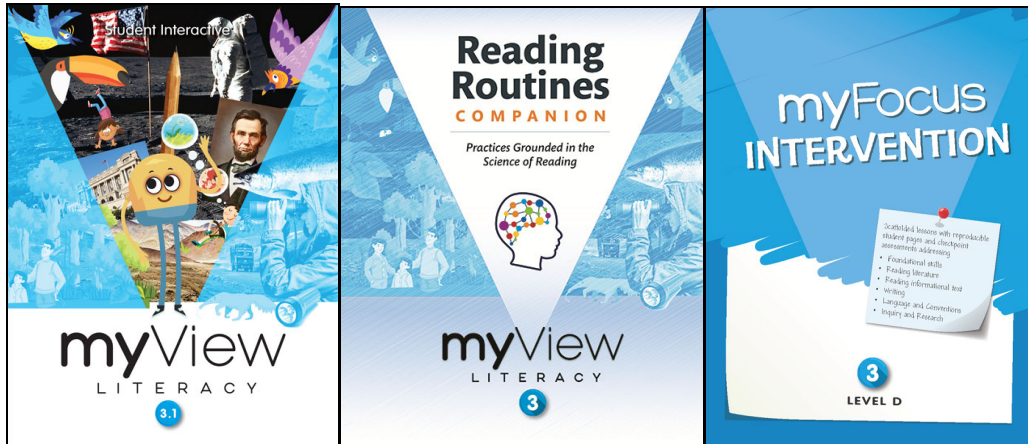


Correlations of



Grade 3

To the

**Indiana Academic Standards
English Language Arts
SAT / IAS ELA Priorities**

Grade 3

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<p>3.RL Reading: Literature There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>Learning Outcome</p>	
<p>3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1: Independent Reading Log, T11 Book Club, T488–T501 Literary Text, T14–T83, T84–T145, T146–T207, T278–T339</p> <p>Unit 2: Independent Reading Log, T11 Book Club, T470–T483 Literary Text, T138–T197</p> <p>Unit 3: Independent Reading Log, T11 Book Club, T472–T485 Literary Text, T14–T83, T84–T143, T144–T205, T266–T323</p> <p>Unit 4: Independent Reading Log, T11 Book Club, T478–T491 Literary Text, T268–T329</p> <p>Unit 5: Independent Reading Log, T11 Book Club, T476–T489 Literary Text, T198–T265, T266–T327</p> <p>Reading Routines Companion – Grade 3 Prosody: Poetry, 159-160 Prosody: Narrative Texts, 161-162 Prosody: Drama, 165-166</p> <p>myFocus Intervention – Level D 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>

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<p>3.RL.2 Key Ideas and Textual Support</p>	
<p>3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Unit 1: 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>Unit 2: First-read Strategies: Generate Questions (examples), T175</p> <p>Unit 3: First-read Strategies: Generate Questions (examples), T32, T35, T46, T47, T50, T112, T114, T173, T292, T294</p> <p>Unit 4: Make Inferences, T283 First-read Strategies: Generate Questions (examples), T286, T288, T296</p> <p>Unit 5: Evaluate Details, T286, T288, T290, T297, T314–T315 First-read Strategies: Generate Questions (examples), T216, T219, T221, T225, T228, T291, T294, T297</p> <p>Reading Routines Companion – Grade 3 Ask and Answer Questions, 181-182</p> <p>myFocus Intervention – Level D 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>

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<p>3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>	<p>Unit 1: 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>Unit 2: Retell Texts, T21</p> <p>Unit 3: 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>Unit 4: Identify Play Elements, T288, T290, T292, T298, T301, T308–T309</p> <p>Reading Routines Companion – Grade 3 Students can use the following material to complete this objective: Prosody: Narrative Texts, 161-162 Text Structure: Chronological/ Sequence, 195-196</p> <p>myFocus Intervention – Level D 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>

