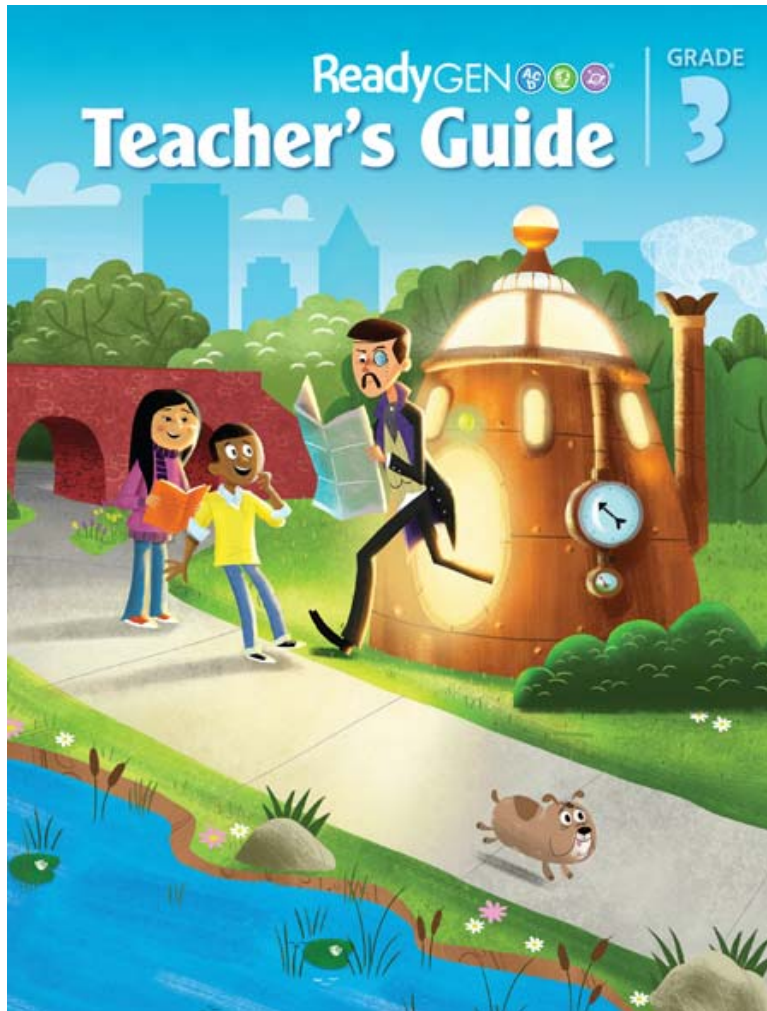


A Correlation of

ReadyGEN

Grade 3, ©2016



To the
**Smarter Balanced ELA/Literacy
Assessment Targets**

SAVVAS

A Correlation of ReadyGEN, ©2016, Grade 3 to the Smarter Balanced ELA/Literacy Assessment Targets

Introduction

This document demonstrates how *ReadyGEN, ©2016* meets the *Smarter Balanced ELA/Literacy Assessment Targets*. 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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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
Grades 3 Summative Assessment Targets, Claim #1	
ELA/Literacy Claim #1	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)	
<p>Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>Gr. 3 Standards: RL-1 (DOK 1, DOK 2)</p> <p>RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><u>RL-1</u> TG U1: 22-24, 34-36, 36-37, 56-57, 62-64, 92-94, 96-97, 146-148, 166-167, 172, 176 TG U2: 176 TG U3: 176 TG U4: 176</p>
<p>Target 2. CENTRAL IDEAS: Identify central ideas, key events, or the sequence of events presented in a text.</p> <p>Gr. 3 Standards: RL-2 (DOK 2, DOK 3)</p> <p>RL-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><u>RL-2</u> 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</p>

