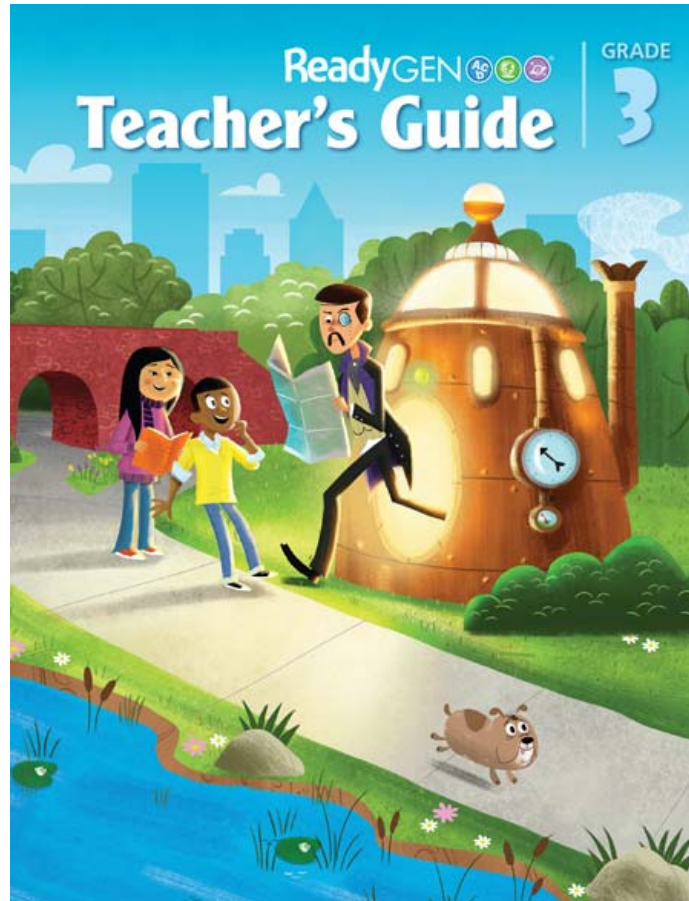


A Correlation of

ReadyGEN

Grade 3

©2016



To the

**Minnesota Academic Standards
in English Language Arts
Grade 3**

A Correlation of ReadyGEN, Grade 3, ©2016, to the 2010 Minnesota Academic Standards in English Language Arts, Grade 3

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the Minnesota 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 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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Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]	
Grade 3 students:	
Key Ideas and Details	
3.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG U1: 22, 23, 63, 92, 93, 142, 162, 163, 172, 182, 183 TG U2: 42, 43, 112, 113, 132, 133, 172, 173, 182, 183, 236, 342, 343 TG U3: 12, 32, 42, 43, 53, 72, 73, 93, 112, 132 TG U4: 13, 103, 163, 167, 173, 174, 183
3.1.2.2 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.	TG U1: 252-253, 282-284, 292-294, 296-297, 372, 374-375, 382-383, 384-386, 386-388 TG U3: 22, 72, 92, 94-96, 96-97, 122, 132, 142, 144, 146, 182, 184 TG U4: 122, 124, 126-127, 152-154, 182
3.1.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TG U1: 12-14, 16-17, 82-84, 112-113, 122-123, 132-133, 142 TG U2: 32, 34, 42-44, 44-46, 46-47, 52, 72-74, 74-76, 76-77, 102-104, 104-106, 106-107, 122, 124, 126 TG U3: 42, 44-46, 46-47, 82, 84-86, 86-87, 104-106, 106-107, 162, 164-166, 166-168 TG U4: 12, 14, 16-17, 22-24, 132
Craft and Structure	
3.1.4.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.	TG U1: 23, 94-96, 223, 263, 293, 303, 333, 373 TG U2: 43, 54-56, 114-115, 116-117, 134, 164-166, 343, 352-354, 354-356 TG U3: 24-26, 34-35, 54, 56, 57, 74-76, 134-136, 213, 263, 283 TG U4: 34, 73, 112, 114-116
3.1.5.5 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.	TG U1: 54-56, 72-74, 76-77, 152-154, 156-158 TG U4: 144, 146-147, 184-186
3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.	TG U1: 155-157, 102-104, 242-244 TG U3: 112-114 TG U4: 72

