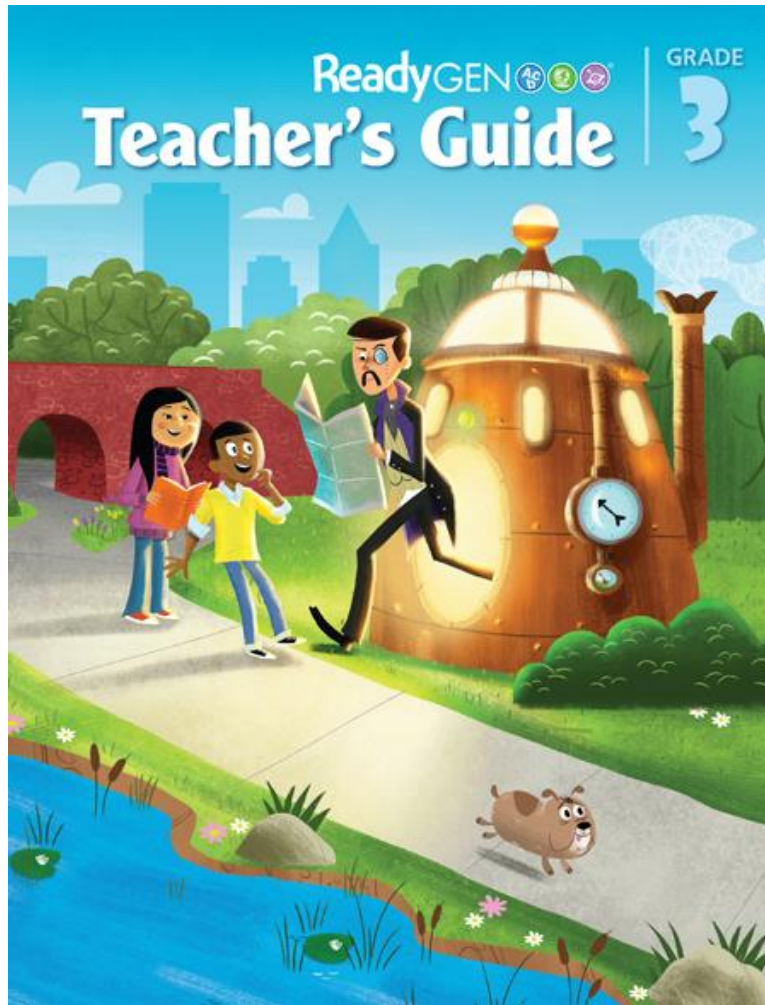


A Correlation of



**Grade 3**

To the

**Kansas Standards  
for English Language Arts 2017**

# A Correlation of myView Literacy, Grade 3, ©2020 to the Kansas Standards for English Language Arts 2017

## Introduction

This document demonstrates how **ReadyGEN** meets Kansas 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** 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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<b>Kansas Standards for English Language Arts, Grade 3</b>	<b>ReadyGEN Grade 3</b>
<b>W.3 Writing</b>	
Text Types and Purposes	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	<b>TG U3:</b> 18-20, 38-40, 68-70, 118-120, 192 <b>TG U4:</b> 28-30, 48-50, 78-80, 218-220, 298, 392
W.3.1.a Know the difference between fact and opinion.	<b>TG U3:</b> 18-19, 68, 78-79 <b>TG U4:</b> 48-49, 260
W.3.1.b Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<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
W.3.1.c Provide reasons that support the opinion.	<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
W.3.1.d Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<b>TG U3:</b> 98-100 <b>TG U4:</b> 88-90, 192, 288-290, 392
W.3.1.e Provide a concluding statement or section.	<b>TG U3:</b> 108-110, 118-120, 192 <b>TG U4:</b> 98-100, 108-110, 192, 298-300, 308-310, 392
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>TG U1:</b> 220, 230, 240, 250, 260, 300, 310, 320, 330, 340, 350, 360-361, 390-392 <b>TG U2:</b> 218-220, 238-240, 268-270, 288-290, 308-310 <b>TG U3:</b> 218-220, 258-260, 278-280, 308-310, 392 <b>TG U4:</b> 392
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<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
W.3.2.b Develop the topic with facts, definitions, and details.	<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
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<b>TG U1:</b> 268-270, 278-280 <b>TG U2:</b> 288-290, 298-300, 392-394 <b>TG U3:</b> 288-290

