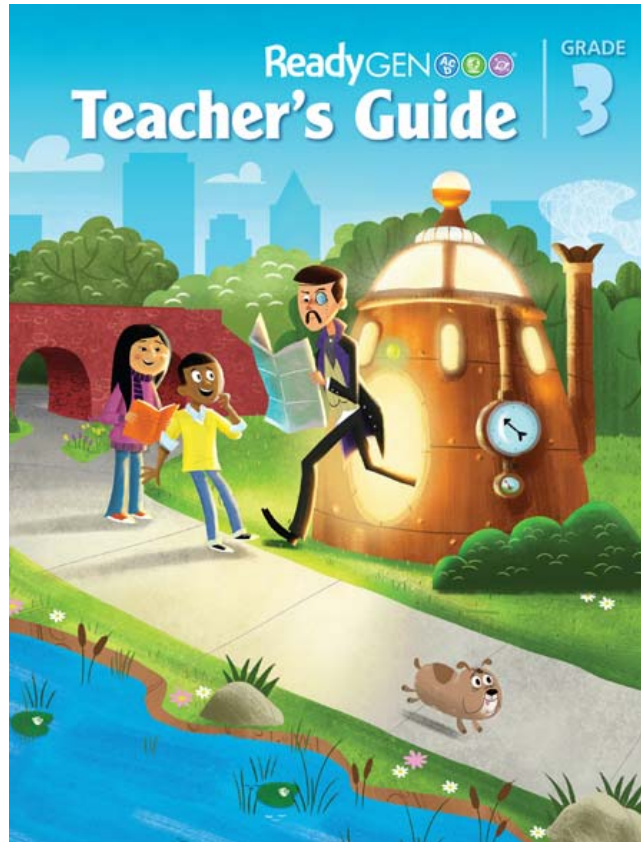


A Correlation of
ReadyGEN
Grade 3, ©2016



To the
Indiana
Academic Standards for
English Language Arts

A Correlation of ReadyGEN, Grade 3 ©2016 to the Indiana Academic Standards for English Language Arts

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the **Indiana Academic Standards for English Language Arts**. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

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

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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Table of Contents

READING: <i>Foundations</i>	4
READING: <i>Literature</i>	7
READING: <i>Nonfiction</i>	8
READING: <i>Vocabulary</i>	10
WRITING	12
SPEAKING AND LISTENING	17
MEDIA LITERACY	19

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Indiana Academic Standards For English Language Arts	ReadyGEN, Grade 3 ©2016
GRADE 3	
READING	
<p>Guiding Principle: <i>Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.</i></p>	
READING: Foundations	
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
Learning Outcome	
3.RF.1 Apply foundational reading skills to build reading fluency and comprehension.	<p>TG U1: 67, 87, 117, 167, 187, 227, 277, 317, 347, 377</p> <p>TG U2: 87, 167, 217, 247, 287, 317, 327, 357</p> <p>TG U3: 27, 47, 67, 87, 127, 167, 267, 287, 327, 357, 387</p> <p>TG U4: 47, 87, 127, 217, 247, 287, 327, 357</p>
Print Concepts	
3.RF.2.1 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.
3.RF.2.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.
3.RF.2.3 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.
3.RF.2.4 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.

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Phonological Awareness	
3.RF.3.1 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously. For example, see: TG U1: 22, 222 TG U2: 22 TG U3: 297, 332, FS23 TG U4: 123</i>
3.RF.3.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>
3.RF.3.3 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>
3.RF.3.4 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>
3.RF.3.5 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>
Phonics	
3.RF.4.1 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>
3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	TG U1: FS3, FS4, FS9, FS10, FS21, FS22, FS24, FS25 TG U2: FS15, FS16, FS21, FS22 TG U3: FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19 TG U4: FS6, FS7, FS18, FS19, FS21, FS22
3.RF.4.3 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>