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<p>Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary). Gr. 3 Standards: RL-4, L-4, L-5c (DOK 1, DOK 2)</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>L-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>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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>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>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L-5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p><u>RL-4</u> TG U1: 94-96, 263, 293, 303, 333, 373 TG U2: 54-56, 114-116, 116-117, 164-166, 352-354, 354-356 TG U3: 24-26, 34-35, 74-76, 134-136 TG U4: 34, 112, 114-116</p> <p><u>L-4</u> TG U1: 14, 65, 95, 104, 145, 154, 174, 214, 244, 274, 314, 355, 365, 383-384 TG U2: 222-224, 224-226, 354-356, 356-358 TG U3: 345 TG U4: 133</p> <p><u>L-4.a</u> 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</p> <p><u>L-4.b</u> TG U2: FS14-16, FS20-22 TG U3: FS8-10 TG U4: 60-61, 70-72, FS5-7, FS20-22</p> <p><u>L-4.c</u> TG U4: FS23-25, 60-61, 70-72</p> <p><u>L-4.d</u> 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</p> <p><u>L-5.c</u> TG U4: 112, 114-116, 134</p>

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<p>Target 4. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view; theme; author’s message). Gr. 3 Standards: RL-3, RL-6, RL-9 (DOK 3)</p> <p>RL-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>RL-6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL-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><u>RL-3</u> 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</p> <p><u>RL-6</u> TG U1: 155-157, 102-104, 242-244 TG U3: 112-114 TG U4: 72</p> <p><u>RL-9</u> TG U1: 114-116</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. Gr. 3 Standards: RL-3, RL-6 (DOK 3, DOK 4)</p> <p>RL-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>RL-6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><u>RL-3</u> 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</p> <p><u>RL-6</u> TG U1: 155-157, 102-104, 242-244 TG U3: 112-114 TG U4: 72</p>

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<p>Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text. Gr. 3 Standards: RL-5, RL-7 (DOK 2, DOK 3)</p> <p>RL-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.</p> <p>RL-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><u>RL-5</u> TG U1: 54-56, 72-74, 76-77, 152-154, 156-158 TG U4: 144, 146-147, 184-186</p> <p><u>RL-7</u> 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</p>
<p>Target 7. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context. Gr. 3 Standards: L-5, RL-4 (DOK 2, DOK 3)</p> <p>L-5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><u>L-5</u> TG U1: 96-97 TG U3: 234 TG U4: 274, 276-277, 294, 296-298</p> <p><u>RL-4</u> TG U1: 94-96, 263, 293, 303, 333, 373 TG U2: 54-56, 114-116, 116-117, 164-166, 352-354, 354-356 TG U3: 24-26, 34-35, 74-76, 134-136 TG U4: 34, 112, 114-116</p>

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Informational Texts	
<p>Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 3 Standards: RI-1, RI-7 (DOK 1, DOK 2)</p> <p>RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-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><u>RI-1</u> 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</p> <p><u>RI-7</u> 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</p>
<p>Target 9. CENTRAL IDEAS: Identify central ideas, key events, or procedures and details that support them. Gr. 3 Standards: RI-2 (DOK 2, DOK 3)</p> <p>RI-2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><u>RI-2</u> 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</p>

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<p>Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. Gr. 3 Standards: RI-4, L-4 (DOK 1, DOK 2)</p> <p>RI-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.</p> <p>L-4 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><u>RI-4</u> 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</p> <p><u>L-4</u> TG U1: 14, 65, 95, 104, 145, 154, 174, 214, 244, 274, 314, 355, 365, 383-384 TG U2: 222-224, 224-226, 354-356, 356-358 TG U3: 345 TG U4: 133</p> <p><u>L-4.a</u> 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</p> <p><u>L-4.b</u> TG U2: FS14-16, FS20-22 TG U3: FS8-10 TG U4: 60-61, 70-72, FS5-7, FS20-22</p> <p><u>L-4.c</u> TG U4: FS23-25, 60-61, 70-72</p> <p><u>L-4.d</u> 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</p>

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<p>Target 11. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). Gr. 3 Standards: RI-3, RI-6, RI-7, RI-8, RI-9* (DOK 3)</p> <p>RI-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>RI-6 Distinguish their own point of view from that of the author of a text.</p> <p>RI-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>RI-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>RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><u>RI-3</u> 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</p> <p><u>RI-6</u> TG U1: 327 TG U2: 302-303, 304-306, 306-308 TG U4: 76-77, 234-235, 237</p> <p><u>RI-7</u> 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</p> <p><u>RI-8</u> TG U1: 342-344 TG U2: 244-246 TG U3: 333-335, 343-345, 354-356 TG U4: 62, 64-66, 354-356</p> <p><u>RI-9</u> 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</p>

