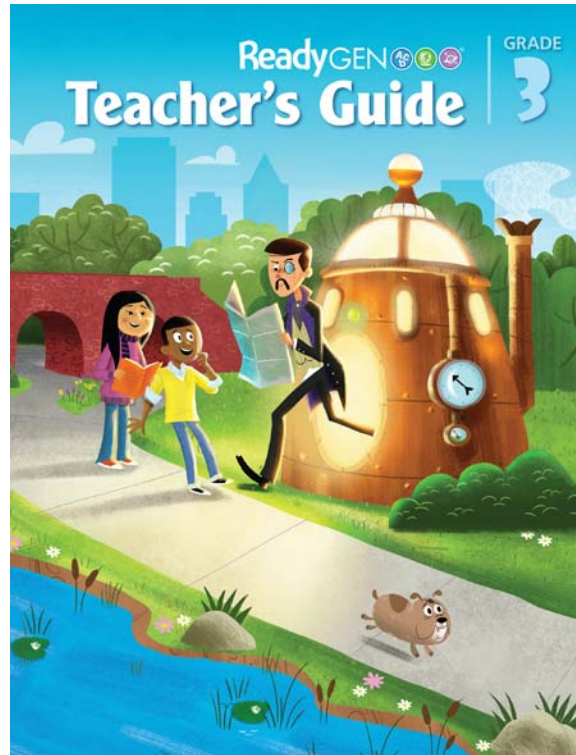


A Correlation of

ReadyGEN

Grade 3, ©2016



To the

**Common Core State Standards for
English Language Arts and
Webb's Depth of Knowledge (DOK)
Grade 3**

SAVVAS

**A Correlation of ReadyGEN ©2016 to the
Common Core State Standards for English Language Arts
Grade 3**

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the Common Core State Standards for English Language Arts and Webb’s Depth of Knowledge (DOK). 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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Common Core State Standards for English Language Arts	ReadyGEN, ©2016 Grade 3
Reading Standards for Literature	
Key Ideas and Details	
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>DOK: Level 2</p>	<p>TG U1: 34, 35-37, 93, 133, 136, 143, 163, 283, 263, 273, 283, 293</p> <p>TG U2: 333, 342-344, 346-347, 353</p> <p>TG U3: 23, 33, 43, 73, 83, 123, 133, 153, 163, 173, 183</p> <p>TG U4: 33, 113, 133, 153, 173</p>
<p>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.</p> <p>DOK: Level 2</p>	<p>TG U1: 252-253, 282-284, 286-287, 292-294, 372, 374, 375, 382-384, 385-387</p> <p>TG U2: 42-43, 45, 62-64, 65-67, 92-94, 95-97, 152-154, 155-157, 332-334, 335, 337</p> <p>TG U3: 22-23, 72-73, 92-94, 95-97, 122-123, 132-133, 145-147, 185-187</p> <p>TG U4: 122-124, 125-127, 152-154, 155-157, 182, 185-187</p>
<p>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.</p> <p>DOK: Level 2</p>	<p>TG U1: 12-14, 15-17, 22-23, 82-84, 112-114, 122-124, 125-127, 132-134, 135, 142-143</p> <p>TG U2: 32-34, 35, 44, 45-47, 52-53, 72-74, 75-77, 102-104, 105-107, 122-124, 125-127</p> <p>TG U3: 42-44, 45-47, 82-84, 85-87, 102-104, 105-107, 162-164, 165-167</p> <p>TG U4: 12-14, 15-17, 22-24, 25-27, 132</p>
Craft and Structure	
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>DOK: Level 2</p>	<p>TG U1: 94, 95-97, 243, 263, 293, 303, 333, 373</p> <p>TG U2: 54, 55-57, 112-114, 115-117, 164, 165-167, 352-354, 355-357</p> <p>TG U3: 24, 25-27, 34, 35, 74, 75-77, 134, 135</p> <p>TG U4: 113</p>
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>DOK: Level 2</p>	<p>TG U1: 54, 55-57, 74, 75-77, 152-154, 155-157</p> <p>TG U3: 12</p> <p>TG U4: 144, 146-147, 184, 185-187</p>

