <b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Speaking and Listening</p>	<p>(Continued) Students can use the following material to complete this objective: On Their Own, 13, 97 Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114 Guide Practice, 75, 109 Model, 111, 113</p>	<p>(Continued) <b>Teacher Pages:</b> Opportunities to have discussions exist throughout the text. For examples, see: Independent Practice, T110, T132, T200 Teach, T189, T269, T275, T299, T342 Discuss Author’s Language and Voice, T211 Monitor Progress, T218, T258</p>

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Presentation of Knowledge and Ideas			
<p>CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>Unit 1:</b> Listening Comprehension, T20–T21 Plan Your Personal Narrative, T366 Reflect and Share: Talk About It, T78–T79, T334–T335 Celebrate and Reflect, T486–T487 Publish and Celebrate, T454–T455</p> <p><b>Unit 2:</b> Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T70–T71, T316–T317 Celebrate and Reflect, T468–T469 Publish and Celebrate, T436–T437</p> <p><b>Unit 3:</b> Listening Comprehension, T20–T21 Plan Your Historical Fiction Story, T350 Reflect and Share: Talk About It, T78–T79, T318–T319 Celebrate and Reflect, T470–T471 Publish and Celebrate, T438–T439</p> <p><b>Unit 4:</b> Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T72–T73, T324–T325 Celebrate and Reflect, T476–T477 Publish and Celebrate, T444–T445</p>	<p>Prosody: Narrative Texts, 81–82 Prosody: Drama, 85–86</p>	<p>Students can use the following to meet this objective: <b>Teacher Pages:</b> Lesson 17 Read Accurately with Appropriate Rate, T113–T116 Lesson 18 Use Punctuation Cues for Appropriate Phrasing, T117–T120 Lesson 19 Read with Appropriate Expression, T121–T124 Lesson 36 Retell and Summarize Text, T235–T240</p> <p><b>Student Pages:</b> S113–S116, S237–S240</p>

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<p>(Continued) CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>(Continued) <b>Unit 5:</b> Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T74–T75, T322–T323 Celebrate and Reflect, T474–T475 Publish and Celebrate, T442–T443</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Speaking and Listening</p>	<p>(Continued) Prosody: Narrative Texts, 81–82 Prosody: Drama, 85–86</p>	<p>(Continued) Students can use the following to meet this objective: <b>Teacher Pages:</b> Lesson 17 Read Accurately with Appropriate Rate, T113–T116 Lesson 18 Use Punctuation Cues for Appropriate Phrasing, T117–T120 Lesson 19 Read with Appropriate Expression, T121–T124 Lesson 36 Retell and Summarize Text, T235–T240</p> <p><b>Student Pages:</b> S113–S116, S237–S240</p>

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<p>CCSS.ELA-Literacy.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.</p>	<p><b>Unit 1:</b> Using Media to Record Presentations, T454</p> <p><b>Unit 2:</b> Extend Research: Include Visuals/Media, T464–T465</p> <p><b>Unit 3:</b> Create an Audio Recording of a Story, T390–T391 Adding Media, T438–T439 Extend Research: Incorporate Media, T466–T467</p> <p><b>Unit 4:</b> Extend Research: Include Images, T472–T473</p> <p><b>Unit 5:</b> Create an Audio Recording, T398–T399 Create a Visual Display, T402–T403 Extend Research: Present a Slide Show, T470–T471</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Resource Download Center&gt;Speaking and Listening</p>	<p>Students can use the following content to complete this objective: Prosody: Narrative Texts, 81–82 Prosody: Drama, 85–86</p>	<p>Students can use the following to meet this objective: <b>Teacher Pages:</b> Lesson 21 Genre: Fiction, T133–T138 Lesson 22 Genre: Poetry and Drama, T139–T144</p>