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3.RF.4.4 Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i> ; <i>doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i>).	TG U1: FS5, FS6, FS7, FS8, FS9, FS10 TG U2: FS5, FS6, FS7, FS23, FS24, FS25 TG U3: FS23, FS24, FS25 TG U4: FS2, FS3, FS4
3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>).	TG U3: FS23, FS24, FS25 TG U4: FS23, FS24, FS25
3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i>) and possessives (e.g., <i>children's, Dennis's</i>).	TG U1: 343 TG U2: FS14, FS15, FS16, FS20, FS21, FS22 TG U3: FS8, FS9, FS10, FS11, FS12, FS13 TG U4: FS5, FS6, FS7, FS20, FS21, FS22
Fluency	
3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	TG U1: 27, 67, 77, 87, 117, 167, 187, 227, 267, 277, 287, 317, 357, 377 TG U2: 27, 47, 67, 87, 97, 127, 167, 177, 187, 217, 247, 277, 287, 317, 327, 357 TG U3: 17, 27, 47, 67, 87, 97, 117, 127, 167, 177, 227, 267, 287, 327, 347, 357 TG U4: 27, 47, 67, 87, 117, 127, 147, 167, 187, 217, 247, 277, 287, 317, 327, 357

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READING: Literature	
There are three key areas found in the Reading: Literature section for grades 6-12: 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.	
Learning Outcome	
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.	TG U1: 15, 45, 75, 105, 115, 125, 145, 175, 245, 265, 285 TG U2: 35, 45, 55, 65, 75, 85, 95, 105, 135, 155, 165, 175, 185, 355 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165 TG U4: 15, 25, 35, 45, 125, 145, 165, 175, 285, 345
Key Ideas and Textual Support	
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.	TG U1: 34, 35-37, 93, 133, 136, 143, 163, 263, 273, 283, 293 TG U2: 342-344, 346-347, 353 TG U3: 23, 33, 43, 73, 83, 123, 133, 153, 163, 173, 183 TG U4: 33, 113, 153, 173
3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	TG U1: 252-253, 292-294, 295-297, 372, 374, 375, 382-384, 385-387 TG U2: 42-43, 45, 62-64, 65-67, 92-94, 95-97, 152-154, 155-157, 332-334, 335 TG U3: 22-23, 72-73, 92-94, 95-97, 122-123, 132-133, 142-144, 145-147, 182-184, 185-187 TG U4: 122-124, 125-127, 152-154, 155-157, 182, 185-187
3.RL.2.3 Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.	TG U1: 12-14, 15-17, 22-23, 82-84, 85-87, 112-114, 122-124, 125-127, 132-134, 135, 142-143 TG U2: 32-34, 35, 44, 45-47, 52-53, 72-74, 75-77, 102-104, 105-107, 122-124, 125-127 TG U3: 42-44, 45-47, 82-84, 85-87, 102-104, 105-107, 162-164, 165-167 TG U4: 12-14, 15-17, 22-24, 25-27, 132-133

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3.RL.2.4 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>
Structural Elements and Organization	
3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	TG U1: 54, 55-57, 74, 75-77, 152-154, 155-157 TG U3: 12 TG U4: 142-144, 145-147, 184, 185-187
3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.	TG U1: 102-104, 105-107, 242-244, 245-247 TG U3: 112-114, 115-117
Synthesis and Connection of Ideas	
3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>).	TG U1: 272-274, 275-277, 377 TG U2: 82-84, 85-87, 142-144, 145-147, 344, 346-347 TG U3: 14, 15-17, 62-64, 65-67, 124, 125-127, 154, 155-157 TG U4: 13, 14
3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i>).	TG U1: 114, 115-117
READING: Nonfiction	
There are three key areas found in the Reading: Nonfiction section for grades 6-12: 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.	
Learning Outcome	
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.	TG U1: 335, 345, 355, 365, 375 TG U2: 215, 225, 235, 245, 255, 265, 275, 305, 315, 375, 385 TG U3: 215, 225, 235, 245, 255, 265, 295, 305, 325, 335, 355, 385 TG U4: 75, 235, 245, 255, 265, 275, 295, 305, 315, 385