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<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information). Gr. 3 Standards: RI-3, RI-6 (DOK 3, DOK 4)</p> <p>RI-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>RI-6 Distinguish their own point of view from that of the author of a text.</p>	<p><u>RI-3</u> 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</p> <p><u>RI-6</u> TG U1: 327 TG U2: 302-303, 304-306, 306-308 TG U4: 76-77, 234-235, 237</p>
<p>Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information. Gr. 3 Standards: RI-5, RI-7 (DOK 2, DOK 3)</p> <p>RI-5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI-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><u>RI-5</u> 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</p> <p><u>RI-7</u> 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</p>

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<p>Target 14. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context Gr. 3 Standards: L-5, L-5a, L-5b (DOK 2, DOK 3)</p> <p>L-5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L-5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L-5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p><u>L-5</u> TG U1: 96-97 TG U3: 234 TG U4: 274, 276-277, 294, 296-298</p> <p><u>L-5.a</u> 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</p> <p><u>L-5.b</u> TG U3: 284-286, 286-287, 314-316, 344-346 TG U4: 32, 34-35, 92-94, 274-276</p>

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Grade 3 Summative Assessment Targets, Claim #2	
ELA/Literacy Claim #2	
Students can produce effective writing for a range of purposes and audiences.	
<p>35% of the assessment evidence will come from composing, revising, and/or editing narrative writing.</p> <p>35% of the assessment evidence will come from composing, revising, and/or editing explanatory/informational writing based on evidence from given sources.</p> <p>30% of the assessment evidence will come from composing, revising, and/or editing opinion writing based on evidence from given sources.</p>	
<p>Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items as described and reported under Claim #4 (Research).</p>	
<p>Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p>Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d (DOK 3)</p> <p>Target 1b REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p>Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d (DOK 2)</p> <p>W-3</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>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>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p><u>W-3.a</u> 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</p> <p><u>W-3.b</u> 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</p> <p><u>W-3.c</u> TG U1: 88-90, 192-194 TG U2: 78-80, 196 TG U3: 196 TG U4: 196</p> <p><u>W-3.d</u> TG U1: 38-40, 138-140 TG U2: 128-130, 196 TG U3: 196 TG U4: 196</p>

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<p>Target 2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative techniques (dialogue, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events). Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d, W-4, W-5, W-8 (DOK 4)</p> <p>W-3 a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p> <p>W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><u>W-3.a</u> 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</p> <p><u>W-3.b</u> 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</p> <p><u>W-3.c</u> TG U1: 88-90, 192-194 TG U2: 78-80, 196 TG U3: 196 TG U4: 196</p> <p><u>W-3.d</u> TG U1: 38-40, 138-140 TG U2: 128-130, 196 TG U3: 196 TG U4: 196</p> <p><u>W-4</u> 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</p> <p><u>W-5</u> 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: 158-160, 168-170, 178-180, 358-360, 378-380 TG U4: 148-150, 168-170, 178-180, 368-370, 378-380</p>

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<p>(Continued)</p> <p>W-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><u>W-8</u> 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</p>
<p>Target 3a. WRITE BRIEF TEXTS: Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d (DOK 3)</p> <p>Target 3b. REVISE BRIEF TEXTS: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d (DOK 2)</p> <p>W-2 a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.</p>	<p><u>W-2.a</u> 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</p> <p><u>W-2.b</u> TG U1: 218-220, 288-290, 392-394 TG U2: 258-260, 392-394 TG U3: 238-240, 258-260, 392 TG U4: 392</p> <p><u>W-2.c</u> TG U1: 268-270, 278-280 TG U2: 288-290, 298-300, 392-394 TG U3: 288-290</p> <p><u>W-2.d</u> TG U1: 308-310, 392-394 TG U2: 308-310, 392-394 TG U3: 298-300, 308-310, 392 TG U4: 392</p>