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<b>Kansas Standards for English Language Arts, Grade 3</b>	<b>ReadyGEN Grade 3</b>
W.3.2.d Provide a concluding statement or section.	<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
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>TG U1:</b> 18-20, 28-30, 38-40, 48-50, 98-100 <b>TG U2:</b> 48-50, 78-80, 98-100, 128-130, 192, 194, 196 <b>TG U3:</b> 196 <b>TG U4:</b> 196
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<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
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>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
W.3.3.c Use temporal words and phrases to signal event order.	<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
W.3.3.d Provide a sense of closure.	<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
<b>Production and Distribution of Writing</b>	
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<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
W.3.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.	<b>TG U1:</b> 148-150, 158-160, 168-170, 178-180, 338-350, 348-350, 358-360 <b>TG U2:</b> 158-160, 168-170, 178-180, 348-350, 358-360, 368-370, 378-380 <b>TG U3:</b> 158-160, 168-170, 178-180, 358-360, 378-380 <b>TG U4:</b> 58-60, 148-150, 158-160, 168-170, 178-180, 358-360, 368-370, 378-380

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W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<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
<b>Research to Build and Present Knowledge</b>	
W.3.7 Conduct short research projects that build knowledge about a topic.	<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
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<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
<b>Language in Writing</b>	
W.3.10 Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.	
W.3.10.a Choose words and phrases for effect.	<b>TG U1:</b> 144-146, 146-148 <b>TG U2:</b> 24-26
W.3.10.b Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.	<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
W.3.10.c Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.	<b>TG U1:</b> 130-132, 150-152, 160-161, 170-172, FS5-6, FS7-9 <b>TG U2:</b> FS7-9, 280-281, 290-292, 330-331, 340-341, 350-351, 360-362 <b>TG U3:</b> FS2-4, 300-301, 310-311, 340-342 <b>TG U4:</b> 40-41, 50-52, 80-81, 90-92, 250-251, 260-261, 270-272
W.3.10.d Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	<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

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W.3.10.e Ensure subject-verb and pronoun-antecedent agreement when writing.	<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
W.3.10.f Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<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
W.3.10.g Use coordinating and subordinating conjunctions.	<b>TG U1:</b> 350-352, 360-361, 380-381, 390-392 <b>TG U2:</b> 250-251, 260-261, 270-272
W.3.10.h Produce simple, compound, and complex sentences.	<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
W.3.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
W.3.11.a Capitalize appropriate words in titles.	<b>TG U2:</b> 30-31 <b>TG U3:</b> 190-192 <b>TG U4:</b> 340-342
W.3.11.b Use commas in addresses.	<b>TG U4:</b> 190-192
W.3.11.c Use commas and quotation marks in dialogue.	<b>TG U1:</b> 100-101, 110-112 <b>TG U2:</b> 90-91, 100-102 <b>TG U4:</b> 170-171, 180-182
W.3.11.d Form and use possessives.	<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
W.3.11.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<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
W.3.11.f Use spelling patterns and generalizations when writing words.	<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

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W.3.11.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<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>Range of Writing</b>	
W.3.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>TG U1:</b> 30, 50, 90, 120, 150, 170, 192, 240, 270, 300, 330, 350, 360, 370, 392 <b>TG U2:</b> 20, 40, 70, 100, 120, 150, 192, 230, 250, 280, 300, 330, 380, 392 <b>TG U3:</b> 30, 50, 80, 110, 140, 180, 192, 260, 290, 320, 350, 370, 392 <b>TG U4:</b> 40, 60, 90, 120, 150, 190, 230, 250, 280, 300, 310, 330, 360, 380, 392
<b>SL.3 Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>TG U2:</b> 112, 222, 302 <b>TG U3:</b> 52, 192, 292 <b>TG U4:</b> 62, 172, 232
SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<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
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<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
SL.3.1.d Explain their ideas and understanding in light of the discussion.	<b>TG U4:</b> 154
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<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