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Key Ideas and Textual Support	
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.	TG U1: 213, 217, 303, 313, 323, 333, 343, 353, 363, 373 TG U2: 262-264, 265-267, 283 TG U3: 214, 215-217, 232-233, 264, 265-267 TG U4: 53, 63, 73, 83, 93, 213, 223, 233, 253, 263, 303, 323, 333, 353
3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	TG U1: 212-214, 215-217, 223-224, 225-227, 303-304, 305-307, 312-314, 315-317, 352-353, 372 TG U2: 12-14, 15-17, 22-23, 212-214, 215-217, 242-244, 245-247, 272-274, 275-277 TG U3: 262-263, 272-273, 282-283, 302-304, 305-307, 312, 342-343, 372-374, 375-377 TG U4: 82-84, 85-87, 212-214, 215-217, 242-243, 292-293, 322-324, 325-327, 332-334, 335
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.	TG U1: 342-344, 346-347 TG U3: 222-224, 225-227, 252-254, 256-257, 292-294, 295-297, 332-334, 335, 352-354, 355-357, 382-384, 385-387 TG U4: 62-64, 65-67, 232-233, 262-264, 265-267, 312-313, 352-354, 355-357, 382-383
Structural Elements and Organization	
3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>).	TG U1: 222-224, 225-227, 302-304, 305-307, 332-334, 335, 362-364, 366-367 TG U2: 267, 292-294, 295-297, 312-314, 315-317 TG U3: 222, 223, 242, 243, 313, 322-324, 325-327 TG U4: 224, 225-227, 252-254, 255-257
3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	TG U1: 342-344, 346-347 TG U2: 244, 245-247 TG U3: 333-334, 335, 343, 352-354, 355-357 TG U4: 62-64, 65-67, 354, 355-357
3.RN.3.3 Distinguish one’s own perspective from that of the author of the text.	TG U2: 302-304, 305-307 TG U4: 72-74, 75-77, 234, 235, 237

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Synthesis and Connection of Ideas	
3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	For related content, please see: TG U3: 19, 36 TG U4: 49, 306
3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.	TG U2: 322-324, 326-327, 362-364, 365-367, 372-374, 375-377, 382-384, 385-387 TG U3: 304, 305-307, 374, 375-377 TG U4: 102-104, 105-107, 162-164, 165-167, 372-374, 375-377
3.RN.4.3 <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.
READING: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades 6-12: 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.	
Learning Outcome	
3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases.	This objective is addressed throughout. See, for example: TG U1: 14, 54, 74, 114, 154, 224, 264, 324, 374 TG U2: 34, 64, 84, 104, 164, 234, 274, 334, 384 TG U3: 24, 74, 124, 214, 264, 314, 354, 384 TG U4: 34, 94, 104, 164, 234, 304, 344, 374
Vocabulary Building	
3.RV.2.1 Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words.	TG U1: 354, 355 TG U2: 254, 255-257, 312-314, 315-317, 352-354, 355-357 TG U3: 73, 83 TG U4: 23, 233, 243, 254, 256-257, 285-287
3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>).	TG U1: 213, 383 TG U2: 103, 263, 303, 353, 357 TG U3: 73, 312, 322, 332, 342, 352, 353, FS20, FS21, FS22 TG U4: 83, 253

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3.RV.2.3 <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.
3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	TG U1: FS8, FS9, FS10 TG U2: FS14, FS15, FS16, FS20, FS21, FS22 TG U3: FS8, FS9, FS10, FS11, FS12, FS13 TG U4: 93, FS5, FS6, FS7, FS20, FS21, FS22, FS23, FS24, FS25
3.RV.2.5 Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.	TG U1: 95, 96, 354, 363, 365, 366 TG U2: 56, 166, 316 TG U3: 26 TG U4: 116, 246, 247, 253, 256, 257, 276, 285, 286, FS22
Vocabulary in Literature and Nonfiction Texts	
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., <i>similes</i>).	TG U1: 94, 95-97, 243, 263 TG U2: 43, 54, 55-57, 73, 113, 164, 165-167, 173 TG U3: 23-24, 25-27, 33, 34, 35, 37, 74, 75-77, 213 TG U4: 113
3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	TG U1: 354, 355-357 TG U2: 252-254, 256-257, 312-314, 315-317 TG U4: 284, 285-287
3.RV.3.3 Recognize the meanings of idioms in context.	TG U1: 33, 63, 83, 93, 133, 163, 173, 183, 243, 263, 273, 293, 313, 373 TG U2: 53, 63, 83, 123, 143, 167, 343 TG U3: 43, 133, 143, 153 TG U4: 53, 283