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<p>CCSS.ELA-Literacy.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 on page 28 for specific expectations.)</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T78–T79, T334–T335 Celebrate and Reflect, T486–T487</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T70–T71, T316–T317 Celebrate and Reflect, T468–T469</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T78–T79, T318–T319 Celebrate and Reflect, T470–T471</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T72–T73, T324–T325 Celebrate and Reflect, T476–T477</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T74–T75, T322–T323 Celebrate and Reflect, T474–T475</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Resource Download Center&gt;Speaking and Listening</p>	<p>Students can use the following content to complete this objective: On Their Own, 13, 97 Make It Easier, 40, 42, 56, 58, 68, 86, 94, 108, 114 Guide Practice, 75, 109 Model, 111, 113</p>	<p><b>Teacher Pages:</b> Opportunities to have discussions exist throughout the text. For examples, see: Independent Practice, T110, T132, T200 Teach, T189, T269, T275, T299, T342 Discuss Author’s Language and Voice, T211 Monitor Progress, T218, T258</p>

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<b>CCSS.ELA-Literacy.L.3 Language</b>			
Conventions of Standard English			
CCSS.ELA-Literacy.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
CCSS.ELA-Literacy.L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<p><b>Unit 1:</b> Pronouns, T430–T431 Adverbs, T434–T435 Common and Proper Nouns, T453, T457, T461, T465</p> <p><b>Unit 2:</b> Nouns, T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413 Adverbs, T416–T417</p> <p><b>Unit 3:</b> Verb Tenses, T389, T393, T397, T401, T409 Pronouns, T437, T441, T445, T449</p> <p><b>Unit 4:</b> Adverbs, T443, T447, T451, T455</p> <p><b>Unit 5:</b> Precise Verbs, T288, T289, T296, T316–T317 Adverbs, T341, T369, T373, T377, T389, T438–T439 Adjectives, T345, T349, T353, T357, T365, T438–T439</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Language Awareness Handbook</i> &gt;<i>Resource Download Center</i>&gt;Language and Conventions</p>	<p>Inflected Endings -s, -es, -ies, 5–6 Base Words and Endings -ing, -ed, -er, -est, 7–8</p>	<p><b>Teacher Pages:</b> Lesson 7 Plurals, T63–T66 Lesson 8 Adding Endings, T67–T70 Lesson 9 More Endings and Irregular Plurals, T71–T74</p> <p><b>Student Pages:</b> S63–S66, S67–S70, S71–S74</p>



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<p>CCSS.ELA-Literacy.L.3.1.b Form and use regular and irregular plural nouns.</p>	<p><b>Unit 1:</b> Inflected Endings, T96–T97, T120–T121, T142–T143 Spelling: Inflected Endings, T376, T380, T384, T386</p> <p><b>Unit 2:</b> Singular and Plural Nouns, T336, T339, T343, T347, T351, T359 Irregular Plural Nouns, T363, T367, T368, T371, T375, T383</p> <p><b>Unit 3:</b> Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307 Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448</p> <p><b>Unit 4:</b> Irregular Plurals, T68–T69, T354</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Inflected Endings -s, -es, -ies, 5–6</p>	<p><b>Teacher Pages:</b> Lesson 7 Plurals, T63–T66 Lesson 8 Adding Endings, T67–T70 Lesson 9 More Endings and Irregular Plurals, T71–T74</p> <p><b>Student Pages:</b> S63–S66, S67–S70, S71–S74</p>

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<p>CCSS.ELA-Literacy.L.3.1.c Use abstract nouns (e.g., childhood).</p>	<p><b>Unit 4:</b> Write for a Reader, T66–T67 <b>Unit 5:</b> Edit for Nouns, T418</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.</p>	<p>myFocus Intervention provides foundational skills to assist students with reading and writing. Therefore, these standards lie outside of the program focus.</p>
<p>CCSS.ELA-Literacy.L.3.1.d Form and use regular and irregular verbs.</p>	<p><b>Unit 1:</b> Verbs, T450–T451 <b>Unit 2:</b> Helping Verbs, T435, T439, T443, T447 <b>Unit 3:</b> Irregular Verbs, T413, T417, T421, T425, T433 Simple Verb Tenses, T164, T389, T393, T397, T401, T409</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Students can use the following material to complete this objective: Base Words and Endings <i>-ing, -ed, -er, -est</i>, 7–8 Latin Suffixes <i>-able, -ible, -ation</i>, 37–38 Oral Vocabulary: Build Background Knowledge, 55–56</p>	