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<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>DOK: Level 2</p>	<p>TG U1: 102-104, 105-107, 242-244, 245 TG U3: 112-114, 115-117</p>
Integration of Knowledge and Ideas	
<p>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).</p> <p>DOK: Level 2</p>	<p>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</p>
<p>RL.3.8 (Not applicable to literature)</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>
<p>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).</p> <p>DOK: Level 2</p>	<p>TG U1: 114, 115-117</p>
Range of Reading and Level of Text Complexity	
<p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>DOK: Level 1</p>	<p>TG U1: 15, 45, 75, 105, 115, 125, 146, 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</p>

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Reading Standards for Informational Texts	
Key Ideas and Details	
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>DOK: Level 2</p>	<p>TG U1: 213, 217, 303, 313, 323, 333, 343, 353, 363, 373, 383 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</p>
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>DOK: Level 2</p>	<p>TG U1: 212-214, 215-217, 223-224, 225, 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, 302-303, 305, 307, 312, 342, 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</p>
<p>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.</p> <p>DOK: Level 2</p>	<p>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</p>
Craft and Structure	
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>DOK: Level 1</p>	<p>TG U1: 333, 354, 355-357, 365-367 TG U2: 24, 25-27, 252-254, 255-257, 312-314, 315-317 TG U3: 273, 274, 275-277, 303 TG U4: 284, 285-287, 296</p>
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>DOK: Level 2</p>	<p>TG U1: 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</p>

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<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>DOK: Level 2</p>	<p>TG U2: 302-304, 305-307 TG U4: 74, 75-77, 234, 235, 237</p>
Integration of Knowledge and Ideas	
<p>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).</p> <p>DOK: Level 2</p>	<p>TG U1: 222-224, 225-227, 232-234, 235, 322-324, 325-327, 332-334, 335 TG U2: 232-234, 235, 237, 272, 282-284, 285-287, 374, 375-377 TG U3: 242-244, 245-247, 322-324, 325-327, 362-364, 365-367 TG U4: 52-54, 55-57, 222-223, 252-253, 272-273, 342-343</p>
<p>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).</p> <p>DOK: Level 2</p>	<p>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</p>
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>DOK: Level 2</p>	<p>TG U2: 322-324, 326-327, 362-364, 365-367, 372-374, 375-377, 382-384, 385-387 304, 305-307, 374, 375-377 TG U3: 304, 305-307, 374, 375-377 TG U4: 102-104, 105-107, 162-164, 165-167, 372-374, 375-377</p>
Range of Reading and Level of Text Complexity	
<p>RI.3.10 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.</p> <p>DOK: Level 1</p>	<p>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</p>

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Reading Standards for Foundational Skills	
Phonics and Word Recognition	
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>DOK: Level 1</p>	<p>TG U1: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS24, FS25</p> <p>TG U2: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS21, FS24, FS25</p> <p>TG U3: FS3, FS4, FS6, FS7, FS9, FS13, FS17, FS19, FS21, FS22</p> <p>TG U4: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS24, FS25</p>
<p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>DOK: Level 1</p>	<p>TG U2: FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: FS8, FS9, FS10, FS11, FS12, FS13</p> <p>TG U4: FS5, FS6, FS7, FS20, FS21, FS22</p>
<p>RF.3.3.b Decode words with common Latin suffixes.</p> <p>DOK: Level 1</p>	<p>TG U2: FS21, FS22</p> <p>TG U4: FS5, FS6, FS7</p>
<p>RF.3.3.c Decode multi-syllable words.</p> <p>DOK: Level 1</p>	<p>TG U1: FS3, FS4, FS9, FS10, FS21, FS22, FS24, FS25</p> <p>TG U2: FS3, FS4, FS15, FS16, FS21, FS22</p> <p>TG U3: FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19</p> <p>TG U4: FS6, FS7, FS18, FS19, FS21, FS22</p>
<p>RF.3.3.d Read grade appropriate irregularly spelled words.</p> <p>DOK: Level 1</p>	<p>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U2: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>

