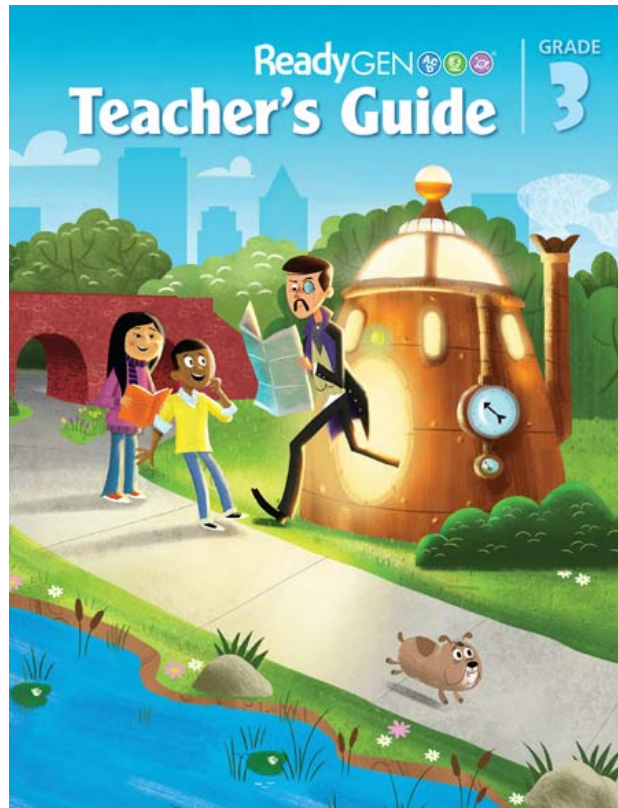


A Correlation of

# ReadyGEN

Grade 3, © 2016



To the

# Colorado

## Reading, Writing, and Communicating Standards (2010)

### Grade 3

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

**Introduction**

This document demonstrates how *ReadyGEN*, ©2016 meets the Colorado Reading, Writing, and Communicating Standards (2010). Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

*ReadyGEN* © 2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

**Authentic Text at the Core of Instruction**

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students’ behavior from passive to active learning

**Supportive, Flexible, and Customizable**

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher’s Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

**Assessment for Responsive Teaching**

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

**Table of Contents**

<b>Standard: 1. Oral Expression and Listening.....</b>	<b>4</b>
<b>Standard: 2. Reading for All Purposes.....</b>	<b>8</b>
<b>Standard: 3. Writing and Composition.....</b>	<b>18</b>
<b>Standard: 4. Research and Reasoning.....</b>	<b>24</b>

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

Colorado Reading, Writing, and Communicating Standards (2010) Grade 3	ReadyGEN Grade 3, ©2016
<b>Content Area: Reading, Writing and Communicating</b>	
<b>Grade Level Expectations: Third Grade</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Prepared Graduates</b>	
<ul style="list-style-type: none"> <li>• Use language appropriate for purpose and audience</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Oral communication is used both informally and formally	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. 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. (CCSS: SL.3.4)	<b>TG U1:</b> 30, 50, 70, 80, 100, 120, 130, 150, 160, 180, 220, 240, 260, 280, 300, 350 <b>TG U2:</b> 20, 40, 60, 90, 110, 140, 198, 230, 260, 310, 370, 380, 398 <b>TG U3:</b> 50, 80, 120, 160, 180, 198, 220, 230, 260, 290, 310, 360, 380, 390 <b>TG U4:</b> 30, 50, 60, 160, 180, 198, 260, 290, 360, 380, 398
b. Distinguish different levels of formality	<b>TG U1:</b> 198, 398 <b>TG U2:</b> 198, 398 <b>TG U3:</b> 198, 398 <b>TG U4:</b> 198, 398
c. Speak clearly, using appropriate volume and pitch for the purpose and audience	<b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience	<b>TG U1:</b> 80, 260, 320 <b>TG U2:</b> 70, 80, 260, 280 <b>TG U3:</b> 240, 270
e. 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. (CCSS: SL.3.5)	<b>TG U1:</b> 40, 107, 192, 307 <b>TG U2:</b> 194, 198, 280, 390, 394 <b>TG U3:</b> 360, 370, 394 <b>TG U4:</b> 160, 189-190, 212