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<p>CCSS.ELA-Literacy.L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>	<p><b>Unit 3:</b> Simple Verb Tenses, T164, T389, T393, T397, T401, T409</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Students can use the following material to complete this objective: Base Words and Endings <i>-ing, -ed, -er, -est</i>, 7–8 Latin Suffixes <i>-able, -ible, -ation</i>, 37–38 Oral Vocabulary: Build Background Knowledge, 55–56</p>	
<p>CCSS.ELA-Literacy.L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.</p>	<p><b>Unit 3:</b> Subject-Verb Agreement, T341, T345, T349, T353, T361, T365, T369, T373, T377, T384</p> <p><b>Unit 5:</b> Pronoun-Antecedent Agreement, T417, T421, T425, T429, T437</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.</p>	

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<p>CCSS.ELA-Literacy.L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>Unit 1:</b> Minilessons: Comparative and Superlative Adjectives, T426–T427 Minilessons: Adverbs, T434–T435</p> <p><b>Unit 4:</b> Comparing with Adjectives, T419, T423, T427, T431 Adverbs, T443, T447, T451, T455</p> <p><b>Unit 5:</b> Comparing with Adjectives, T345, T349, T353, T357, T365 Comparative and Superlative Adjectives, T422–T423 Adverbs, T341, T369, T373, T377, T389, T438–T439</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Students can use the following material to complete this objective: Oral Vocabulary: Build Background Knowledge, 55–56</p>	

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<p>CCSS.ELA-Literacy.L.3.1.i Produce simple, compound, and complex sentences.</p>	<p><b>Unit 1:</b> Simple Sentences, T356, T361, T365, T369, T377 Compound Sentences, T429, T433, T437, T441, T449 <b>Unit 2:</b> Compound Sentences, T420 <b>Unit 4:</b> Compound Sentences, T291 <b>Unit 5:</b> Complex Sentences, T393, T397, T401, T405, T413</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.</p>	
<p>CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
<p>CCSS.ELA-Literacy.L.3.2.a Capitalize appropriate words in titles.</p>	<p><b>Unit 2:</b> Citing Sources, T462–T463</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Language Awareness Handbook &gt;Resource Download Center&gt;Language and Conventions</p>	<p>Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.</p>	

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CCSS.ELA-Literacy.L.3.2.b Use commas in addresses.	<p><b>Unit 5:</b> Edit for Punctuation Marks, T426–T427, T441, T445</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Language Awareness Handbook</i> &gt;<i>Resource Download Center</i>&gt;Language and Conventions</p>	Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.	
CCSS.ELA-Literacy.L.3.2.c Use commas and quotation marks in dialogue.	<p><b>Unit 1:</b> Develop Dialogue, T406–T407</p> <p><b>Unit 3:</b> Compose Dialogue, T394–T395</p> <p><b>Unit 5:</b> Edit for Commas, T445, T449</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Language Awareness Handbook</i> &gt;<i>Resource Download Center</i>&gt;Language and Conventions</p>	Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.	
CCSS.ELA-Literacy.L.3.2.d Form and use possessives.	<p><b>Unit 2:</b> Language &amp; Conventions: Singular Possessive Nouns, T387, T388, T391, T395, T399, T407</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;<i>Language Awareness Handbook</i> &gt;<i>Resource Download Center</i>&gt;Language and Conventions</p>	Contractions, 21–22	<p><b>Teacher Pages:</b> Lesson 10 Contractions, T77–T80 Lesson 11 Possessives and Abbreviations, T81–T84</p> <p><b>Student Pages:</b> S77–S80, S81–S84</p>