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Indiana Academic Standards For English Language Arts	ReadyGEN, Grade 3 ©2016
WRITING	
Guiding Principle: <i>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.</i>	
WRITING	
There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
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.	This objective is addressed throughout. See, for example: TG U1: 28-30, 48-50, 88-90, 118-120, 148-150, 168-170, 192-199, 238-240, 268-270, 298-300, 328-330, 348-350, 358-360, 368-370, 392-399 TG U2: 18-20, 38-40, 68-70, 98-100, 148-150, 192-199, 228-230, 248-250, 278-280, 298-300, 328-330, 378-380, 392-399 TG U3: 28-30, 48-50, 78-80, 108-110, 138-140, 178-180, 192-199, 258-260, 288-290, 318-320, 348-350, 368-370, 392-399 TG U4: 38-40, 58-60, 118-120, 148-150, 188-190, 228-230, 248-250, 278-280, 298-300, 308-310, 328-330, 358-360, 378-380, 392-399
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.	TG U2: 189 TG U4: 389
3.W.2.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>

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Writing Genres: Argumentative, Informative, and Narrative	
3.W.3.1 Write persuasive compositions in a variety of forms that –	
<ul style="list-style-type: none"> State the opinion in an introductory statement or section. 	TG U3: 48-50, 58-60, 192-199 TG U4: 48-50, 58-60, 192-199, 248-250, 258-260
<ul style="list-style-type: none"> Support the opinion with reasons in an organized way 	TG U3: 68-70, 78-80, 88-90, 192-199 TG U4: 68-70, 78-80, 268-270
<ul style="list-style-type: none"> Connect opinion and reasons using words and phrases. 	TG U3: 98-100 TG U4: 88-90, 192-199, 288-290, 392-399
<ul style="list-style-type: none"> Provide a concluding statement or section. 	TG U3: 108-110, 118-120, 192-199 TG U4: 98-100, 108-110, 192-199, 298-300, 308-310, 392-399
3.W.3.2 Write informative compositions on a variety of topics that –	
<ul style="list-style-type: none"> State the topic, develop a main idea for the introductory paragraph, and group related information together. 	TG U1: 218-220, 248-250, 258-260, 378-380, 392-399 TG U2: 248-250, 278-280, 392-399 TG U3: 248-250, 268-270, 392-399
<ul style="list-style-type: none"> Develop the topic with facts and details. 	TG U1: 218-220, 288-290, 392-399 TG U2: 258-260, 392-399 TG U3: 238-240, 258-260, 392-399
<ul style="list-style-type: none"> Connect ideas within categories of information using words and phrases. 	TG U1: 268-270, 278-280 TG U2: 288-290, 298-300, 392-399 TG U3: 288-290
<ul style="list-style-type: none"> Use text features (e.g., <i>pictures, graphics</i>) when useful to aid comprehension. 	TG U1: 238-240, 258-260, 392-399 TG U2: 268-270 TG U3: 278-280, 392-399
<ul style="list-style-type: none"> Provide a concluding statement or section. 	TG U1: 308-310, 392-399 TG U2: 308-310, 392-399 TG U3: 298-300, 308-310, 392-399
3.W.3.3 Write narrative compositions in a variety of forms that –	
<ul style="list-style-type: none"> Establish an introduction (e.g., <i>situation, narrator, characters</i>). 	TG U1: 48-50, 58-60, 68-70, 78-80, 192-199 TG U2: 48-50, 58-60, 68-70, 192-199

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<p style="text-align: center;">Indiana Academic Standards For English Language Arts</p>	<p style="text-align: center;">ReadyGEN, Grade 3 ©2016</p>
<ul style="list-style-type: none"> • Include specific descriptive details and clear event sequences. 	<p>TG U1: 78-80, 98-100, 118-120, 128-130, 192-199 TG U2: 68-70, 108-110, 118-120, 192-199</p>
<ul style="list-style-type: none"> • Include dialogue. 	<p>TG U1: 98-100, 108-110 TG U2: 88-90, 98-100, 192-199</p>
<ul style="list-style-type: none"> • Connect ideas and events using introduction and transition words. 	<p>TG U1: 88-90, 192-199 TG U2: 78-80, 192-199</p>
<ul style="list-style-type: none"> • Provide an ending. 	<p>TG U1: 38-40, 138-140, 192-199 TG U2: 128-130, 192-199</p>