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<p style="text-align: center;"><b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b></p>	<p style="text-align: center;"><b>ReadyGEN Grade 3, ©2016</b></p>
<p>f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)</p>	<p><b>TG U1:</b> 13, 33, 53, 63, 73, 93, 213, 273, 293, 313, 333, 343, 373, 383  <b>TG U2:</b> 33, 113, 123, 183, 251, 283, 323, 333, 353, 363  <b>TG U3:</b> 63, 83, 173, 198, 243, 253, 263, 273, 364  <b>TG U4:</b> 13, 23, 53, 143, 163, 313, 353</p>
<p>g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details</p>	<p><b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390</p>

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Successful group activities need the cooperation of everyone	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. 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. (CCSS: SL 3.1)	
i. 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. (CCSS: SL.3.1a)	<b>TG U2:</b> 112, 222, 302 <b>TG U3:</b> 52, 192, 292 <b>TG U4:</b> 62, 172, 232
ii. 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). (CCSS: SL.3.1b)	<b>TG U1:</b> 22, 42, 72, 92, 112, 132, 152, 172, 212, 232, 252, 272, 312, 332, 372 <b>TG U2:</b> 32, 52, 82, 92, 122, 132, 162, 182, 222, 242, 282, 302, 322, 332, 382 <b>TG U3:</b> 22, 44, 54, 82, 112, 152, 164, 192, 194, 198, 242, 292, 342, 362, 382 <b>TG U4:</b> 42, 62, 92, 112, 132, 142, 154, 222, 234, 252, 282, 292, 312, 362, 382
iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)	<b>TG U1:</b> 12, 32, 62, 82, 102, 122, 142, 162, 182, 262, 282, 302, 322, 362, 382 <b>TG U2:</b> 22, 42, 72, 92, 112, 132, 152, 172, 212, 232, 272, 292, 302, 332, 372 <b>TG U3:</b> 44, 62, 84, 102, 132, 162, 198, 222, 272, 302, 342, 354, 360, 362, 382 <b>TG U4:</b> 24, 52, 82, 112, 132, 172, 222, 242, 272, 292, 312, 332, 352, 372, 382
iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)	<b>TG U4:</b> 154

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
v. Use eye contact, volume, and tone appropriate to audience and purpose	<b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390
vi. Use different types of complete sentences to share information, give directions, or request information	<b>TG U1:</b> 80, 90, 260, 300, 340 <b>TG U2:</b> 160, 170, 180, 190 <b>TG U3:</b> 370, 380, 390 <b>TG U4:</b> 300, 310, 320, 330
b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)	<b>TG U1:</b> 216-218, 306-307, 316-317, 386-388 <b>TG U2:</b> 232, 250, 322, 330, 372, 380 <b>TG U3:</b> 94, 120, 144, 186, 240, 320, 376 <b>TG U4:</b> 84, 300, 314
c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)	<b>TG U1:</b> 190, 289, 370 <b>TG U2:</b> 190, 198, 398 <b>TG U3:</b> 60, 70, 80, 90, 100, 110, 170, 198, 354, 360, 370 <b>TG U4:</b> 20, 30, 60, 70, 80, 100, 160, 190, 354, 398

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
<b>Standard: 2. Reading for All Purposes</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Strategies are needed to make meaning of various types of literary genres	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use Key Ideas and Details to:	
i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)	<b>TG U1:</b> 22-24, 34-36, 36-37, 56-57, 62-64, 92-94, 96-97, 146-148, 166-167, 172, 176 <b>TG U2:</b> 176 <b>TG U3:</b> 176 <b>TG U4:</b> 176
ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)	<b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 242, 252, 262, 272, 282, 292, 372, 382 <b>TG U2:</b> 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 332, 342, 352, 362, 372, 382 <b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182 <b>TG U4:</b> 12, 22, 32, 42, 102, 112, 122, 132, 142, 152, 162, 172
iii. 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. (CCSS: RL.3.2)	<b>TG U1:</b> 252-253, 282-284, 292-294, 296-297, 372, 374-375, 382-383, 384-386, 386-388 <b>TG U3:</b> 22, 72, 92, 94-96, 96-97, 122, 132, 142, 144, 146, 182, 184 <b>TG U4:</b> 122, 124, 126-127, 152-154, 182