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<p>CCSS.ELA-Literacy.L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p><b>Unit 1:</b> High-Frequency Words, T58–T59, T120–T121, T182– T183 Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368 Spelling: Inflected Endings, T376, T380, T384, T392 Spelling: Base Words and Endings, T400, T404, T408, T416 Spell Words with Vowel Digraphs, T424, T428, T432, T440 Spelling: Diphthongs, T448, T452, T456, T464</p> <p><b>Unit 2:</b> High-Frequency Words, T112–T113, T172–T173 Spell Syllable Patterns, T334, T338, T342, T350 Spelling r Controlled Vowels, T358, T362, T366, T374 Spell Words with Syllable Patterns, T406, T410, T414, T422</p> <p><b>Unit 3:</b> High-Frequency Words, T180–T181, T298– T299 Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352 Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400 Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424 Spell Irregular Plural Nouns, T432, T436, T440, T448</p>	<p>Syllable Pattern VC/CV, 3–4 Inflected Endings -s, -es, -ies, 5–6 Base Words and Endings -ing, -ed, -er, -est, 7–8 Vowel Digraphs ee, ea, ai, ay, ow, oa, 9–10 Diphthongs ou, ow, oi, oy, 11–12 Syllable Patterns VC/V and V/CV, 13–14 r-Controlled Vowels ar, or, ore, oar, 15–16 VCCCV Pattern, 35–36 Latin Suffixes -able, -ible, -ation, 37–38 Vowel Patterns au, aw, al, augh, ough, 43–44 Vowel Patterns ei, eigh, 45–46 Words with Suffix -en, 47–48 Schwa, 49–50 Final Stable Syllables -le, -ture, -ive, -ize, 51–52</p>	<p><b>Teacher Pages:</b> Lesson 7 Plurals, T63–T66 Lesson 8 Adding Endings, T67–T70 Lesson 9 More Endings and Irregular Plurals, T71–T74 Lesson 12 Read and Spell High-Frequency Words, T85–T90</p> <p><b>Student Pages:</b> S63–S66, S67–S70, S71–S74, S85–S88</p>

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<p>(Continued) CCSS.ELA-Literacy.L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>(Continued) <b>Unit 4:</b> High-Frequency Words, T52–T53, T176–T177, T242–T243 Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358 Spell Words with the VCCCV Pattern, T366, T370, T374, T382 Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406 <b>Unit 5:</b> High-Frequency Words, T27, T172–T173, T240–T241, T302–T303 Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356 Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372 Spelling Words with Suffix -en, TT388, T392, T396, T404 Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428 Spelling: Spell Final Stable Syllables, T436, T440, T444, T452</p>	<p>(Continued) Syllable Pattern VC/CV, 3–4 Inflected Endings -s, -es, -ies, 5–6 Base Words and Endings -ing, -ed, -er, -est, 7–8 Vowel Digraphs ee, ea, ai, ay, ow, oa, 9–10 Diphthongs ou, ow, oi, oy, 11–12 Syllable Patterns VC/V and V/CV, 13–14 r-Controlled Vowels ar, or, ore, oar, 15–16 VCCCV Pattern, 35–36 Latin Suffixes -able, -ible, -ation, 37–38 Vowel Patterns au, aw, al, augh, ough, 43–44 Vowel Patterns ei, eigh, 45–46 Words with Suffix -en, 47–48 Schwa, 49–50 Final Stable Syllables -le, -ture, -ive, -ize, 51–52</p>	<p>(Continued) <b>Teacher Pages:</b> Lesson 7 Plurals, T63–T66 Lesson 8 Adding Endings, T67–T70 Lesson 9 More Endings and Irregular Plurals, T71–T74 Lesson 12 Read and Spell High-Frequency Words, T85–T90  <b>Student Pages:</b> S63–S66, S67–S70, S71–S74, S85–S88</p>