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SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<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
<b>Presentation of Knowledge and Ideas</b>	
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<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
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<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
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<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
<b>Language in Speaking and Listening</b>	
SL.3.7 Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.	
SL.3.7.a Choose words and phrases for effect.	All activities assume student-teacher interactions that involve listening and speaking. <b>TG U1:</b> 144-146, 146-148 <b>TG U2:</b> 24-26
SL.3.7.b Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.	All activities assume student-teacher interactions that involve listening and speaking. <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

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<p align="center"><b>Kansas Standards for English Language Arts, Grade 3</b></p>	<p align="center"><b>ReadyGEN Grade 3</b></p>
<p>SL.3.7.c Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.</p>	<p>All activities assume student-teacher interactions that involve listening and speaking.  <b>TG U1:</b> 130-132, 150-152, 160-161, 170-172, FS5-6, FS7-9  <b>TG U2:</b> FS7-9, 280-281, 290-292, 330-331, 340-341, 350-351, 360-362  <b>TG U3:</b> FS2-4, 300-301, 310-311, 340-342  <b>TG U4:</b> 40-41, 50-52, 80-81, 90-92, 250-251, 260-261, 270-272</p>
<p>SL.3.7.d Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</p>	<p>All activities assume student-teacher interactions that involve listening and speaking.  <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</p>
<p>SL.3.7.e Ensure subject-verb and pronoun-antecedent agreement when speaking.</p>	<p>All activities assume student-teacher interactions that involve listening and speaking.  <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</p>
<p>SL.3.7.f Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>All activities assume student-teacher interactions that involve listening and speaking.  <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</p>
<p>SL.3.7.g Use coordinating and subordinating conjunctions.</p>	<p>All activities assume student-teacher interactions that involve listening and speaking.  <b>TG U1:</b> 350-352, 360-361, 380-381, 390-392  <b>TG U2:</b> 250-251, 260-261, 270-272</p>

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SL.3.7.h Produce simple, compound, and complex sentences.	All activities assume student-teacher interactions that involve listening and speaking. <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
SL.3.8 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	<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>RF.3 Reading: Foundational</b>	
Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).	<b>TG U2:</b> FS14-16, FS20-22 <b>TG U3:</b> FS10-12 <b>TG U4:</b> FS5-7
RF.3.3.b Decode words with common Latin suffixes (e.g., -able, -ation, -ible).	<b>TG U2:</b> FS20-22 <b>TG U4:</b> FS17-19
RF.3.3.c Decode multisyllabic words.	<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
RF.3.3.d Read grade-appropriate irregularly spelled words.	<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

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<b>Fluency</b>	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	<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
RF.3.4.a Read on-level text with purpose and understanding.	<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
RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<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
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<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
<b>RL.3 Reading: Literature</b>	
<b>Key Ideas and Details</b>	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>TG U1:</b> 22, 23, 63, 92, 93, 142, 162, 163, 172, 182, 183 <b>TG U2:</b> 42, 43, 112, 113, 132, 133, 172, 173, 182, 183, 236, 342, 343 <b>TG U3:</b> 12, 32, 42, 43, 53, 72, 73, 93, 112, 132 <b>TG U4:</b> 13, 103, 163, 167, 173, 174, 183
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<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

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RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<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>Craft and Structure</b>	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>TG U1:</b> 23, 94-96, 223, 263, 293, 303, 333, 373 <b>TG U2:</b> 43, 54-56, 114-115, 116-117, 134, 164-166, 343, 352-354, 354-356 <b>TG U3:</b> 24-26, 34-35, 54, 56, 57, 74-76, 134-136, 213, 263, 283 <b>TG U4:</b> 34, 73, 112, 114-116
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>TG U1:</b> 54-56, 72-74, 76-77, 152-154, 156-158 <b>TG U4:</b> 144, 146-147, 184-186
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<b>TG U1:</b> 155-157, 102-104, 242-244 <b>TG U3:</b> 112-114 <b>TG U4:</b> 72
<b>Integration of Knowledge and Ideas</b>	
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<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
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>TG U1:</b> 114-116
<b>Language in Reading: Literature</b>	
RL.3.10 Use knowledge of language and its conventions when reading.	
RL.3.10.a Recognize and observe differences between the conventions of spoken and written standard English.	<b>TG U2:</b> 112-114, 117 <b>TG U3:</b> 117 <b>TG U4:</b> 117