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The Writing Process	
3.W.4 Apply the writing process to –	
<ul style="list-style-type: none"> 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., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>). 	<p>TG U1: 148-150, 158-160, 168-170, 178-180, 348-350, 358-360</p> <p>TG U2: 168-170, 178-180, 348-350, 358-360, 368-370, 378-380</p> <p>TG U3: 148-150, 158-160, 168-170, 178-180, 348-350, 358-360, 378-380</p> <p>TG U4: 148-150, 158-160, 168-170, 178-180, 348-350, 358-360, 368-370, 378-380</p>
<ul style="list-style-type: none"> Use technology to interact and collaborate with others to publish legible documents. 	<p>TG U1: 20, 50, 90, 120, 150, 180, 194, 220, 250, 270, 300, 340, 370, 380, 394</p> <p>TG U2: 20, 30, 50, 70, 90, 110, 130, 140, 160, 190, 194, 220, 230, 320, 394</p> <p>TG U3: 30, 60, 90, 130, 150, 180, 194, 230, 250, 290, 310, 330, 360, 370, 394</p> <p>TG U4: 40, 70, 100, 120, 140, 160, 194, 240, 260, 280, 300, 320, 350, 390, 394</p>
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
3.W.5 Conduct short research on a topic.	
<ul style="list-style-type: none"> Identify a specific topic or question of interest (e.g., <i>where did Benjamin Harrison grow up?</i>). 	<p>TG U1: 288-290, 328-330, 378-380, 388-390, 392-399</p> <p>TG U2: 258-260</p> <p>TG U3: 228-230, 258-260, 328-330, 338-340</p> <p>TG U4: 138-140</p>
<ul style="list-style-type: none"> Locate information in reference texts, electronic resources, or through interviews. 	<p>TG U1: 258-260, 378-380, 388-390</p> <p>TG U2: 18-20, 218-220, 258-260, 318-320, 328-330</p> <p>TG U3: 128-130, 138-140</p> <p>TG U4: 118-120, 128-130, 318-320, 328-330</p>
<ul style="list-style-type: none"> Recognize that some sources may be more reliable than others. 	<p>TG U1: 258-260, 388-390</p> <p>TG U2: 258-260, 328-330, 348-350</p> <p>TG U3: 128-130, 258-260</p> <p>TG U4: 118-120, 128-130, 318-320</p>
<ul style="list-style-type: none"> Record relevant information in their own words. 	<p>TG U2: 258-260, 318-320, 328-330</p> <p>TG U3: 138-140, 328-330</p> <p>TG U4: 118-120, 128-130, 318-320</p>

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Indiana Academic Standards for English Language Arts**

Indiana Academic Standards For English Language Arts	ReadyGEN, Grade 3 ©2016
<ul style="list-style-type: none"> Present the information, choosing from a variety of formats. 	TG U1: 330, 380, 398 TG U2: 20, 220, 320, 330 TG U3: 330, 398 TG U4: 120, 130, 320
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
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., <i>hope, thought</i>).	TG U3: 280-281, 290-291 TG U4: 80-81, 90-91
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.	TG U1: 60-61, 70-71, 80-81, 150-151, 170-171, 270-271, 280-281, 290-291, 300-301 TG U2: 290-291, 310-311, 320-321, 330-331, 340-341, 350-351, 360-361 TG U3: 300-301, 310-311, 340-341, 350-351, 360-361 TG U4: 250-251, 260-261, 270-271
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.	TG U1: 330-331, 340-341 TG U2: 70-71 TG U3: 100-101, 110-111, 120-121, 250-251, 260-261, 270-271 TG U4: 380-381, 390-391
3.W.6.1d <i>Standard begins at fourth grade.</i>	This standard begins at fourth grade according to the Indiana Academic Standards for English Language Arts.
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., <i>and, for, but, or</i>).	TG U1: 80-81, 90-91, 260-261, 300-301 TG U2: 160-161, 170-171, 180-181, 190-191 TG U3: 380-381, 390-391 TG U4: 300-301, 310-311, 320-321, 330-331
3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	TG U2: 30-31 TG U3: 179, 190-191 TG U4: 340-341