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Fluency	
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>DOK: Level 1</p>	<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>
<p>RF.3.4.a Read grade-level text with purpose and understanding.</p> <p>DOK: Level 1</p>	<p>TG U1: 42, 62, 92, 112, 132, 135, 212, 252, 265, 282, 302, 322</p> <p>TG U2: 12, 82, 102, 122, 215, 225, 262, 265, 272, 292, 305, 315, 342</p> <p>TG U3: 22, 32, 52, 72, 132, 172, 222, 242, 312, 332</p> <p>TG U4: 12, 52, 112, 132, 182, 222, 242, 272, 292, 322, 342</p>
<p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>DOK: Level 1</p>	<p>TG U1: 27, 47, 67, 87, 117, 147, 167, 187, 227, 267, 287, 327, 357, 387</p> <p>TG U2: 17, 47, 77, 97, 147, 217, 277, 287, 317, 357, 377</p> <p>TG U3: 17, 47, 67, 77, 87, 97, 117, 127, 167, 177, 217, 227, 297, 317, 367</p> <p>TG U4: 17, 27, 87, 147, 157, 167, 177, 187, 217, 267, 327, 357</p>
<p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>DOK: Level 2</p>	<p>TG U1: 355, 366</p> <p>TG U2: 255, 343, 355-357</p> <p>TG U3: 27, 35, 317, FS20, FS22</p> <p>TG U4: 246, 285-287</p>

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Writing Standards	
Text Types and Purposes	
<p>W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>DOK: Level 3</p>	<p>TG U3: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 118-120, 178-180, 188-190, 192-199</p> <p>TG U4: 28-30, 38-40, 48-50, 58-60, 78-80, 88-90, 98-100, 148-150, 192-199, 218-220, 258-260, 298-300, 392-399</p>
<p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>DOK: Level 3</p>	<p>TG U3: 48-50, 58-60, 88-90, 192-199</p> <p>TG U4: 48-50, 58-60, 78-80, 192-199, 248-250, 258-260</p>
<p>W.3.1.b Provide reasons that support the opinion.</p> <p>DOK: Level 3</p>	<p>TG U3: 68-70, 78-80, 192-199</p> <p>TG U4: 68-70, 268-270</p>
<p>W.3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>DOK: Level 3</p>	<p>TG U3: 98-100</p> <p>TG U4: 88-90, 192-199, 288-290, 392-399</p>
<p>W.3.1.d Provide a concluding statement or section.</p> <p>DOK: Level 3</p>	<p>TG U3: 108-110, 118-120, 192-199</p> <p>TG U4: 98-100, 108-110, 192-199, 298-300, 308-310, 392-399</p>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>DOK: Level 3</p>	<p>TG U1: 218-220, 228-230, 238-240, 248-250, 258-260, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 388-390</p> <p>TG U2: 218-220, 238-240, 268-270, 288-290, 298-300, 308-310</p> <p>TG U3: 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 308-310, 318-320, 358-360, 392-399</p>
<p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>DOK: Level 3</p>	<p>TG U1: 218-220, 238-240, 248-250, 258-260, 378-380, 392-399</p> <p>TG U2: 248-250, 268-270, 278-280, 392-399</p> <p>TG U3: 248-250, 268-270, 278-280, 392-399</p>