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RL.3.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.	
RL.3.11.a Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TG U2:</b> 354, 355-357, 358 <b>TG U3:</b> FS20-22, 26-27, 28, 34, 35, 56, 276, 317 <b>TG U4:</b> 23, 246, 285-287
RL.3.11.b Determine the meaning of the new word formed when a known affix is added to a known word.	<b>TG U2:</b> FS14-16, FS20-22 <b>TG U3:</b> FS8-10 <b>TG U4:</b> 60-61, 70-71, FS5-7, FS20-22
RL.3.11.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<b>TG U4:</b> FS23-25, 60-61, 70-71
RL.3.11.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>TG U1:</b> 95-96, 366-367 <b>TG U2:</b> 56, 55-57, 166-168, 316-318 <b>TG U3:</b> 26 <b>TG U4:</b> 116, 246-247, 276, 285-287, FS2, FS4, FS22
RL.3.12 Demonstrate understanding of word relationships and nuances in word meanings.	
RL.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.	<b>TG U1:</b> 94, 95-96 <b>TG U2:</b> 54, 55-56, 164, 165-166 <b>TG U3:</b> 24, 25-26, 27, 34, 37, 74-76, 76-77, 234
RL.3.12.b Identify real-life connections between words and their uses.	<b>TG U3:</b> 284-286, 286-287, 314-316, 344-346 <b>TG U4:</b> 32, 34-35
RL.3.12.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	<b>TG U4:</b> 112, 114-116, 134
<b>Range of Reading and Level of Text</b>	
RL.3.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.	<b>TG U1:</b> 15, 45, 75, 105, 115, 125, 145, 175, 215, 225, 245, 265, 285, 305, 325 <b>TG U2:</b> 35, 45, 55, 65, 75, 85, 95, 105, 135, 155, 165, 175, 185, 355 <b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 275 <b>TG U4:</b> 15, 25, 35, 45, 65, 125, 145, 165, 175, 285, 345

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<b>RI.3 Reading: Informational</b>	
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<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
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<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
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<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
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>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
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<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
RI.3.6 Distinguish their own point of view from that of the author of a text.	<b>TG U1:</b> 327 <b>TG U2:</b> 302-303, 304-306, 306-308 <b>TG U4:</b> 76-77, 234-235, 237

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<b>Integration of Knowledge and Ideas</b>	
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<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
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<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
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<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
<b>Language in Reading: Informational</b>	
RI.3.10 Use knowledge of language and its conventions when reading.	
RI.3.10.a Recognize and observe differences between the conventions of spoken and written standard English.	<b>TG U2:</b> 117 <b>TG U3:</b> 117 <b>TG U4:</b> 117
RI.3.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.	
RI.3.11.a Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TG U1:</b> 355, 363-364 <b>TG U2:</b> 355-357, 358 <b>TG U3:</b> FS20-22, 26-27, 28, 34, 35, 56, 276, 317 <b>TG U4:</b> 246, 285-287
RI.3.11.b Determine the meaning of the new word formed when a known affix is added to a known word.	<b>TG U2:</b> FS14-16, FS20-22 <b>TG U3:</b> FS8-10 <b>TG U4:</b> 60-61, 70-71, 72, FS5-7, FS20-22
RI.3.11.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<b>TG U4:</b> FS23-25, 60-61, 70-71, 72
RI.3.11.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>TG U1:</b> 95-96, 363-365, 366-367 <b>TG U2:</b> 55-57, 166-168, 316-318 <b>TG U3:</b> 26 <b>TG U4:</b> 116, 246-247, 276, 285-287, FS2, FS4, FS22



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<b>Kansas Standards for English Language Arts, Grade 3</b>	<b>ReadyGEN Grade 3</b>
RI.3.12 Demonstrate understanding of word relationships and nuances in word meanings.	
RI.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.	<b>TG U1:</b> 95-96 <b>TG U2:</b> 55-56, 165-166, 222-224 <b>TG U3:</b> 25-26, 27, 37, 76-77, 274-276, 276-278 <b>TG U4:</b> 244-246, 344-346
RI.3.12.b Identify real-life connections between words and their uses.	<b>TG U3:</b> 284-286, 286-287, 314-316, 344-346 <b>TG U4:</b> 92-94, 274-276
RI.3.12.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	<b>TG U4:</b> 112, 114-116, 134
Range of Reading and Level of Text	
RI.3.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.	<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

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