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Integration of Knowledge and Ideas	
3.1.7.7 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).	TG U1: 272-274, 377 TG U2: 82-84, 84-86, 86-87, 142-144, 144-146, 146-147, 342, 344, 346, 352, 354, 356 TG U3: 17, 62, 64-66, 66-67, 124-126, 154-156 TG U4: 57
3.1.8.8 (Not applicable to literature)	Not applicable according to the Minnesota Academic Standards for English Language Arts.
3.1.9.9 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).	TG U1: 114-116
Range of Reading and Level of Text Complexity	
3.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	TG U1: 15, 55, 85, 125, 145, 165, 245, 265, 295, 315, 335, 345, 355, 375, 385 TG U2: 35, 65, 145, 165, 185, 225, 245, 255, 265, 305, 325, 335, 365, 375, 385 TG U3: 25, 45, 65, 85, 105, 125, 145, 165, 235, 255, 275, 305, 325, 345, 365 TG U4: 45, 55, 65, 85, 105, 125, 145, 155, 175, 215, 235, 245, 295, 325, 345

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Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5) [RI]	
Key Ideas and Details	
3.2.1.1 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, 383-385, 50 TG U2: 137-139, 236-237, 242, 262-264, 264-266, 266-267, 337-339 TG U3: 214-216, 232-233, 237, 264-266, 266-268 TG U4: 136-137, 336-338
3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	TG U1: 212-214, 214-216, 216-217, 223-225, 303-304, 306-307, 312-314, 352-353, 372, 355 TG U2: 12-14, 14-16, 16-17, 22-24, 214-216, 216-217, 242-244, 244-246, 246-247, 272, 274 TG U3: 262-264, 272-273, 282-283, 302-303, 305, 312, 342, 372-374, 375-377 TG U4: 82, 84, 86-87, 212-214, 216-217, 242, 292, 322, 324, 326-327, 334
3.2.3.3 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.	TG U1: 323-325, 342-344 TG U3: 222, 224-226, 226-227, 252, 254-256, 256-257, 292, 294, 296, 332, 352, 382, 384 TG U4: 62, 64, 66-67, 232, 262, 264, 266-267, 312, 352, 354, 356-357, 382
Craft and Structure	
3.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	TG U1: 214, 234, 314, 324, 334-335, 344-346, 354-356, 356-357, 364-366, 366-367, 374, 384-386 TG U2: 24-26, 26-27, 184, 224-226, 254-256, 256-257, 314-316, 316-318 TG U3: 214, 224, 234, 254, 264, 274, 284, 294, 304, 314, 324, 344, 354 TG U4: 64, 74, 84, 94, 214, 224, 244, 264, 274, 294, 304, 324, 344, 374, 384
3.2.5.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	TG U1: 224-226, 226-227, 232, 234-235, 302-304, 304-306, 306-307, 334-335, 362-363, 364-366, 366-368 TG U2: 292-294, 294-296, 296-297, 312-313, 314-316, 316-318, 262, 267 TG U3: 267 TG U4: 224-226, 252, 254-256

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3.2.6.6 Distinguish their own point of view from that of the author of a text.	TG U1: 327 TG U2: 302-303, 304-306, 306-308 TG U4: 76-77, 234-235, 237
Integration of Knowledge and Ideas	
3.2.7.7 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).	TG U1: 222-224, 232-233, 322-323, 326-327, 332 TG U2: 232, 234, 237, 272, 282, 362-363, 372-374, 374-376 TG U3: 242-244, 322, 324-326, 326-327, 362, 364-366, 366-368 TG U4: 52-54, 222, 252, 272, 342
3.2.8.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	TG U1: 342-344 TG U2: 244-246 TG U3: 333-335, 343-345, 354-356 TG U4: 62, 64-66, 354-356
3.2.9.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	TG U2: 322-324, 324-326, 326-327, 362-364, 364-366, 366-367, 372-374, 374-376, 376-377, 382-383, 384-386, 386-388 TG U3: 304-306, 374-376 TG U4: 102, 104, 106-107, 162, 164, 166-167, 372, 374, 376-378
Range of Reading and Level of Text Complexity	
3.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	TG U1: 15, 55, 85, 125, 145, 165, 245, 265, 295, 315, 335, 345, 355, 375, 385 TG U2: 35, 65, 145, 165, 185, 225, 245, 255, 265, 305, 325, 335, 365, 375, 385 TG U3: 25, 45, 65, 85, 105, 125, 145, 165, 235, 255, 275, 305, 325, 345, 365 TG U4: 45, 55, 65, 85, 105, 125, 145, 155, 175, 215, 235, 245, 295, 325, 345