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Indiana Academic Standards For English Language Arts	ReadyGEN, Grade 3 ©2016
3.W.6.2b Punctuation –	
<ul style="list-style-type: none"> Correctly using apostrophes to form contractions and singular and plural possessives. 	TG U1: 343 TG U3: 130-131, 140-141 TG U4: 150-151, 160-161
<ul style="list-style-type: none"> Using quotation marks to mark direct speech. 	TG U1: 100-101 TG U2: 100-101 TG U4: 180-181
<ul style="list-style-type: none"> Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>). 	TG U1: 110-111 TG U2: 90-91 TG U4: 170-171, 190-191
3.W.6.2c Spelling –	
<ul style="list-style-type: none"> Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. 	TG U1: 40-41, 60-61, 70-71, 280-281 TG U2: 370-371 TG U3: 150-151, 170-171 TG U4: 60-61
<ul style="list-style-type: none"> Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs</i>) when writing. 	TG U1: 130-131, 150-151, 160-161, 170-171 TG U2: 370-371, 380-381 TG U3: 150-151, 160-161 TG U4: 230-231
<u>SPEAKING AND LISTENING</u>	
<p>Guiding Principle: <i>Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.</i></p>	
<u>SPEAKING AND LISTENING</u>	
<p>There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.</p>	
Learning Outcome	
3.SL.1 Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	TG U1: 198 TG U2: 164, 198, 398 TG U3: 198 TG U4: 198, 234, 398

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Indiana Academic Standards for English Language Arts**

Indiana Academic Standards For English Language Arts	ReadyGEN, Grade 3 ©2016
Discussion and Collaboration	
3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.	This objective is addressed throughout. See, for example: TG U1: 14, 44, 64, 104, 144, 214, 224, 244, 264, 284, 304, 324, 344, 374 TG U2: 24, 54, 64, 84, 144, 174, 224, 324, 334, 344, 364 TG U3: 24, 44, 54, 74, 114, 134, 184, 214, 234, 274, 284, 294, 304, 374, 384 TG U4: 24, 44, 74, 104, 214, 244, 274, 304, 324, 374, 384
3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.	TG U1: 64, 74, 104, 134, 174, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334, 364 TG U2: 24, 34, 44, 54, 64, 74, 94, 144, 174, 214, 224, 234, 324, 334, 344, 354 TG U3: 114, 124, 144, 154, 214, 224, 234, 244, 254, 294, 304, 374, 384 TG U4: 154, 214, 224, 234, 244, 254, 264, 284, 304, 324, 334, 344, 354, 364, 374
3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	TG U2: 164 TG U3: 54, 164, 194, 198 TG U4: 198, 234
3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	TG U2: 244 TG U3: 44, 84, 198, 354 TG U4: 24, 354
3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.	TG U2: 344 TG U4: 154
Comprehension	
3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., <i>charts and graphs</i>), and orally.	TG U1: 214, 216, 316, 386 TG U2: 14, 16, 84, 216, 232, 244, 246, 250, 274, 330, 380 TG U3: 94, 120, 144, 186, 240, 320, 376 TG U4: 84, 86, 216, 300, 314, 316, 326, 342

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Indiana Academic Standards For English Language Arts	ReadyGEN, Grade 3 ©2016
3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TG U1: 190, 290, 370 TG U2: 190, 198, 398 TG U3: 30, 60, 70, 80, 90, 100, 110, 170, 198, 360, 370 TG U4: 20, 30, 60, 70, 80, 100, 160, 190, 398
Presentation of Knowledge and Ideas	
3.SL.4.1 Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	TG U1: 30, 50, 70, 80, 120, 130, 150, 160, 180, 198, 220, 260, 280, 300, 350, 398 TG U2: 20, 40, 60, 90, 110, 140, 198, 230, 260, 310, 370, 380, 398 TG U3: 220, 230, 260, 290, 310, 360, 380, 390
3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	TG U1: 40, 107, 198, 307, 398 TG U2: 194, 198, 390, 394 TG U3: 360, 370, 394 TG U4: 160, 189-190
3.SL.4.3 <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<i>ReadyGEN, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</i>
<u>MEDIA LITERACY</u>	
Guiding Principle: <i>Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.</i>	
MEDIA LITERACY	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
3.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	For related content, please see: TG U1: 228-230, 388 TG U2: 228-230, 390 TG U3: 19 TG U4: 119, 129, 228-230, 253

**A Correlation of ReadyGEN, Grade 3 ©2016 to the
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Indiana Academic Standards For English Language Arts	ReadyGEN, Grade 3 ©2016
Media Literacy	
3.ML.2.1 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	For related content, please see: TG U1: 228-230, 388 TG U2: 228-230, 390 TG U3: 19 TG U4: 119, 129, 228-230, 253
3.ML.2.2 <i>Standard begins in fifth grade.</i>	This standard begins in fifth grade according to the Indiana Academic Standards for English Language Arts.