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<p>CCSS.ELA-Literacy.L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p><b>Unit 1:</b> Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368 Spelling: Inflected Endings, T376, T380, T384, T392 Spelling: Base Words and Endings, T400, T404, T408, T416 Spell Words with Vowel Digraphs, T424, T428, T432, T440 Spelling: Diphthongs, T448, T452, T456, T464</p> <p><b>Unit 2:</b> Spell Syllable Patterns, T334, T338, T342, T350 Spelling r Controlled Vowels, T358, T362, T366, T374 Spelling: Spell Compound Words, T382, T386, T390, T398 Spell Words with Syllable Patterns, T406, T410, T414, T422 Spell Contractions, T430, T434, T438, T446</p> <p><b>Unit 3:</b> Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352 Spell Abbreviations, T360, T364, T368, T376 Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400 Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424 Spell Irregular Plural Nouns, T432, T436, T440, T448</p>	<p>Syllable Pattern VC/CV, 3–4 Syllable Patterns VC/V and V/CV, 13–14 <i>r</i>-Controlled Vowels <i>ar, or, ore, oar</i>, 15–16 Syllable Pattern VCe, 19–20 Vowel Teams <i>oo, ew, ue, ui, eu</i>, 29–30 <i>r</i>-Controlled Vowels <i>ir, er, ur, ear</i>, 33–34 Homographs, 39–40 Homophones, 41–42 Final Stable Syllables <i>-le, -ture, -ive, -ize</i>, 51–52</p>	<p><b>Teacher Pages:</b> Lesson 7 Plurals, T63–T66 Lesson 8 Adding Endings, T67–T70 Lesson 9 More Endings and Irregular Plurals, T71–T74 Lesson 12 Read and Spell High-Frequency Words, T85–T90</p> <p><b>Student Pages:</b> S63–S66, S67–S70, S71–S74, S85–S88</p>

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<p>(Continued) CCSS.ELA-Literacy.L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>(Continued) <b>Unit 4:</b> Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358 Spell Words with the VCCCV Pattern, T366, T370, T374, T382 Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406 Spelling: Words That Are Homographs, T414, T418, T422, T430 Spell Homophones, T438, T442, T446, T454 <b>Unit 5:</b> Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356 Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372 Spelling Words with Suffix -en, TT388, T392, T396, T404 Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428 Spelling: Spell Final Stable Syllables, T436, T440, T444, T452</p>	<p>(Continued) Syllable Pattern VC/CV, 3–4 Syllable Patterns VC/V and V/CV, 13–14 <i>r</i>-Controlled Vowels <i>ar, or, ore, oar</i>, 15–16 Syllable Pattern VCe, 19–20 Vowel Teams <i>oo, ew, ue, ui, eu</i>, 29–30 <i>r</i>-Controlled Vowels <i>ir, er, ur, ear</i>, 33–34 Homographs, 39–40 Homophones, 41–42 Final Stable Syllables <i>-le, -ture, -ive, -ize</i>, 51–52</p>	<p>(Continued) <b>Teacher Pages:</b> Lesson 7 Plurals, T63–T66 Lesson 8 Adding Endings, T67–T70 Lesson 9 More Endings and Irregular Plurals, T71–T74 Lesson 12 Read and Spell High-Frequency Words, T85–T90  <b>Student Pages:</b> S63–S66, S67–S70, S71–S74, S85–S88</p>

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<p>CCSS.ELA-Literacy.L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Students are encouraged to use glossaries and dictionaries throughout the program. For examples see:  <b>Unit 1:</b>            Using Print or Digital Sources, T94–T95            Academic Vocabulary, T156–T157            Preview Vocabulary, T226–T227            How to Use a Glossary, T502–T503  <b>Unit 2:</b>            Using Print or Digital Sources, T24–T25            Develop Vocabulary, T48–T49            Using Print or Digital Sources, T148–T149            How to Use a Glossary, T484–T485            Using a Dictionary or Glossary, T364–T365  <b>Unit 3:</b>            Academic Vocabulary, T24–T25            How to Use a Glossary, T486–T487  <b>Unit 4:</b>            Academic Vocabulary, T24–T25            How to Use a Glossary: T492–T493  <b>Unit 5:</b>            Academic Vocabulary, T24–T25            How to Use a Glossary: T490–T491</p>	<p>Use Resources, 57–58</p>	<p><b>Teacher Pages:</b>            Students use a dictionary with the following activities:            Lesson 4 Compound Words, T47–T50            Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100</p>

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Knowledge of Language			
CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
CCSS.ELA-Literacy.L.3.3.a Choose words and phrases for effect.	<b>Unit 1:</b> Describe Actions, Thoughts and Feelings, T410 <b>Unit 4:</b> Choose Words and Phrases for Effect, T86 <b>Unit 5:</b> Composing Like a Poet, T362–T363 Compose with Imagery, T366–T367 Compose with Figurative Language, T378 Revise for Word Choice: Verbs, T394–T395	Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.	myFocus Intervention provides foundational skills to assist students with reading and writing. Therefore, this standard is outside of the program focus.
CCSS.ELA-Literacy.L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.	<b>Unit 1:</b> Celebrate and Reflect, T486–T487 <b>Unit 3:</b> Explore and Plan, T458–T459 Celebrate and Reflect, T470–T471	Reading Routines Companion was created to address the Science of Reading and the critical elements of reading instruction. Therefore, this standard lies outside the focus of the program.	myFocus Intervention provides foundational skills to assist students with reading and writing. Therefore, this standard is outside of the program focus.