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<p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>DOK: Level 3</p>	<p>TG U1: 218-220, 288-290, 392-399 TG U2: 258-260, 392-399 TG U3: 238-240, 258-260, 392-399</p>
<p>W.3.2.c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>DOK: Level 3</p>	<p>TG U1: 268-270, 278-280 TG U2: 288-290, 298-300, 392-399 TG U3: 288-290</p>
<p>W.3.2.d Provide a concluding statement or section.</p> <p>DOK: Level 3</p>	<p>TG U1: 308-310, 392-399 TG U2: 308-310, 392-399 TG U3: 298-300, 308-310, 392-399</p>
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>DOK: Level 3</p>	<p>TG U1: 18-20, 28-30, 38-40, 48-50, 68-70, 98-100, 108-110, 128-130, 148-150, 168-170, 188-190, 192-199 TG U2: 48-50, 58-60, 78-80, 88-90, 98-100, 108-110, 128-130, 192-199</p>
<p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>DOK: Level 3</p>	<p>TG U1: 28-30, 48-50, 58-60, 68-70, 78-80 TG U2: 48-50, 58-60, 68-70, 192-199</p>
<p>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.</p> <p>DOK: Level 3</p>	<p>TG U1: 98-100, 108-110, 118-120, 128-130, 192-199 TG U2: 88-90, 98-100, 108-110, 118-120, 192-199</p>
<p>W.3.3.c Use temporal words and phrases to signal event order.</p> <p>DOK: Level 3</p>	<p>TG U1: 88-90, 192-199 TG U2: 78-80, 192-199</p>
<p>W.3.3.d Provide a sense of closure.</p> <p>DOK: Level 3</p>	<p>TG U1: 38-40, 138-140 TG U2: 128-130, 192-199</p>

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Production and Distribution of Writing	
<p>W.3.4 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.)</p> <p>DOK: Level 3</p>	<p>This objective is addressed throughout the text. See the following: TG U1: 48-50, 58-60, 78-80, 158-160, 248-250, 318-320 TG U2: 38-40, 228-230, 268-270, 328-330, 338-340, 388-390 TG U3: 18-20, 28-30, 148-150, 348-350, 358-360, 368-370, 378-380 TG U4: 38-40, 78-80, 98-100, 148-150, 168-170, 188-190, 278-280, 348-350, 358-360, 378-380</p>
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>DOK: Level 3</p>	<p>TG U1: 148-150, 168-170, 178-180, 348-350, 358-360 TG U2: 168-170, 178-180, 348-350, 368-370, 378-380 TG U3: 148-150, 168-170, 178-180, 348-350, 378-380 TG U4: 148-150, 168-170, 178-180, 368-370, 378-380</p>
<p>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.</p> <p>DOK: Level 3</p>	<p>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, 194, 220, 230, 320, 394 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</p>
Research to Build and Present Knowledge	
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>DOK: Level 4</p>	<p>TG U1: 258-260, 288-290, 328-330, 338-340, 378-380, 388-390, 392-399 TG U2: 18-20, 328-330 TG U3: 328-330 TG U4: 118-120, 128-130, 318-320</p>
<p>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.</p> <p>DOK: Level 4</p>	<p>TG U1: 258-260, 288-290, 328-330, 378-380, 388-390, 392-399 TG U2: 28-30, 318-320, 338-340 TG U3: 128-130, 138-140, 318-320, 328-330, 338-340 TG U4: 118-120, 128-130, 138-140, 318-320, 328-330</p>

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W.3.9 (Begins in Grade 4)	Not applicable according to the Common Core State Standards for English Language Arts
Range of Writing	
<p>W.3.10 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.</p> <p>DOK: Level 4</p>	<p>TG U1: 28-30, 48-50, 88-90, 118-120, 148-150, 168-170, 192-194, 238-240, 268-270, 298-300, 328-330, 348-350, 358-360, 368-370, 392-399</p> <p>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</p> <p>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</p> <p>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</p>