**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

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iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays	<b>TG U1:</b> 14, 15-17, 44, 45-47, 134, 135-137, 164, 165-167, 174, 175-177, 264, 265-267, 284, 285-287 <b>TG U2:</b> 32-34, 35-37, 44, 45-47, 72-74, 75-77, 102-104, 105-107, 122-124, 125-127 <b>TG U3:</b> 44, 45-47, 84, 85-87, 164, 165-167 <b>TG U4:</b> 12-14, 15-17, 22-24, 25-27, 142-144, 145-147, 162-164, 165-167, 172-174, 175-177, 182-184, 185-187
v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)	<b>TG U1:</b> 12-14, 16-17, 82-84, 112-113, 122-123, 132-133, 142 <b>TG U2:</b> 32, 34, 42-44, 44-46, 46-47, 52, 72-74, 74-76, 76-77, 102-104, 104-106, 106-107, 122, 124, 126 <b>TG U3:</b> 42, 44-46, 46-47, 82, 84-86, 86-87, 104-106, 106-107, 162, 164-166, 166-168 <b>TG U4:</b> 12, 14, 16-17, 22-24, 132
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)	<b>TG U1:</b> 94-96, 263, 293, 303, 333, 373 <b>TG U2:</b> 54-56, 114-116, 116-117, 164-166, 352-354, 354-356 <b>TG U3:</b> 24-26, 34-35, 74-76, 134-136 <b>TG U4:</b> 34, 112, 114-116
ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events	<b>TG U1:</b> 24, 25-27, 64, 65-67, 84, 85-87, 124, 125-127
iii. 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. (CCSS: RL.3.5)	<b>TG U1:</b> 54-56, 72-74, 76-77, 152-154, 156-158 <b>TG U4:</b> 144, 146-147, 184-186

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)	<b>TG U1:</b> 155-157, 102-104, 242-244 <b>TG U3:</b> 112-114 <b>TG U4:</b> 72
c. Use Integration of Knowledge and Ideas to:	
i. 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). (CCSS: RL.3.7)	<b>TG U1:</b> 272-274, 377 <b>TG U2:</b> 82-84, 84-86, 86-87, 142-144, 144-146, 146-147, 342, 344, 346, 352, 354, 356 <b>TG U3:</b> 17, 62, 64-66, 66-67, 124-126, 154-156 <b>TG U4:</b> 57
ii. Summarize central ideas and important details from literary text	<b>TG U1:</b> 294, 295-297 <b>TG U2:</b> 152-154, 155-157 <b>TG U3:</b> 144, 145-147, 174, 175-177, 184, 185-187 <b>TG U4:</b> 122-124, 125-127, 152-154, 155-157
iii. 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). (CCSS: RL.3.9)	<b>TG U1:</b> 114-116

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
d. Use Range of Reading and Complexity of Text to:	
i. 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. (CCSS: RL.3.10)	<p><b>TG U1:</b> 15, 45, 75, 105, 115, 125, 145, 175, 215, 225, 245, 265, 285, 305, 325</p> <p><b>TG U2:</b> 35, 45, 55, 65, 75, 85, 95, 105, 135, 155, 165, 175, 185, 355</p> <p><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 275</p> <p><b>TG U4:</b> 15, 25, 35, 45, 65, 125, 145, 165, 175, 285, 345</p>
e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation	<p><b>TG U1:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 247, 267, 277, 287, 297, 377, 387</p> <p><b>TG U2:</b> 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 173, 187, 347, 357, 367, 377, 389</p> <p><b>TG U3:</b> 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167-177, 187</p> <p><b>TG U4:</b> 17, 27, 47, 117, 127, 147, 157, 167, 177, 187</p>

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Comprehension strategies are necessary when reading informational or persuasive text	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use Key Ideas and Details to:	
i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)	<b>TG U1:</b> 213, 217, 303, 313, 323, 333, 343, 353, 363, 373, 383-385, 50 <b>TG U2:</b> 137-139, 236-237, 242, 262-264, 264-266, 266-267, 337-339 <b>TG U3:</b> 214-216, 232-233, 237, 264-266, 266-268 <b>TG U4:</b> 136-137, 336-338
ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)	<b>TG U1:</b> 212-214, 214-216, 216-217, 223-225, 303-304, 306-307, 312-314, 352-353, 372, 355 <b>TG U2:</b> 12-14, 14-16, 16-17, 22-24, 214-216, 216-217, 242-244, 244-246, 246-247, 272, 274 <b>TG U3:</b> 262-264, 272-273, 282-283, 302-303, 305, 312, 342, 372-374, 375-377 <b>TG U4:</b> 82, 84, 86-87, 212-214, 216-217, 242, 292, 322, 324, 326-327, 334
iii. 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. (CCSS: RI.3.3)	<b>TG U1:</b> 323-325, 342-344 <b>TG U3:</b> 222, 224-226, 226-227, 252, 254-256, 256-257, 292, 294, 296, 332, 352, 382, 384 <b>TG U4:</b> 62, 64, 66-67, 232, 262, 264, 266-267, 312, 352, 354, 356-357, 382