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<p>3.RN Reading: Nonfiction There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>Learning Outcome</p>	
<p>3.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<p>This objective is practiced throughout all units in myView, for examples see: Unit 1: Independent Reading Log, T11 Book Club, T488–T501 Informational Text, T208–T277 Unit 2: Independent Reading Log, T11 Book Club, T470–T483 Informational Text, T14–T75, T76–T137, T198–T259, T260–T321 Unit 3: Independent Reading Log, T11 Book Club, T472–T485 Informational Text, T206–T265 Unit 4: Independent Reading Log, T11 Book Club, T478–T491 Informational Text, T14–T77, T78–T137, T138–T201, T202–T267 Unit 5: Independent Reading Log, T11 Book Club, T476–T489 Informational Text, T14–T79, T80–T137, T138–T197</p> <p>Reading Routines Companion – Grade 3 Make Inferences, 185-186 Main Idea and Details, 187-188</p> <p>myFocus Intervention – Level D 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>

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<p>3.RN.2 Key Ideas and Textual Support</p>	
<p>3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Unit 1: First-read Strategies: Generate Questions (examples), T226, T229, T237, T249</p> <p>Unit 2: 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>Unit 3: First-read Strategies: Generate Questions (examples), T224, T226, T230, T232, T235</p> <p>Unit 4: 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>Unit 5: First-read Strategies: Generate Questions (examples), T32, T36, T41, T156, T159, T165, T167</p> <p>Reading Routines Companion – Grade 3 Ask and Answer Questions, 181-182 Make Inferences, 185-186 Main Idea and Details, 187-188</p> <p>myFocus Intervention – Level D 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>

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<p>3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>	<p>Unit 1: 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>Unit 2: 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>Unit 3: Cross-Curricular Perspectives: Science, T45, T46 Explore Infographics, T148–T149, T270–T271 Analyze Text Structure, T227, T231, T233, T234, T244–T245</p> <p>Unit 4: 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>Unit 5: Explore Infographics, T142–T143 Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p>Reading Routines Companion – Grade 3 Main Idea and Details, 188-189 Synthesize, 193-194 Text Structure: Steps in a Process, 199-200 Text Structure: Cause and Effect, 201-202</p> <p>myFocus Intervention – Level D Lesson 37 Describe Relationships Between Ideas, T241–T246</p>

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<p>3.RN.3 Structural Elements and Organization</p>	
<p>3.RN.3.3 Distinguish one’s own perspective from that of the author of the text.</p>	<p>Unit 4: Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247</p> <p>myFocus Intervention – Level D Lesson 40 Author’s Purpose and Viewpoint, T261–T266</p>
<p>3.RN.4 Connection of Ideas</p>	
<p>3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.</p>	<p>Unit 2: Persuasive Text, T226–T227</p> <p>Unit 4: Genre Immersion Lesson: Opinion Essay, T339, T340–T341 Minilesson: Point of View and Reasons, T348–T349 Distinguish Between Fact and Opinion, T372–T373</p> <p>myFocus Intervention – Level D Lesson 34 Genre: Argumentative Texts, T221–T226</p>

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<p>3.RN.4.3 Standard begins at sixth grade.</p>	
<p>3.RV Reading: Vocabulary There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>Learning Outcome</p>	
<p>3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases.</p>	<p>Unit 1: 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>Unit 2: 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>Unit 3: 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>Unit 4: Develop Vocabulary, T50–T51, T110–T111, T302–T303 Academic Vocabulary, T12, T24–T25, T88–T89, T101, T148–T149, T212–T213, T278–T279</p> <p>Unit 5: 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>Reading Routines Companion – Grade 3 Oral Vocabulary: Build Background Knowledge, 135-136 Context Clues: Synonyms, 139-140 Context Clues: Antonyms, 141-142 Context Clues: Surrounding Text, 143-144 Word Parts for Meaning, 145-145 Figurative Language: Similes, 148-149 Figurative Language: Metaphors, 149-150 Figurative Language: Analogies, 151-152</p>