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Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])	
Phonics and Word Recognition	
3.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	TG U2: FS14-16, FS20-22 TG U3: FS10-12 TG U4: FS5-7
b. Decode words with common Latin suffixes.	TG U2: FS20-22 TG U4: FS17-19
c. Decode multisyllable words.	TG U1: FS3-5, FS6-7, FS9-10, FS12-13, FS15-17, FS20-21, FS23-25 TG U2: FS2-4, FS4-5, FS7-9, FS9-10, FS14-16, FS16-18, FS20-22, FS25-27 TG U3: FS2-3, FS5, FS7, FS9, FS11-13, FS14-15, FS17-19, FS22-23, FS25 TG U4: FS17-19, FS23-25, FS4, FS6-7, FS9-11, FS14-15
d. Read grade-appropriate irregularly spelled words, including high-frequency words .	TG U1: FS3-4, FS7, FS10-12 TG U2: FS10-12 TG U3: FS2-4 TG U4: 40-41, 50-52
Fluency	
3.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	TG U1: FS3-5, FS6-7, FS9-11, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26 TG U2: FS3-4, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26 TG U3: FS3-4, FS6-8, FS9-10, FS12-13, FS15-17, FS18-19, FS21-22, FS24-26 TG U4: FS3, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 27, 47, 67, 87, 117, 147, 167, 187, 227, 267, 287, 327, 357, 387 TG U2: 17, 47, 77, 97, 147, 167, 217, 277, 287, 317, 357, 377 TG U3: 17, 47, 67, 77, 87, 97, 117, 127, 167, 177, 217, 227, 297, 317, 367 TG U4: 17, 27, 87, 157, 187, 217, 267, 147, 167, 177, 317, 327, 357
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: 317, 243, 355, 366 TG U2: 255-256, 343-345, 354-356 TG U3: FS20-22 TG U4: 285-287

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Writing Benchmarks K-5 (Common Core Writing Standards K–5) [W]	
Text Types and Purposes	
3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TG U3: 48-50, 58-60, 88-90, 192 TG U4: 48, 58-60, 78-80, 192, 248-250, 258-260
b. Provide reasons that support the opinion.	TG U1: 292-294 TG U2: 292-294 TG U3: 68-70, 78-80, 192 TG U4: 68-70, 268-270
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	TG U3: 98-100 TG U4: 88-90, 192, 288-290, 392
d. Provide a concluding statement or section.	TG U3: 108-110, 118-120, 192 TG U4: 98-100, 108-110, 192, 298-300, 308-310, 392
3.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG U1: 218-220, 238-240, 248-250, 258-260, 378-379, 392-394 TG U2: 248-250, 278-280, 268-270, 392-394 TG U3: 248-250, 268-270, 278-280, 392 TG U4: 392
b. Develop the topic with facts, definitions, and details.	TG U1: 218-220, 288-290, 392-394 TG U2: 258-260, 392-394 TG U3: 238-240, 258-260, 392 TG U4: 392
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	TG U1: 268-270, 278-280 TG U2: 288-290, 298-300, 392-394 TG U3: 288-290
d. Provide a concluding statement or section.	TG U1: 308-310, 392-394 TG U2: 308-310, 392-394 TG U3: 298-300, 308-310, 392 TG U4: 392