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>DOK: Level 2</p>	<p>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: 14, 54, 74, 114, 134, 184, 214, 234, 254, 274, 284, 304, 354, 374, 384 TG U4: 24, 44, 74, 104, 144, 214, 244, 274, 304, 324, 374, 384</p>
<p>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.</p> <p>DOK: Level 1</p>	<p>For related content, please see: TG U1: 12, 32, 72, 102, 122, 152, 212, 232, 262, 302, 322, 362 TG U2: 112, 222, 252, 272, 302, 312, 332, 352 TG U3: 52, 82, 102, 142, 172, 212, 232, 252, 322, 342, 382 TG U4: 62, 92, 122, 152, 172, 212, 232, 262, 302, 342, 372</p>
<p>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).</p> <p>DOK: Level 1</p>	<p>TG U2: 164 TG U3: 54, 164, 194, 198 TG U4: 198, 234</p>
<p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>DOK: Level 1</p>	<p>TG U2: 244 TG U3: 44, 84, 198, 284, 354 TG U4: 24, 274</p>
<p>SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>DOK: Level 1</p>	<p>TG U2: 344 TG U4: 154</p>
<p>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.</p> <p>DOK: Level 1</p>	<p>TG U1: 213, 214, 216-217, 316-317, 386-387 TG U2: 13, 14, 16, 84, 216, 217, 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</p>

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<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>DOK: Level 1</p>	<p>TG U1: 190, 289, 370 TG U2: 190, 198, 398 TG U3: 30, 60, 70, 80, 84, 90, 100, 110, 170, 198, 354, 360, 370 TG U4: 20, 30, 60, 70, 80, 100, 160, 190, 354, 398</p>
Presentation of Knowledge and Ideas	
<p>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.</p> <p>DOK: Level 1</p>	<p>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: 50, 80, 120, 160, 180, 194, 198, 220, 230, 260, 290, 310, 360, 380, 390 TG U4: 30, 50, 60, 160, 180, 198, 260, 290, 360, 380, 398</p>
<p>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.</p> <p>DOK: Level 1</p>	<p>TG U1: 40, 107, 198, 307, 398 TG U2: 194, 198, 390, 394 TG U3: 360, 370, 394 TG U4: 160, 189-190, 212</p>
<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>DOK: Level 1</p>	<p>TG U1: 13, 33, 53, 63, 73, 93, 213, 273, 293, 313, 333, 343, 373, 383 TG U2: 33, 113, 123, 183, 251, 323, 333, 353, 363 TG U3: 63, 83, 173, 198, 243, 253, 263, 273 TG U4: 13, 23, 53, 143, 163, 313, 353</p>

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Language Standards	
Conventions of Standard English	
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>DOK: Level 1</p>	<p>TG U1: 30-31, 70-71, 150-151, 170-171, 190-191, 230-231, 250-251, 260-261, 280-281, 290-291, 310-311, 350-351</p> <p>TG U2: 30-31, 40-41, 130-131, 140-141, 160-161, 150-151, 170-171, 220-221, 230-231, 240-241, 260-261, 270-271, 290-291, 320-321, 360-361</p> <p>TG U3: 30-31, 50-51, 60-61, 80-81, 120-121, 220-221, 240-241, 280-281, 300-301, 330-331, 350-351, 370-371, 390-391</p> <p>TG U4: 40-41, 90-91, 110-111, 130-131, 150-151, 220-221, 240-241, 270-271, 290-291, 310-311, 340-341, 360-361</p>
<p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>DOK: Level 1</p>	<p>TG U1: 120-121, 140-141, 180-181, 190-191, 220-221, 230-231, 310-311, 320-321</p> <p>TG U2: 50-51, 60-61, 80-81, 220-221, 230-231, 240-241</p> <p>TG U3: 20-21, 30-31, 40-41, 70-71, 80-81, 220-221</p> <p>TG U4: 100-101, 110-111, 120-121, 130-131, 350-351, 360-361, 370-371</p>
<p>L.3.1.b Form and use regular and irregular plural nouns.</p> <p>DOK: Level 1</p>	<p>TG U1: 130-131, FS5, FS6, FS7</p> <p>TG U2: 380-381</p> <p>TG U3: FS2, FS3, FS4</p> <p>TG U4: 30-31, 40-41, 50-51</p>
<p>L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>DOK: Level 1</p>	<p>TG U3: 280-281, 290-291</p> <p>TG U4: 80-81, 90-91</p>
<p>L.3.1.d Form and use regular and irregular verbs.</p> <p>DOK: Level 1</p>	<p>TG U1: 80-81, 150-151, 160-161, 170-171</p> <p>TG U2: 290-291, 330-331, 340-341, 350-351, 360-361</p> <p>TG U3: 300-301, 310-311, 340-341</p> <p>TG U4: 250-251, 260-261, 270-271</p>
<p>L.3.1.e Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>DOK: Level 1</p>	<p>TG U1: 60-61, 70-71, 80-81, 160-161, 270-271, 280-281, 290-291, 300-301</p> <p>TG U2: 310-311, 320-321</p> <p>TG U3: 350-351, 360-361</p> <p>TG U4: 250-251, 260-261, 270-271</p>