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	<p>myFocus Intervention – Level D 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>3.RV.2 Vocabulary Building</p>	
<p>3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<p>Unit 1: Context Clues, T156–T157, T169, T171, T176 Vocabulary in Context, T105, T110, T240, T305 Unit 2: Context Clues, T148–T149, T159, T165 Vocabulary in Context, T103, T228, T288 Unit 3: Context Clues, T154–T155, T167 Vocabulary in Context, T36, T106, T175, T276, T228 Unit 4: Context Clues, T148–T149, T165, T167, T168 Vocabulary in Context, T36, T101, T106, T160, T226 Unit 5: Context Clues, T148–T149, T158, T161 Vocabulary in Context, T42, T103, T162, T229, T232</p> <p>Reading Routines Companion – Grade 3 Context Clues: Synonyms, 139-140 Context Clues: Antonyms, 141-142 Context Clues: Surrounding Text, 143-144 Monitor Comprehension, 189-190</p> <p>myFocus Intervention – Level D Lesson 13 Use Context Clues, T93–T96</p>

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<p>3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</p>	<p>Unit 1: Synonyms and Antonyms, T94–T95, T112, T86–T87, T99</p> <p>Unit 2: Synonyms and Antonyms, T86–T87, T99</p> <p>Unit 3: Synonyms and Antonyms, T94–T95, T106, T109</p> <p>Unit 4: Synonyms and Antonyms, T188–T89, T101, T103, T107 Homographs, T414, T418, T422, T430 Spell Homophones, T438, T442, T446, T454</p> <p>Unit 5: Synonyms and Antonyms, T90–T91, T100, t101</p> <p>Reading Routines Companion – Grade 3 Homographs, 93-94 Homophones, 95-96 Context Clues: Synonyms, 139-140 Context Clues: Antonyms, 141-142</p> <p>myFocus Intervention – Level D Lesson 16 Homophones, Homographs, Synonyms, and Antonyms, T107–T110</p>

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<p>3.RV.3 Vocabulary in Literature and Nonfiction Texts</p>	
<p>3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).</p>	<p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p>Unit 1: Develop Vocabulary, T56–T57, T118–T119, T180–T181, T312–T313 Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240</p> <p>Unit 2: Develop Vocabulary, T170–T171 Figurative Language, T45, T208–T209, T227, T230</p> <p>Unit 3: Develop Vocabulary, T238–T239 Figurative Language, T50, T216–T217, T230, T236</p> <p>Unit 4: Develop Vocabulary, T302– T303 Figurative Language, T44, T238</p> <p>Unit 5: Develop Vocabulary, T238–T239, T300–T301 Figurative Language, T208, T230, T234</p> <p>Reading Routines Companion – Grade 3 Oral Vocabulary: Build Background Knowledge, 135-136 Use Resources, 137-138 Context Clues: Synonyms, 139-140 Context Clues: Antonyms, 141-142 Context Clues: Surrounding Text, 143-144 Word Parts for Meaning, 145-146 Figurative Language: Similes, 147-148 Figurative Language: Metaphors, 149-150 Figurative Language: Analogies, 151-152</p> <p>myFocus Intervention – Level D Lesson 14 Determine the Meanings of Unfamiliar Words, T97–T100</p>

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<p>3.W Writing There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet Learning Outcome for Writing.</p>	
<p>Learning Outcome</p>	
<p>3.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<p>Unit 1: 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>Unit 2: 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>Unit 3: 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>Unit 4: 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</p> <p>Unit 5: Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261 Poetry, T334–T351, T358–T379, T386–T403</p> <p>myFocus Intervention – Level D 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>