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

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b. Use Craft and Structure to:	
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)	<b>TG U1:</b> 214, 234, 314, 324, 334-335, 344-346, 354-356, 356-357, 364-366, 366-367, 374, 384-386 <b>TG U2:</b> 24-26, 26-27, 184, 224-226, 254-256, 256-257, 314-316, 316-318 <b>TG U3:</b> 214, 224, 234, 254, 264, 274, 284, 294, 304, 314, 324, 344, 354 <b>TG U4:</b> 64, 74, 84, 94, 214, 224, 244, 264, 274, 294, 304, 324, 344, 374, 384
ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)	<b>TG U1:</b> 224-226, 226-227, 232, 234-235, 302-304, 304-306, 306-307, 334-335, 362-363, 364-366, 366-368 <b>TG U2:</b> 292-294, 294-296, 296-297, 312-313, 314-316, 316-318, 262, 267 <b>TG U3:</b> 267 <b>TG U4:</b> 224-226, 252, 254-256
iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)	<b>TG U1:</b> 327 <b>TG U2:</b> 302-303, 304-306, 306-308 <b>TG U4:</b> 76-77, 234-235, 237
iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships	<b>TG U2:</b> 299 <b>TG U3:</b> 226, 229, 343, 391

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

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c. Use Integration of Knowledge and Ideas to:	
i. 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). (CCSS: RI.3.7)	<b>TG U1:</b> 222-224, 232-233, 322-323, 326-327, 332 <b>TG U2:</b> 232, 234, 237, 272, 282, 362-363, 372-374, 374-376 <b>TG U3:</b> 242-244, 322, 324-326, 326-327, 362, 364-366, 366-368 <b>TG U4:</b> 52-54, 222, 252, 272, 342
ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)	<b>TG U1:</b> 342-344 <b>TG U2:</b> 244-246 <b>TG U3:</b> 333-335, 343-345, 354-356 <b>TG U4:</b> 62, 64-66, 354-356
iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)	<b>TG U2:</b> 322-324, 324-326, 326-327, 362-364, 364-366, 366-367, 372-374, 374-376, 376-377, 382-383, 384-386, 386-388 <b>TG U3:</b> 304-306, 374-376 <b>TG U4:</b> 102, 104, 106-107, 162, 164, 166-167, 372, 374, 376-378
d. Use Range of Reading and Complexity of Text to:	
i. 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. (CCSS: RI.3.10)	<b>TG U1:</b> 335, 345, 365, 375 <b>TG U2:</b> 215, 225, 235, 245, 255, 265, 275, 305, 315, 375, 385 <b>TG U3:</b> 175, 215, 225, 235, 245, 255, 265, 295, 305, 325, 335, 355, 385 <b>TG U4:</b> 75, 135, 235, 245, 255, 265, 295, 305, 315, 385
ii. Adjust reading rate according to type of text and purpose for reading.	<b>TG U1:</b> 17, 47, 97, 147, 177, 247, 297, 387 <b>TG U2:</b> 77, 147, 377 <b>TG U3:</b> 77, 187 <b>TG U4:</b> 17, 157, 177

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Increasing word understanding, word use, and word relationships increases vocabulary	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)	
i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)	<b>TG U2:</b> FS14-16, FS20-22 <b>TG U3:</b> FS10-12 <b>TG U4:</b> FS5-7
ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b)	<b>TG U2:</b> FS20-22 <b>TG U4:</b> FS17-19
iii. Decode multisyllable words. (CCSS: RF.3.3c)	<b>TG U1:</b> FS3-5, FS6-7, FS9-10, FS12-13, FS15-17, FS20-21, FS23-25 <b>TG U2:</b> FS2-4, FS4-5, FS7-9, FS9-10, FS14-16, FS16-18, FS20-22, FS25-27 <b>TG U3:</b> FS2-3, FS5, FS7, FS9, FS11-13, FS14-15, FS17-19, FS22-23, FS25 <b>TG U4:</b> FS17-19, FS23-25, FS4, FS6-7, FS9-11, FS14-15
iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)	<b>TG U1:</b> FS3-4, FS7, FS10-12 <b>TG U2:</b> FS10-12 <b>TG U3:</b> FS2-4 <b>TG U4:</b> 40-41, 50-52