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Vocabulary Acquisition and Use			
CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			
CCSS.ELA-Literacy.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>Opportunities exist throughout Grade 3 to use context clues. For examples see:</p> <p><b>Unit 1:</b> Context Clues, T156–T157, T169, T171, T176 Vocabulary in Context, T105, T110, T240, T305</p> <p><b>Unit 2:</b> Context Clues, T148–T149, T159, T165 Vocabulary in Context, T103, T228, T288</p> <p><b>Unit 3:</b> Context Clues, T154–T155, T167 Vocabulary in Context, T36, T106, T175, T276, T228</p> <p><b>Unit 4:</b> Context Clues, T148–T149, T165, T167, T168 Vocabulary in Context, T36, T101, T106, T160, T226</p> <p><b>Unit 5:</b> Context Clues, T148–T149, T158, T161 Vocabulary in Context, T42, T103, T162, T229, T232</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Resource Download Center&gt; Vocabulary</p>	<p>Context Clues: Synonyms, 59–60 Context Clues: Antonyms, 61–62 Context Clues: Surrounding Text, 63–64</p>	<p><b>Teacher Pages:</b> Lesson 13 Use Context Clues, T93–T96</p> <p><b>Student Pages:</b> S93–S96</p>

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<p>CCSS.ELA-Literacy.L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p><b>Unit 1:</b> Related Words, T24–T25, T44, T47, T53 Inflected Endings, T96–T97, T113, T120–T121, T128–T129, T142–T143, T198–T199 Base Words and Endings, T158–T159, T168, T182–T183, T190–T191, T204–T205, T268–T269, T400, T404, T408, T416</p> <p><b>Unit 2:</b> Related Words, T24–T25, T35, T37</p> <p><b>Unit 3:</b> Related Words, T24–T25, T42, T51 Teach Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135 Word Study: Suffixes, T180–T181, T188–T189, T202–T203</p> <p><b>Unit 4:</b> Related Words, T24–T25, T38, T42, T48 Word Study and Activities: Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259</p> <p><b>Unit 5:</b> Word Study: Suffixes, T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257 Related Words, T24–T25, T37, T41, T47</p>	<p>Inflected Endings -s, -es, -ies, 5–6 Base Words and Endings -ing, -ed, -er, -est, 7–8 Prefixes <i>pre-</i>, <i>dis-</i>, <i>in-</i>, <i>im-</i>, <i>non-</i>, 23–24 Suffixes -ful, -y, -ness, 27–28 Latin Suffixes -able, -ible, -ation, 37–38 Words with Suffix -en, 47–48 Word Parts for Meaning, 65–66</p>	<p><b>Teacher Pages:</b> Lesson 1 Prefixes and Suffixes, T33–T36 Lesson 2 Words with Latin Suffixes, T37–T40 Lesson 15 Greek and Latin Word Parts and Affixes, T103–T106</p> <p><b>Student Pages:</b> S33–S36, S37–S40, S103–S106</p>