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3.W.2 Handwriting	
3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	<p>Unit 1: Edit for Legibility, T446–T447</p> <p>Unit 2: Minilesson: Edit for Legibility, T428–T429</p> <p>myFocus Intervention – Level D 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>
3.W.2.2 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.
3.W.3 Writing Genres	
3.W.3.1 Write persuasive compositions in a variety of forms that	
3.W.3.1a State the opinion in an introductory statement or section.	<p>Unit 1: Explore and Plan: Argumentative Writing, T474–T475</p> <p>Unit 3: Explore and Plan: Argumentative Writing, T458–T459</p> <p>Unit 4: Opinion Essay, T339, T340–T341 Minilesson: Plan Your Opinion Essay, T339, T356 Develop the Topic, T344–T345 Brainstorm Topics and Focus on Opinion, T352–T353</p> <p>Unit 5: Explore and Plan: Argumentative Writing, T462–T463</p> <p>myFocus Intervention – Level D 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>

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<p>3.W.3.1b Support the opinion with reasons in an organized way.</p>	<p>Unit 4: 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>myFocus Intervention – Level D 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>3.W.3.1c Connect opinion and reasons using words and phrases.</p>	<p>Unit 4: 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>Unit 5: Explore and Plan: Argumentative Writing, T462–T463</p> <p>myFocus Intervention – Level D 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>3.W.3.1d Provide a concluding statement or section.</p>	<p>Unit 4: Compose an Introduction, T388–T389 Compose A Conclusion, T400</p> <p>myFocus Intervention – Level D 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>

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<p>3.W.3.2 Write informative compositions on a variety of topics that:</p>	
<p>3.W.3.2a State the topic, develop a main idea for the introductory paragraph, and group related information together.</p>	<p>Unit 2: 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>Unit 4: Explore and Plan: Informational Writing, T464–T465</p> <p>myFocus Intervention – Level D 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>3.W.3.2b Develop the topic with facts and details.</p>	<p>Unit 2: 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>myFocus Intervention – Level D 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>3.W.3.2c Connect ideas within categories of information using words and phrases.</p>	<p>Unit 2: Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389 Minilesson: Develop and Compose A Conclusion, T396</p> <p>myFocus Intervention – Level D 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>

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<p>3.W.3.2d Use text features (e.g., pictures, graphics) when useful to aid comprehension.</p>	<p>Unit 2: Add Illustrations, T392–393 Extend Research: Include Visuals/Media, T464–T465</p> <p>Unit 3: Extend Research: Incorporate Media, T466–T467 Collaborate and Discuss: Revise and Edit, Peer Review, T468–T469</p> <p>Unit 4: Extend Research: Include Images, T472–T473</p> <p>Unit 5: Extend Research: Present a Slide Show, T470–T471</p> <p>myFocus Intervention – Level D Lesson 48 Write Informational Text, T303–T306</p>
<p>3.W.3.2e Provide a concluding statement or section.</p>	<p>Unit 2: Organize Steps into Sequence, T388–T389 Minilesson: Develop and Compose A Conclusion, T396</p> <p>myFocus Intervention – Level D 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>

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<p>3.W.3.3 Write narrative compositions in a variety of forms that-</p>	
<p>3.W.3.3a Establish an introduction (e.g., situation, narrator, characters).</p>	<p>Unit 1: 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>Unit 3: 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>myFocus Intervention – Level D 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>3.W.3.3b Include specific descriptive details and clear event sequences.</p>	<p>Unit 1: Setting and Sequence of Events, T349, T358–T359 Minilesson: Compose A Setting, T373, T382–T383 Develop an Engaging Idea, T374–T375 Problem, T386–T387 Resolution, T390–T391 Minilesson: Compose an Introduction, T398 Describe Actions, Thoughts, and Feelings & Activities, T410–T411</p> <p>Unit 3: 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</p> <p>myFocus Intervention – Level D Lesson 44 Plan / Draft Piece of Writing, T285–T288 Lesson 47 Write Narrative Text, T299–T3</p>