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<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting details (from sources when appropriate to prompt) and an appropriate conclusion.</p> <p>Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d, W-3b, W-4, W-5, W-8 (DOK 4)</p> <p>W-2</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W-3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p><u>W-2.a</u> 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</p> <p><u>W-2.b</u> TG U1: 218-220, 288-290, 392-394 TG U2: 258-260, 392-394 TG U3: 238-240, 258-260, 392 TG U4: 392</p> <p><u>W-2.c</u> TG U1: 268-270, 278-280 TG U2: 288-290, 298-300, 392-394 TG U3: 288-290</p> <p><u>W-2.d</u> TG U1: 308-310, 392-394 TG U2: 308-310, 392-394 TG U3: 298-300, 308-310, 392 TG U4: 392</p> <p><u>W-3.b</u> 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</p> <p><u>W-4</u> 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</p>

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<p>(Continued)</p> <p>W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W-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><u>W-5</u> 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: 158-160, 168-170, 178-180, 358-360, 378-380 TG U4: 148-150, 168-170, 178-180, 368-370, 378-380</p> <p><u>W-8</u> 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</p>
<p>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Use text features (illustrations) in informational texts to enhance meaning. Gr. 3 Standards: W-2a (DOK 2)</p> <p>W-2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p><u>W-2.a</u> 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</p>

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<p>Target 6a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d, W-8 (DOK 3)</p> <p>Target 6b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d, W-8 (DOK 2)</p> <p>W-1 a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.</p> <p>W-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><u>W-1.a</u> TG U3: 48-50, 58-60, 88-90, 192 TG U4: 48, 58-60, 78-80, 192, 248-250, 258-260</p> <p><u>W-1.b</u> TG U1: 292-294 TG U2: 292-294 TG U3: 68-70, 78-80, 192 TG U4: 68-70, 268-270</p> <p><u>W-1.c</u> TG U3: 98-100 TG U4: 88-90, 192, 288-290, 392</p> <p><u>W-1.d</u> TG U3: 108-110, 118-120, 192 TG U4: 98-100, 108-110, 192, 298-300, 308-310, 392</p> <p><u>W-8</u> 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</p>

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<p>Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus(opinion), include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion. Gr. 3 Standards: W-1a, W-1b, W-1c,W-1d, W-3b,W-4, W-5, W-8 (DOK 4)</p> <p>W-1</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases(e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W-3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><u>W-1.a</u> TG U3: 48-50, 58-60, 88-90, 192 TG U4: 48, 58-60, 78-80, 192, 248-250, 258-260</p> <p><u>W-1.b</u> TG U1: 292-294 TG U2: 292-294 TG U3: 68-70, 78-80, 192 TG U4: 68-70, 268-270</p> <p><u>W-1.c</u> TG U3: 98-100 TG U4: 88-90, 192, 288-290, 392</p> <p><u>W.1.d</u> TG U3: 108-110, 118-120, 192 TG U4: 98-100, 108-110, 192, 298-300, 308-310, 392</p> <p><u>W-3.b</u> 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</p> <p><u>W.4</u> 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</p> <p><u>W-5</u> 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: 158-160, 168-170, 178-180, 358-360, 378-380 TG U4: 148-150, 168-170, 178-180, 368-370, 378-380</p>

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<p>(Continued) W-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><u>W-8</u> 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</p>
<p>Target 8. LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Gr. 3 Standards: L-3a, L-6 (DOK 1, DOK 2)</p> <p>L-3a Choose words and phrases for effect.</p> <p>L-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><u>L-3.a</u> TG U1: 144-146, 146-148 TG U2: 24-26</p> <p><u>L-6</u> 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</p>
<p>Target 9. EDIT: Apply or edit grade-appropriate grammar, usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Gr. 3 Standards: L-1, L-2, L-3b (DOK 1, DOK 2)</p> <p>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L-3b Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><u>L-1</u> TG U1: 30, 70, 100, 110, 150, 170, 190, 230, 250, 260, 280, 290, 310, 350 TG U2: 30, 40, 90, 100, 120, 130, 140, 160, 170, 220, 240, 260, 270, 320, 360 TG U3: 30, 50, 60, 80, 120, 220, 240, 280, 300, 330, 350, 370, 390 TG U4: 40, 60, 90, 110, 130, 150, 180, 220, 240, 270, 290, 310, 340, 360</p> <p><u>L-2</u> TG U1: 100-102, 110-111, 160-161, 178-180, 190-191, 195-197, 358-360, 395-397 TG U2: 178-180, 195-196, 370-372, 378-380, 390, 395-397 TG U3: 178-180, 378-380 TG U4: 178-180, 378-380</p> <p><u>L-3.b</u> TG U2: 112-114, 117 TG U3: 117 TG U4: 117</p>