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3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 380-382, 28-30, 48-50, 58-60, 68-70, 78-80 TG U2: 48-50, 58-60, 68-70, 196 TG U3: 196 TG U4: 196
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG U1: 98-100, 108-110, 118-120, 128-130, 192-194 TG U2: 88-90, 98-100, 108-110, 118-120, 196 TG U3: 196 TG U4: 196
c. Use temporal words and phrases to signal event order.	TG U1: 88-90, 192-194 TG U2: 78-80, 196 TG U3: 196 TG U4: 196
d. Provide a sense of closure.	TG U1: 38-40, 138-140 TG U2: 128-130, 196 TG U3: 196 TG U4: 196
Writing Process: Production and Distribution of Writing	
3.6.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TG U1: 48-50, 58-60, 78-80, 158-160 TG U2: 38-40, 340-342 TG U3: 148-150, 348-350, 358-360, 368-370, 378-380 TG U4: 148-150, 168-170, 188-190, 358-360, 378-380
3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting , revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)	TG U1: 148-150, 158-160, 168-170, 178-180, 338-350, 348-350, 358-360 TG U2: 158-160, 168-170, 178-180, 348-350, 358-360, 368-370, 378-380 TG U3: 158-160, 168-170, 178-180, 358-360, 378-380 TG U4: 58-60, 148-150, 158-160, 168-170, 178-180, 358-360, 368-370, 378-380

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3.6.6.6 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.	TG U1: 20, 50, 90, 120, 150, 180, 194, 220, 250, 270, 300, 340, 370, 380, 394 TG U2: 20, 30, 50, 70, 90, 110, 130, 140, 160, 190, 220, 230, 320, 394, 194 TG U3: 30, 60, 90, 130, 150, 180, 194, 230, 250, 290, 310, 330, 360, 370, 394 TG U4: 40, 70, 100, 120, 140, 160, 194, 240, 260, 280, 300, 320, 350, 390, 394
Research to Build and Present Knowledge	
3.6.7.7 Conduct short research projects that build knowledge about a topic.	TG U1: 258-260, 288-290, 328-330, 338-340, 388-390, 392-394, 290-292 TG U2: 18-20, 328-330 TG U4: 118-120, 318-320, 128-130
3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TG U1: 192-194, 258-260, 288-290, 328-330, 378-380, 390-391, 392-394 TG U2: 28-30, 318-320, 338-340 TG U3: 128-130, 138-140, 318-320, 328-330, 338-340 TG U4: 328-330, 118-120, 128-130, 138-140, 318-320
3.6.9.9 (Begins in grade 4)	Not applicable according to the Minnesota Academic Standards for English Language Arts.
Range of Writing	
3.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	TG U1: 158-160, 218-220, 248-249, 288-289 TG U2: 18-20, 28-30, 138-140, 148-150, 218-220, 328-330 TG U3: 18-20, 148-150, 218-220, 248-250 TG U4: 18-20, 48-50, 148-150, 218-220

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Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]	
Comprehension and Collaboration	
3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
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.	TG U2: 112, 222, 302 TG U3: 52, 192, 292 TG U4: 62, 172, 232
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).	TG U1: 22, 42, 72, 92, 112, 132, 152, 172, 212, 232, 252, 272, 312, 332, 372 TG U2: 32, 52, 82, 92, 122, 132, 162, 182, 222, 242, 282, 302, 322, 332, 382 TG U3: 22, 44, 54, 82, 112, 152, 164, 192, 194, 198, 242, 292, 342, 362, 382 TG U4: 42, 62, 92, 112, 132, 142, 154, 222, 234, 252, 282, 292, 312, 362, 382
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TG U1: 12, 32, 62, 82, 102, 122, 142, 162, 182, 262, 282, 302, 322, 362, 382 TG U2: 22, 42, 72, 92, 112, 132, 152, 172, 212, 232, 272, 292, 302, 332, 372 TG U3: 44, 62, 84, 102, 132, 162, 198, 222, 272, 302, 342, 354, 360, 362, 382 TG U4: 24, 52, 82, 112, 132, 172, 222, 242, 272, 292, 312, 332, 352, 372, 382
d. Explain their own ideas and understanding in light of the discussion.	TG U4: 154
e. Cooperate and compromise as appropriate for productive group discussion.	TG U1: 13, 23, 33, 53, 63, 93, 123, 133, 143, 153, 163, 167, 173, 183, 213 TG U2: 43, 57, 63, 87, 93, 103, 117, 123, 127, 143, 147, 153, 163, 164, 187 TG U3: 17, 23, 27, 33, 47, 93, 87, 103, 113, 123, 133, 143, 163, 167, 183 TG U4: 103, 107, 113, 117, 123, 143, 147, 153, 154, 163, 173, 177, 183, 187, 213
f. Follow multi-step oral directions.	TG U1: 158-160, 258-260 TG U2: 168-170, 298-300 TG U4: 29, 168-170, 178-180, 278-280