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<p>(Continued) CCSS.ELA-Literacy.L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>(Continued) <b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Spelling; <i>Professional Development Center:</i> Vocabulary</p>	<p>(Continued) Inflected Endings -s, -es, -ies, 5–6 Base Words and Endings -ing, -ed, -er, -est, 7–8 Prefixes pre-, dis-, in-, im-, non-, 23–24 Suffixes -ful, -y, -ness, 27–28 Latin Suffixes -able, -ible, -ation, 37–38 Words with Suffix -en, 47–48 Word Parts for Meaning, 65–66</p>	<p>(Continued) <b>Teacher Pages:</b> Lesson 1 Prefixes and Suffixes, T33–T36 Lesson 2 Words with Latin Suffixes, T37–T40 Lesson 15 Greek and Latin Word Parts and Affixes, T103–T106  <b>Student Pages:</b> S33–S36, S37–S40, S103–S106</p>
<p>CCSS.ELA-Literacy.L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p><b>Unit 1:</b> Academic Vocabulary: Related Words, T24–T25, T44, T47, T53 <b>Unit 2:</b> Academic Vocabulary: Related Words, T24–T25, T35, T37 <b>Unit 3:</b> Academic Vocabulary: Related Words, T24–T25, T42, T51 <b>Unit 4:</b> Academic Vocabulary: Related Words, T24–T25, T38, T42, T48 <b>Unit 5:</b> Academic Vocabulary: Related Words, T24–T25, T37, T41, T47  <b>Digital Resources:</b> SavvasRealize.com&gt;<i>Resource Download Center</i>&gt;Vocabulary</p>	<p>Latin Suffixes -able, -ible, -ation, 37–38 Use Resources, 57–58 Word Parts for Meaning, 65–66</p>	<p><b>Teacher Pages:</b> Lesson 1 Prefixes and Suffixes, T33–T36 Lesson 2 Words with Latin Suffixes, T37–T40 Lesson 15 Greek and Latin Word Parts and Affixes, T103–T106  <b>Student Pages:</b> S33–S36, S37–S40, S103–S106</p>

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<p>CCSS.ELA-Literacy.L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Students are encouraged to use glossaries and dictionaries throughout the program. For examples see:</p> <p><b>Unit 1:</b> Using Print or Digital Sources, T94–T95 Academic Vocabulary, T156–T157 Preview Vocabulary, T226–T227 How to Use a Glossary, T502–T503</p> <p><b>Unit 2:</b> Using Print or Digital Sources, T24–T25 Develop Vocabulary, T48–T49 Using Print or Digital Sources, T148–T149 How to Use a Glossary, T484–T485 Using a Dictionary or Glossary, T364–T365</p> <p><b>Unit 3:</b> Academic Vocabulary, T24–T25 How to Use a Glossary, T486–T487</p> <p><b>Unit 4:</b> Academic Vocabulary, T24–T25 How to Use a Glossary: T492–T493</p> <p><b>Unit 5:</b> Academic Vocabulary, T24–T25 How to Use a Glossary: T490–T491</p>	<p>Use Resources, 57–58</p>	<p><b>Teacher Pages:</b> Students use a dictionary with the following activities: Lesson 4 Compound Words, T47–T50 Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100</p>



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CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.			
<p>CCSS.ELA-Literacy.L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p><b>Unit 1:</b> Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240 Analyze Descriptive Language, T318–T319</p> <p><b>Unit 2:</b> Figurative Language, T45, T208–T209, T227, T230</p> <p><b>Unit 3:</b> Figurative Language, T50, T216–T217, T230, T236 Context Clues, T154–T155</p> <p><b>Unit 4:</b> Context Clues, T148–T149 Figurative Language, T44, T238</p> <p><b>Unit 5:</b> Figurative Language, T208, T230, T234</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Resource Download Center&gt;Vocabulary</p>	<p>Oral Vocabulary: Build Background Knowledge, 55–56 Word Parts for Meaning, 65–66 Figurative Language: Similes, 67–68 Figurative Language: Metaphors, 69–70 Figurative Language: Analogies, 71–72</p>	<p><b>Teacher Pages:</b> Lesson 13 Use Context Clues, T93–T96 Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100 Lesson 16 Homophones, Homographs, Synonyms, and Antonyms, T107–T110</p> <p><b>Student Pages:</b> S93–S96, S97–S100, S107–S110</p>