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<p>3.W.3.3c Include dialogue.</p>	<p>Unit 1: Minilesson: Develop Dialogue, T406–T407 Describe Actions, Thoughts, and Feelings & Activities, T410–T411 Unit 3: Minilesson: Compose Dialogue, T394–T395</p> <p>myFocus Intervention – Level D 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>3.W.3.3d Connect ideas and events using introduction and transition words.</p>	<p>Unit 1: Setting and Sequence of Events, T349 Develop an Event Sequence, T402–T403 Unit 3: Draft an Event Sequence, T386–T387</p> <p>myFocus Intervention – Level D Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302</p>
<p>3.W.3.3e Provide an ending.</p>	<p>Unit 1: Compose a Conclusion, T414 Unit 3: Minilesson: Plot: Plan a Resolution, T370–T371</p> <p>myFocus Intervention – Level D Lesson 46 Revise and Edit, T293–T296 Lesson 47 Write Narrative Text, T299–T302</p>

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3.W.4 The Writing Process	
3.W.4 Apply the writing process to	
3.W.4a Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	<p>Unit 1: 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>Unit 2: 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>Unit 3: 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>Unit 4: 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>Unit 5: Poetry, T334–T351, T358–T379, T386–T403</p> <p>myFocus Intervention – Level D 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>

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3.W.4b Use available technology to produce and publish legible documents.	<p>Unit 1: Publish and Celebrate, T454</p> <p>Unit 2: Publish and Celebrate, T436</p> <p>Unit 3: Minilesson: Publish and Celebrate, T438</p> <p>Unit 4: Minilesson: Use Technology to Publish Writing, T436 Publish and Celebrate, T444</p> <p>Unit 5: Minilesson: Create a Visual Display, T402 Minilesson: Publish and Celebrate, T442</p> <p>myFocus Intervention – Level D Lesson 47 Write Narrative Text, T299–T302 Lesson 48 Write Informational Text, T303–T306 Lesson 49 Write Argumentative Text, T307–T310</p>
3.W.6 Conventions of Standard English	
3.W.6.1 Demonstrate command of English grammar and usage, focusing on:	
3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	<p>Unit 4: Write for a Reader, T66–T67</p> <p>Unit 5: Edit for Nouns, T418</p> <p>myFocus Intervention – Level D Lesson 53 Nouns and Verbs, T325–T328</p>
3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<p>Unit 1: Verbs, T450–T451</p> <p>Unit 2: Helping Verbs, T435, T439, T443, T447</p> <p>Unit 3: Irregular Verbs, T413, T417, T421, T425, T433 Simple Verb Tenses, T164, T389, T393, T397, T401, T409</p> <p>myFocus Intervention – Level D Lesson 53 Nouns and Verbs, T325–T328</p>

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<p>3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<p>Unit 1: Minilesson: Comparative and Superlative Adjectives, T426–T427 Minilesson: Adverbs, T434–T435 Unit 4: Comparing with Adjectives, T419, T423, T427, T431 Adverbs, T443, T447, T451, T455 Unit 5: Comparing with Adjectives, T345, T349, T353, T357, T365 Comparative and Superlative Adjectives, T422–T423 Adverbs, T341, T369, T373, T377, T389, T438–T439</p> <p>myFocus Intervention – Level D Lesson 55 Adjectives and Adverbs, T335–T338</p>
<p>3.W.6.1d Prepositions – Standard begins at fourth grade.</p>	
<p>3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).</p>	<p>Unit 1: Simple Sentences, T356, T361, T365, T369, T377 Compound Sentences, T429, T433, T437, T441, T449 Unit 2: Compound Sentences, T420 Unit 4: Compound Sentences, T291 Unit 5: Complex Sentences, T393, T397, T401, T405, T413</p> <p>myFocus Intervention – Level D Lesson 52 Understand Coordinating and Subordinating Conjunctions, T321–T324</p>

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