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3.8.2.2 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.	TG U1: 216-218, 306-307, 316-317, 386-388 TG U2: 232, 250, 322, 330, 372, 380 TG U3: 94, 120, 144, 186, 240, 320, 376 TG U4: 84, 300, 314
3.8.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TG U1: 190, 289, 370 TG U2: 190, 198, 398 TG U3: 60, 70, 80, 90, 100, 110, 170, 198, 354, 360, 370 TG U4: 20, 30, 60, 70, 80, 100, 160, 190, 354, 398
Presentation of Knowledge and Ideas	
3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TG U1: 30, 50, 70, 80, 100, 120, 130, 150, 160, 180, 220, 240, 260, 280, 300, 350 TG U2: 20, 40, 60, 90, 110, 140, 198, 230, 260, 310, 370, 380, 398 TG U3: 50, 80, 120, 160, 180, 198, 220, 230, 260, 290, 310, 360, 380, 390 TG U4: 30, 50, 60, 160, 180, 198, 260, 290, 360, 380, 398
3.8.5.5 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.	TG U1: 40, 107, 192, 307 TG U2: 194, 198, 280, 390, 394 TG U3: 360, 370, 394 TG U4: 160, 189-190, 212
3.8.6.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)	TG U1: 13, 33, 53, 63, 73, 93, 213, 273, 293, 313, 333, 343, 373, 383 TG U2: 33, 113, 123, 183, 251, 283, 323, 333, 353, 363 TG U3: 63, 83, 173, 198, 243, 253, 263, 273, 364 TG U4: 13, 23, 53, 143, 163, 313, 353

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Media Literacy	
3.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	
a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).	For related content, please see: TG U1: 258-260, 388-390 TG U2: 258-260, 328-330 TG U3: 128-130, 228-230, 258-260 TG U4: 118-120, 128-130, 318-320
b. Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.	TG U1: 258-260, 388-390 TG U2: 258-260, 328-330 TG U3: 128-130, 228-230, 258-260 TG U4: 118-120, 128-130, 318-320
c. Check for accuracy in pictures and images.	For related content, please see: TG U2: 213, 373, 383, 388
d. Recognize safe practices in personal media communications.	For related content, please see: TG U1: 258-260, 388-390 TG U2: 258-260, 328-330 TG U3: 128-130, 228-230, 258-260 TG U4: 118-120, 128-130, 318-320
3.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)	
a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.	TG U1: 188-190, 258-260, 388-390, 392-399 TG U2: 268-270, 388-390 TG U3: 188-190, 278-280, 388-390, 392-399 TG U4: 138-140, 188-190, 388-390
b. Share the work with an audience.	TG U1: 20, 30, 40, 60, 70, 80, 100, 120, 130, 150, 220, 240, 260, 270, 290 TG U2: 90, 110, 140, 150, 160, 180, 190, 230, 240, 300, 310, 320, 330, 340, 350 TG U3: 220, 230, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370 TG U4: 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 210, 220, 230, 240