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<p>L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>DOK: Level 1</p>	<p>TG U1: 240-241, 250-251, 270-271, 280-281, 290-291, 300-301 TG U2: 130-131, 140-141, 150-151, 280-281, 290-291, 300-301 TG U3: 370-371 TG U4: 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 290-291</p>
<p>L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>DOK: Level 1</p>	<p>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</p>
<p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>DOK: Level 1</p>	<p>TG U1: 350-351, 360-361, 370-371, 380-381, 390-391 TG U2: 250-251, 260-261, 270-271 TG U4: 310-311, 320-321, 330-331</p>
<p>L.3.1.i Produce simple, compound, and complex sentences.</p> <p>DOK: Level 1</p>	<p>TG U1: 80-81, 90-91, 260-261, 300-301 TG U2: 160-161, 170-171, 180-181, 190-191, FS14, FS15, FS16 TG U3: 380-381, 390-391, FS23, FS24 TG U4: 300-301, 310-311, 320-321, 330-331, FS10, FS23</p>
<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>DOK: Level 1</p>	<p>TG U1: 40-41, 60-61, 100-101, 110-111, 130-131, 150-151, 160-161, 170-171, 178-180 TG U2: 20-21, 30-31, 40-41, 90-91, 100-101, 110-111, 120-121, 178-180, 195, 370-371, 378-380, 381, 390-391, 395 TG U3: 130-131, 140-141, 150-151, 160-161, 170-171, 178-180, 181, 190-191, 378-380 TG U4: 160-161, 170-171, 178-180, 181, 190-191, 340-341, 378-380</p>
<p>L.3.2.a Capitalize appropriate words in titles.</p> <p>DOK: Level 1</p>	<p>TG U2: 30-31 TG U3: 190-191 TG U4: 340-341</p>
<p>L.3.2.b Use commas in addresses.</p> <p>DOK: Level 1</p>	<p>TG U4: 190-191</p>