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)	
i. Read grade-level text with purpose and understanding. (CCSS.3.4a)	<b>TG U1:</b> FS3-5, FS6-7, FS9-11, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26 <b>TG U2:</b> FS3-4, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26 <b>TG U3:</b> FS3-4, FS6-8, FS9-10, FS12-13, FS15-17, FS18-19, FS21-22, FS24-26 <b>TG U4:</b> FS3, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26
ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)	<b>TG U1:</b> 27, 47, 67, 87, 117, 147, 167, 187, 227, 267, 287, 327, 357, 387 <b>TG U2:</b> 17, 47, 77, 97, 147, 167, 217, 277, 287, 317, 357, 377 <b>TG U3:</b> 17, 47, 67, 77, 87, 97, 117, 127, 167, 177, 217, 227, 297, 317, 367 <b>TG U4:</b> 17, 27, 87, 157, 187, 217, 267, 147, 167, 177, 317, 327, 357
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)	<b>TG U1:</b> 317, 243, 355, 366 <b>TG U2:</b> 255-256, 343-345, 354-356 <b>TG U3:</b> FS20-22 <b>TG U4:</b> 285-287
c. 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: L.3.4)	
i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)	<b>TG U1:</b> 363-364, 355 <b>TG U2:</b> 354-356, 356-358 <b>TG U3:</b> FS20-22, 26-28, 34-35, 56, 276, 317 <b>TG U4:</b> 23, 246, 285-287
ii. 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). (CCSS: L.3.4b)	<b>TG U2:</b> FS14-16, FS20-22 <b>TG U3:</b> FS8-10 <b>TG U4:</b> 60-61, 70-72, FS5-7, FS20-22



**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.	The following pages use dictionaries & glossaries. <b>TG U3:</b> 26, 74, 75, 276 <b>TG U4:</b> 252-254, 255-257
iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CCSS: L.3.4c)	<b>TG U4:</b> FS23-25, 60-61, 70-72
v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)	<b>TG U1:</b> 95-96, 363-365, 365-367 <b>TG U2:</b> 56-57, 166-168, 316-318 <b>TG U3:</b> 26 <b>TG U4:</b> 116, 246, 246-247, 276, 285-287, FS2, FS4, FS22
d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)	
i. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (CCSS: L.3.5a)	<b>TG U1:</b> 94-96 <b>TG U2:</b> 54-56, 164-166, 222-224 <b>TG U3:</b> 24-26, 26-27, 34, 37, 74-76, 76-77, 234, 274-276, 276-278 <b>TG U4:</b> 244-246, 344-346
ii. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS: L.3.5b)	<b>TG U3:</b> 284-286, 286-287, 314-316, 344-346 <b>TG U4:</b> 32, 34-35, 92-94, 274-276
iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)	<b>TG U4:</b> 112, 114-116, 134

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
e. 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). (CCSS: L.3.6)	<b>TG U1:</b> 54, 74, 84, 104, 124, 144, 174, 224, 254, 284, 334, 344-345, 356-358, 354-355, 356-358 <b>TG U2:</b> 14, 44, 64, 94, 114, 134, 154, 164, 184, 234, 264, 294, 324, 364, 384 <b>TG U3:</b> 24, 54, 74, 104, 124, 174, 214, 244, 274, 314, 334, 364, 384 <b>TG U4:</b> 14, 34, 94, 114, 144, 184, 174, 234, 254, 284, 304, 324, 344, 364
<b>Standard: 3. Writing and Composition</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
1. A writing process is used to plan, draft, and write a variety of literary genres	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)	
i. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)	<b>TG U3:</b> 48-50, 58-60, 88-90, 192 <b>TG U4:</b> 48, 58-60, 78-80, 192, 248-250, 258-260
ii. Provide reasons that support the opinion. (CCSS: W.3.1b)	<b>TG U1:</b> 292-294 <b>TG U2:</b> 292-294 <b>TG U3:</b> 68-70, 78-80, 192 <b>TG U4:</b> 68-70, 268-270
iii. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)	<b>TG U3:</b> 98-100 <b>TG U4:</b> 88-90, 192, 288-290, 392
iv. Provide a concluding statement or section. (CCSS: W.3.1d)	<b>TG U3:</b> 108-110, 118-120, 192 <b>TG U4:</b> 98-100, 108-110, 192, 298-300, 308-310, 392
v. Brainstorm ideas for writing	<b>TG U3:</b> 39, 119 <b>TG U4:</b> 219, 228, 279, 289, 299, 349