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Language Benchmarks K-5 (Common Core Language Standards K–5) [L]	
Conventions of Standard English	
3.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TG U1: 120-122, 140-141, 180-181, 190-191, 220-221, 230-231, 310-311, 320-322 TG U2: 50-51, 60-61, 80-81, 220-221, 230-231, 240-242 TG U3: 20-21, 30-31, 40-41, 70-71, 80-81, 220-222 TG U4: 100-101, 110-111, 120-122
b. Form and use regular and irregular plural nouns.	TG U1: 130-132, FS5-6, FS7-9 TG U2: FS7-9 TG U3: FS2-4 TG U4: 40-41, 50-52
c. Use abstract nouns (e.g., childhood).	TG U3: 280-281, 290-292 TG U4: 80-81, 90-92
d. Form and use regular and irregular verbs.	TG U1: 150-152, 160-161, 170-172 TG U2: 330-331, 340-341, 350-351, 360-362, 290-291 TG U3: 300-301, 310-311, 340-342 TG U4: 250-251, 260-261, 270-272
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	TG U1: 60-61, 70-72 TG U2: 310-311, 320-322 TG U3: 350-351, 360-362 TG U4: 250-251, 260-261, 270-272
f. Ensure subject-verb and pronoun-antecedent agreement.*	TG U1: 240-242, 250-251, 270-271, 280-281, 290-291, 300-302 TG U2: 130-131, 140-141, 150-151, 280-281, 290-291, 300-302 TG U4: 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 290-292
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TG U1: 330-331, 340-342 TG U2: 70-72 TG U3: 100-101, 110-111, 120-121, 250-251, 260-261, 270-272 TG U4: 380-381, 390-392
h. Use coordinating and subordinating conjunctions.	TG U1: 350-352, 360-361, 380-381, 390-392 TG U2: 250-251, 260-261, 270-272

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i. Produce simple, compound, and complex sentences.	TG U1: 80-82, 90-91, 260-261, 300-302 TG U2: FS14-16, 160-161, 170-171, 180-181, 190-192 TG U3: FS23-25, 380-381, 390-392 TG U4: 300-301, 310-311, 320-321, 330-332, FS10, FS23
3.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize appropriate words in titles.	TG U2: 30-31 TG U3: 190-192 TG U4: 340-342
b. Use commas in addresses.	TG U4: 190-192
c. Use commas and quotation marks in dialogue.	TG U1: 100-101, 110-112 TG U2: 90-91, 100-102 TG U4: 170-171, 180-182
d. Form and use possessives.	TG U1: 343-345 TG U2: 343-345 TG U3: 130-131, 140-142 TG U4: 150-151, 160-162
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	TG U1: 41-43, 61-62, 71-73, 178-180, 281-283, 358-360, 370-372, FS8-9, FS10-12 TG U2: FS20-22, 370-372 TG U3: 170-172, FS11-13 TG U4: 230-232
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TG U1: 131-133, 151-153, 161-162, 171-172, 212, 222, 232-234, 302-304, FS20, FS23, FS25-26 TG U2: 370-371, 380-382 TG U4: 230-232
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TG U1: 362-363, 365-367 TG U2: 390-392 TG U3: FS4-6, 180-182 TG U4: 179, FS17

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Knowledge of Language	
3.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases for effect.*	TG U1: 144-146, 146-148 TG U2: 24-26
b. Recognize and observe differences between the conventions of spoken and written standard English.	TG U2: 112-114, 117 TG U3: 117 TG U4: 117
Vocabulary Acquisition and Use	
3.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	TG U1: 363-364, 355 TG U2: 354-356, 356-358 TG U3: FS20-22, 26-28, 34-35, 56, 276, 317 TG U4: 23, 246, 285-287
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	TG U2: FS14-16, FS20-22 TG U3: FS8-10 TG U4: 60-61, 70-72, FS5-7, FS20-22
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	TG U4: FS23-25, 60-61, 70-72
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TG U1: 95-96, 363-365, 365-367 TG U2: 56-57, 166-168, 316-318 TG U3: 26 TG U4: 116, 246, 246-247, 276, 285-287, FS2, FS4, FS22
3.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	TG U1: 94-96 TG U2: 54-56, 164-166, 222-224 TG U3: 24-26, 26-27, 34, 37, 74-76, 76-77, 234, 274-276, 276-278 TG U4: 244-246, 344-346
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	TG U3: 284-286, 286-287, 314-316, 344-346 TG U4: 32, 34-35, 92-94, 274-276

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c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	TG U4: 112, 114-116, 134
3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	TG U1: 54, 74, 84, 104, 124, 144, 174, 224, 254, 284, 334, 344-345, 356-358, 354-355, 356-358 TG U2: 14, 44, 64, 94, 114, 134, 154, 164, 184, 234, 264, 294, 324, 364, 384 TG U3: 24, 54, 74, 104, 124, 174, 214, 244, 274, 314, 334, 364, 384 TG U4: 14, 34, 94, 114, 144, 184, 174, 234, 254, 284, 304, 324, 344, 364