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<p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>DOK: Level 1</p>	<p>TG U1: 100-101, 110-111 TG U2: 90-91, 100-101 TG U4: 170-171, 180-181</p>
<p>L.3.2.d Form and use possessives.</p> <p>DOK: Level 1</p>	<p>TG U1: 343 TG U3: 130-131, 140-141 TG U4: 150-151, 160-161</p>
<p>L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>DOK: Level 2</p>	<p>TG U1: 40-41, 60-61, 70-71, 280-281, FS8, FS9, FS10 TG U2: 370-371, FS20, FS21, FS22 TG U3: 170-171, FS11, FS12, FS13 TG U4: 60-61, 230-231</p>
<p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules meaningful word parts) in writing words.</p> <p>DOK: Level 1</p>	<p>TG U1: 130-131, 150-151, 160-161, 170-171, FS20, FS21, FS22 TG U2: 370-371, 380-381 TG U3: 150-151, 160-161, FS14, FS17 TG U4: 230-231</p>
<p>L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>DOK: Level 2</p>	<p>TG U2: 390-391 TG U3: 180-181, FS4 TG U4: 179, FS17</p>
Knowledge of Language	
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>DOK: Level 1</p>	<p>TG U1: 20-21, 40-41, 60-61, 90-91, 120-121, 140-141, 180-181, 220-221, 240-241, 270-271, 300-301, 320-321, 330-331, 340-341, 360-361 TG U2: 30-31, 50-51, 70-71, 100-101, 130-131, 150-151, 190-191, 230-231, 250-251, 280-281, 310-311, 350-351, 360-361 TG U3: 20-21, 40-41, 60-61, 80-81, 110-111, 140-141, 170-171, 220-221, 260-261, 290-291, 340-341, 380-381 TG U4: 30-31, 70-71, 90-91, 120-121, 150-151, 180-181, 230-231, 250-251, 270-271, 290-291, 310-311, 330-331, 350-351, 370-371, 390-391</p>

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<p>L.3.3.a Choose words and phrases for effect.</p> <p>DOK: Level 2</p>	<p>TG U1: 144, 145-147 TG U2: 24, 25-27</p>
<p>L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>DOK: Level 2</p>	<p>TG U2: 112-114, 115-117</p>
Vocabulary Acquisition and Use	
<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>DOK: Level 2</p>	<p>TG U1: 213, 354, 355-357, 383 TG U2: 103, 222-224, 225-227, 263, 303, 353, 354, 355-357 TG U3: 73, 83, 345, 353 TG U4: 83, 133, 243, 246, 253, 276, 285-287</p>
<p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>DOK: Level 2</p>	<p>TG U1: 354, 355, 366 TG U2: 255, 343, 353, 354, 355-357 TG U3: 26-27, 34, 35, 56, 73, 83, 276, 317, FS20, FS22 TG U4: 23, 243, 246, 285-287</p>
<p>L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/ careless, heat/preheat</i>).</p> <p>DOK: Level 2</p>	<p>TG U2: FS14, FS15, FS16, FS20, FS21, FS22 TG U3: FS8, FS9, FS10, FS11, FS12, FS13 TG U4: 60-61, 70-71, FS5, FS6, FS7, FS20, FS21, FS22</p>
<p>L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>DOK: Level 2</p>	<p>TG U4: 60-61, 70-71, FS23, FS24, FS25</p>
<p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>DOK: Level 2</p>	<p>TG U1: 95-96, 363, 365-367 TG U2: 56, 166, 315-317 TG U3: 26, 276 TG U4: 116, 246-247, 285-287, FS2, FS4, FS22</p>

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<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>DOK: Level 2</p>	<p>TG U1: 94, 95-97 TG U3: 234 TG U4: 274, 275-277, 294, 296-297</p>
<p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>DOK: Level 2</p>	<p>TG U1: 94, 95-97 TG U2: 54, 55-57, 164, 165-167, 222-224, 225-227 TG U3: 24, 25-27, 34, 35-37, 74, 75-77, 234, 235, 274, 275-277 TG U4: 244, 245-247, 344, 345-347</p>
<p>L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>DOK: Level 2</p>	<p>TG U3: 284, 286-287, 314, 315-317, 344, 345-347 TG U4: 32-34, 92-94, 95-97, 274, 275-277</p>
<p>L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p> <p>DOK: Level 2</p>	<p>TG U4: 114, 115-117, 134, 135</p>
<p>L.3.6 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., <i>After dinner that night we went looking for them</i>).</p> <p>DOK: Level 1</p>	<p>TG U1: 54, 74, 84, 104, 124, 144, 174, 224, 254, 284, 334, 344, 354 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, 174, 184, 234, 254, 284, 304, 324, 344, 364</p>