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)	
i. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)	<b>TG U1:</b> 380-382, 28-30, 48-50, 58-60, 68-70, 78-80 <b>TG U2:</b> 48-50, 58-60, 68-70, 196 <b>TG U3:</b> 196 <b>TG U4:</b> 196
ii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)	<b>TG U1:</b> 98-100, 108-110, 118-120, 128-130, 192-194 <b>TG U2:</b> 88-90, 98-100, 108-110, 118-120, 196 <b>TG U3:</b> 196 <b>TG U4:</b> 196
iii. Use temporal words and phrases to signal event order. (CCSS: W.3c)	<b>TG U1:</b> 88-90, 192-194 <b>TG U2:</b> 78-80, 196 <b>TG U3:</b> 196 <b>TG U4:</b> 196
iv. Provide a sense of closure. (CCSS: W.3.3d)	<b>TG U1:</b> 38-40, 138-140 <b>TG U2:</b> 128-130, 196 <b>TG U3:</b> 196 <b>TG U4:</b> 196
c. Write descriptive poems using figurative language	These pages explore figurative language. <b>TG U3:</b> 54, 55-57, 134, 135-137

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
2. A writing process is used to plan, draft, and write a variety of informational texts	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)	
i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)	<b>TG U1:</b> 218-220, 238-240, 248-250, 258-260, 378-379, 392-394 <b>TG U2:</b> 248-250, 278-280, 268-270, 392-394 <b>TG U3:</b> 248-250, 268-270, 278-280, 392 <b>TG U4:</b> 392
ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)	<b>TG U1:</b> 235-240, 288-290, 308-310, 339 <b>TG U2:</b> 258-260, 278-280 <b>TG U3:</b> 238-240, 298-300, 308-310
iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)	<b>TG U1:</b> 218-220, 288-290, 392-394 <b>TG U2:</b> 258-260, 392-394 <b>TG U3:</b> 238-240, 258-260, 392 <b>TG U4:</b> 392
iv. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)	<b>TG U1:</b> 268-270, 278-280 <b>TG U2:</b> 288-290, 298-300, 392-394 <b>TG U3:</b> 288-290
v. Provide a concluding statement or section. (CCSS: W.3.2d)	<b>TG U1:</b> 308-310, 392-394 <b>TG U2:</b> 308-310, 392-394 <b>TG U3:</b> 298-300, 308-310, 392 <b>TG U4:</b> 392

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Apply standard English conventions to effectively communicate with written language</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Correct grammar, capitalization, punctuation, and spelling are used when writing	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)	<b>TG U1:</b> 48-50, 58-60, 78-80, 158-160 <b>TG U2:</b> 38-40, 340-342 <b>TG U3:</b> 148-150, 348-350, 358-360, 368-370, 378-380 <b>TG U4:</b> 148-150, 168-170, 188-190, 358-360, 378-380
b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)	<b>TG U1:</b> 148-150, 168-170, 178-180, 348-350, 358-360 <b>TG U2:</b> 168-170, 178-180, 348-350, 368-370, 378-380 <b>TG U3:</b> 158-160, 168-170, 178-180, 358-360, 378-380 <b>TG U4:</b> 148-150, 168-170, 178-180, 368-370, 378-380
c. 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. (CCSS: W.3.6)	<b>TG U1:</b> 20, 50, 90, 120, 150, 180, 194, 220, 250, 270, 300, 340, 370, 380, 394 <b>TG U2:</b> 20, 30, 50, 70, 90, 110, 130, 140, 160, 190, 220, 230, 320, 394, 194 <b>TG U3:</b> 30, 60, 90, 130, 150, 180, 194, 230, 250, 290, 310, 330, 360, 370, 394 <b>TG U4:</b> 40, 70, 100, 120, 140, 160, 194, 240, 260, 280, 300, 320, 350, 390, 394
d. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)	
i. Choose words and phrases for effect. (CCSS: L.3.3a)	<b>TG U1:</b> 144-146, 146-148 <b>TG U2:</b> 24-26
ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)	<b>TG U2:</b> 112-114, 117 <b>TG U3:</b> 117 <b>TG U4:</b> 117