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<p>CCSS.ELA-Literacy.L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p><b>Unit 2:</b> Develop Vocabulary, T170–T171 <b>Unit 4:</b> Academic Vocabulary: Analogies, T212</p> <p><b>Digital Resources:</b> SavvasRealize.com&gt;Resource Download Center&gt;Vocabulary</p>	<p>Oral Vocabulary: Build Background Knowledge, 55–56 Use Resources, 57–58 Word Parts for Meaning, 65–66</p>	<p><b>Teacher Pages:</b> Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100</p> <p><b>Student Pages:</b> S97–S100</p>
<p>CCSS.ELA-Literacy.L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><b>Unit 2:</b> Analyze Precise Verbs, T118 <b>Unit 5:</b> Revise for Word Choice: Verbs, T394–T395</p> <p>Also see: <b>Unit 1:</b> Related Words, T24–T25, T44, T47, T53 <b>Unit 2:</b> Related Words, T24–T25, T35, T37 <b>Unit 3:</b> Related Words, T24–T25, T42, T51 <b>Unit 4</b> Related Words, T24–T25, T38, T42, T48 <b>Unit 5:</b> Related Words, T24–T25, T37, T41, T47</p>	<p>Use Resources, 57–58 Context Clues: Synonyms, 59–60 Context Clues: Antonyms, 61–62 Figurative Language: Similes, 67–68 Figurative Language: Metaphors, 69–70 Figurative Language: Analogies, 71–72</p>	<p><b>Teacher Pages:</b> Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100</p> <p><b>Student Pages:</b> S97–S100</p>

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<p>CCSS.ELA-Literacy.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., After dinner that night we went looking for them).</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Develop Vocabulary, T56–T57, T118–T119, T312–T313 Academic Vocabulary, T24–T25, T44, T47, T94–T95, T112, T156–T157, T169, T171, T218–T219</p> <p><b>Unit 2:</b> Develop Vocabulary, T48–T49, T110–T111, T170–T171, T294–T295 Academic Vocabulary, T24–T25, T35, T86–T87, T99, T148–T149, T208–T209, T270–T271</p> <p><b>Unit 3:</b> Develop Vocabulary, T56–T57, T178–T179, T238–T239, T239–T297 Academic Vocabulary, T12, T24–T25, T51, T94–T95, T106, T154–T155, T216–T217, T276–T277</p> <p><b>Unit 4:</b> Develop Vocabulary, T50–T51, T110–T111, T302–T303 Academic Vocabulary, T12, T24–T25, T88–T89, T101, T148–T149, T212–T213, T278–T279</p> <p><b>Unit 5:</b> Develop Vocabulary, T52–T53, T170–T171, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T37, T90–T91, T148–T149, T158, T208–T209, T276–T277</p>	<p>Oral Vocabulary: Build Background Knowledge, 55–56 Use Resources, 57–58 Context Clues: Synonyms, 59–60 Context Clues: Antonyms, 61–62 Context Clues: Surrounding Text, 63–64 Word Parts for Meaning, 65–66 Figurative Language: Similes, 67–68 Figurative Language: Metaphors, 69–70 Figurative Language: Analogies, 71–72</p>	<p><b>Teacher Pages:</b> Lesson 4 Compound Words, T47–T50 Lesson 13 Use Context Clues, T93–T96 Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100 Lesson 16 Homophones, Homographs, Synonyms, and Antonyms, T107–T110</p> <p><b>Student Pages:</b> S47–S50, S93–S96, S97–S100, S107–S110</p>

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<p>(Continued) CCSS.ELA-Literacy.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., After dinner that night we went looking for them).</p>	<p>(Continued) <b>Digital Resources:</b> SavvasRealize.com&gt;Resource Download Center&gt;Vocabulary</p>	<p>(Continued) Oral Vocabulary: Build Background Knowledge, 55–56 Use Resources, 57–58 Context Clues: Synonyms, 59–60 Context Clues: Antonyms, 61–62 Context Clues: Surrounding Text, 63–64 Word Parts for Meaning, 65–66 Figurative Language: Similes, 67–68 Figurative Language: Metaphors, 69–70 Figurative Language: Analogies, 71–72</p>	<p>(Continued) <b>Teacher Pages:</b> Lesson 4 Compound Words, T47–T50 Lesson 13 Use Context Clues, T93–T96 Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100 Lesson 16 Homophones, Homographs, Synonyms, and Antonyms, T107–T110  <b>Student Pages:</b> S47–S50, S93–S96, S97–S100, S107–S110</p>

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