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)	
i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)	<b>TG U1:</b> 120-122, 140-141, 180-181, 190-191, 220-221, 230-231, 310-311, 320-322 <b>TG U2:</b> 50-51, 60-61, 80-81, 220-221, 230-231, 240-242 <b>TG U3:</b> 20-21, 30-31, 40-41, 70-71, 80-81, 220-222 <b>TG U4:</b> 100-101, 110-111, 120-122
ii. Form and use regular and irregular plural nouns. (CCSS: L.3.1b)	<b>TG U1:</b> 130-132, FS5-6, FS7-9 <b>TG U2:</b> FS7-9 <b>TG U3:</b> FS2-4 <b>TG U4:</b> 40-41, 50-52
iii. Use abstract nouns (e.g., childhood). (CCSS: L.3.1c)	<b>TG U3:</b> 280-281, 290-292 <b>TG U4:</b> 80-81, 90-92
iv. Form and use regular and irregular verbs. (CCSS: L.3.1d)	<b>TG U1:</b> 150-152, 160-161, 170-172 <b>TG U2:</b> 330-331, 340-341, 350-351, 360-362, 290-291 <b>TG U3:</b> 300-301, 310-311, 340-342 <b>TG U4:</b> 250-251, 260-261, 270-272
v. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)	<b>TG U1:</b> 60-61, 70-72 <b>TG U2:</b> 310-311, 320-322 <b>TG U3:</b> 350-351, 360-362 <b>TG U4:</b> 250-251, 260-261, 270-272
vi. Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	<b>TG U1:</b> 240-242, 250-251, 270-271, 280-281, 290-291, 300-302 <b>TG U2:</b> 130-131, 140-141, 150-151, 280-281, 290-291, 300-302 <b>TG U4:</b> 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 290-292
vii. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)	<b>TG U1:</b> 330-331, 340-342 <b>TG U2:</b> 70-72 <b>TG U3:</b> 100-101, 110-111, 120-121, 250-251, 260-261, 270-272 <b>TG U4:</b> 380-381, 390-392
viii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)	<b>TG U1:</b> 350-352, 360-361, 380-381, 390-392 <b>TG U2:</b> 250-251, 260-261, 270-272

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
ix. Produce simple, compound, and complex sentences. (CCSS: L.3.1i)	<b>TG U1:</b> 80-82, 90-91, 260-261, 300-302 <b>TG U2:</b> FS14-16, 160-161, 170-171, 180-181, 190-192 <b>TG U3:</b> FS23-25, 380-381, 390-392 <b>TG U4:</b> 300-301, 310-311, 320-321, 330-332, FS10, FS23
x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts	<b>TG U1:</b> 80, 81, 90, 91, 260, 261, 300, 301 <b>TG U2:</b> 160, 161, 170, 171, 180, 181, 190, 191, 250, 251, 270, 271 <b>TG U3:</b> 370, 371, 380, 381, 390, 391 <b>TG U4:</b> 300, 301, 310, 311, 320, 321, 330, 331
f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)	
i. Capitalize appropriate words in titles. (CCSS: L.3.2a)	<b>TG U2:</b> 30-31 <b>TG U3:</b> 190-192 <b>TG U4:</b> 340-342
ii. Use commas in addresses. (CCSS: L.3.2b)	<b>TG U4:</b> 190-192
iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)	<b>TG U1:</b> 100-101, 110-112 <b>TG U2:</b> 90-91, 100-102 <b>TG U4:</b> 170-171, 180-182
iv. Form and use possessives. (CCSS: L.3.2d)	<b>TG U1:</b> 343-345 <b>TG U2:</b> 343-345 <b>TG U3:</b> 130-131, 140-142 <b>TG U4:</b> 150-151, 160-162
v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)	<b>TG U1:</b> 41-43, 61-62, 71-73, 178-180, 281-283, 358-360, 370-372, FS8-9, FS10-12 <b>TG U2:</b> FS20-22, 370-372 <b>TG U3:</b> 170-172, FS11-13 <b>TG U4:</b> 230-232
vi. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)	<b>TG U1:</b> 131-133, 151-153, 161-162, 171-172, 212, 222, 232-234, 302-304, FS20, FS23, FS25-26 <b>TG U2:</b> 370-371, 380-382 <b>TG U4:</b> 230-232

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b>	<b>ReadyGEN Grade 3, ©2016</b>
vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)	<b>TG U1:</b> 362-363, 365-367 <b>TG U2:</b> 390-392 <b>TG U3:</b> FS4-6, 180-182 <b>TG U4:</b> 179, FS17
<b>Standard: 4. Research and Reasoning</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Researching a topic and sharing findings are often done with others	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)	<b>TG U1:</b> 258-260, 288-290, 328-330, 338-340, 388-390, 392-394, 290-292 <b>TG U2:</b> 18-20, 328-330 <b>TG U4:</b> 118-120, 318-320, 128-130
b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)	<b>TG U1:</b> 192-194, 258-260, 288-290, 328-330, 378-380, 390-391, 392-394 <b>TG U2:</b> 28-30, 318-320, 338-340 <b>TG U3:</b> 128-130, 138-140, 318-320, 328-330, 338-340 <b>TG U4:</b> 328-330, 118-120, 128-130, 138-140, 318-320
c. Interpret and communicate the information learned by developing a brief summary with supporting details	<b>TG U1:</b> 308-310, 378-380, 389 <b>TG U2:</b> 258, 260, 318-320 <b>TG U3:</b> 108-110, 118-120, 138-140, 298-300, 308-310, 349 <b>TG U4:</b> 98-100, 108-110, 298-300, 308-310
d. Develop supporting visual information (charts, maps, illustrations, models)	<b>TG U1:</b> 238-240, 298-300, 320 <b>TG U2:</b> 220, 268-270, 340, 390 <b>TG U3:</b> 278-280 <b>TG U4:</b> 140, 280, 310, 390
e. Present a brief report of the research findings to an audience	<b>TG U1:</b> 220, 240, 260, 280, 290, 340, 350, 380 <b>TG U2:</b> 330, 360 <b>TG U3:</b> 130, 140, 220, 260, 300, 330, 340 <b>TG U4:</b> 20, 120, 320, 330, 350, 390



**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Inferences and points of view exist	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Recognize that different sources may have different points of view	<b>TG U1:</b> 372-373, 382-383 <b>TG U2:</b> 362-364, 365-367, 372-374, 376-377, 385-367, 372-374, 376-377, 382-384, 385-387 <b>TG U3:</b> 69, 89 <b>TG U4:</b> 162-164, 165-167, 172-174, 175-177, 362-364, 365-367, 372-374, 375-377, 382-384, 385-387
b. Assess points of view using fairness, relevance, and breadth	<b>TG U1:</b> 372-373, 382-383 <b>TG U2:</b> 362-364, 365-367, 372-374, 376-377, 385-367, 372-374, 376-377, 382-384, 385-387 <b>TG U3:</b> 69, 89 <b>TG U4:</b> 162-164, 165-167, 172-174, 175-177, 362-364, 365-367, 372-374, 375-377, 382-384, 385-387
c. Determine the clarity, relevance, and accuracy of information	<b>TG U3:</b> 129, 328 <b>TG U4:</b> 118-120, 128-130, 318-320
d. Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations	<b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190 <b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390

**A Correlation of ReadyGEN, Grade 3, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 3**

<p style="text-align: center;"><b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 3</b></p>	<p style="text-align: center;"><b>ReadyGEN Grade 3, ©2016</b></p>
<p>e. Assess inferences for accuracy and fairness</p>	<p><b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190  <b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p>
<p>f. Recognize what they know and don't know (intellectual humility)</p>	<p><b>TG U1:</b> 219, 239, 258-259, 279, 289, 290, 299, 328, 329, 378-379, 338-339  <b>TG U2:</b> 219, 220, 258, 260, 299, 300, 318-320, 328-330, 339, 350  <b>TG U3:</b> 59, 79, 89, 129-130, 138-140, 149, 218-219, 229, 249, 258-259, 269, 287, 377, 309, 325-329, 338-337  <b>TG U4:</b> 19-20, 49, 79-80, 118-120, 128-130, 138-140, 219, 229, 249, 269-270, 279, 318-320, 328-330, 349</p>