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<p>Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to produce texts. Gr. 3 Standards: W-6 (DOK 1)</p> <p>W-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><u>W-6</u> 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</p>

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ELA/Literacy Claim #3	
Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Speaking	
<p>Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. Gr. 3 Standards: L-1, L-3a, L-3b, L-6, SL-6 (DOK 1)</p> <p>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L-3a Choose words and phrases for effect.</p> <p>L-3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L-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).</p> <p>SL-6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><u>L-1</u> TG U1: 30, 70, 100, 110, 150, 170, 190, 230, 250, 260, 280, 290, 310, 350 TG U2: 30, 40, 90, 100, 120, 130, 140, 160, 170, 220, 240, 260, 270, 320, 360 TG U3: 30, 50, 60, 80, 120, 220, 240, 280, 300, 330, 350, 370, 390 TG U4: 40, 60, 90, 110, 130, 150, 180, 220, 240, 270, 290, 310, 340, 360</p> <p><u>L-3.a</u> TG U1: 144-146, 146-148 TG U2: 24-26</p> <p><u>L-3.b</u> TG U2: 112-114, 117 TG U3: 117 TG U4: 117</p> <p><u>L-6</u> 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</p> <p><u>SL-6</u> 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</p>

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<p>Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 3 Standards: SL-6 (DOK 1)</p> <p>SL-6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><u>SL-6</u> 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</p>
<p>Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. Gr. 3 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8 (DOK 2, DOK 3)</p> <p>SL-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.</p> <p>SL-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>SL-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>SL-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><u>SL-1</u> TG U1: 14, 44, 64, 104, 144, 214, 224, 244, 264, 284, 304, 324, 344, 374 TG U2: 24, 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><u>SL-2</u> 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</p> <p><u>SL-4</u> 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</p> <p><u>SL-5</u> TG U1: 40, 107, 192, 307 TG U2: 194, 198, 280, 390, 394 TG U3: 360, 370, 394 TG U4: 160, 189-190, 212</p>

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<p>(Continued)</p> <p>SL-6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W-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><u>SL-6</u> 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</p> <p><u>W-8</u> 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</p>
Listening	
<p>Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally. Gr. 3 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)</p> <p>SL-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>SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><u>SL-2</u> 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</p> <p><u>SL-3</u> 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</p>

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Grades 3 Summative Assessment Targets, Claim #4	
ELA/Literacy Claim #4	
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
<p>Target 1. [Not assessed in summative assessment] PLAN/RESEARCH: Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept. Gr. 3 Standards: SL-1, SL-2, SL-3, SL-4; W-6, W-7 DOK 2, DOK 3, DOK 4—when multiple sources are used)</p> <p>SL-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.</p> <p>SL-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>SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-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>W-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><u>SL-1</u> TG U1: 14, 44, 64, 104, 144, 214, 224, 244, 264, 284, 304, 324, 344, 374 TG U2: 24, 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><u>SL-2</u> 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</p> <p><u>SL-3</u> 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</p> <p><u>SL-4</u> 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, 39</p> <p><u>W-6</u> 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</p>

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Assessment Targets**

Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
<p>(Continued) W-7 Conduct short research projects that build knowledge about a topic.</p>	<p><u>W-7</u> 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</p>
<p>Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7, RI-9; W-8 (PT: DOK 3) (CAT: DOK 2)</p> <p>RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-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>RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W-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><u>RI-1</u> 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</p> <p><u>RI-7</u> 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</p> <p><u>RI-9</u> 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</p> <p><u>W-8</u> 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</p>

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<p>Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4) (CAT: DOK 2)</p> <p>RI-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>RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W-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><u>RI-7</u> 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</p> <p><u>RI-9</u> 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</p> <p><u>W-8</u> 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</p>

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<p>Target 4. USE EVIDENCE: Cite evidence to support opinions based on prior knowledge and information collected. Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8 (PT: DOK 3) (CAT: DOK 2)</p> <p>RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-6 Distinguish their own point of view from that of the author of a text.</p> <p>RI-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>RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W-1b Provide reasons that support the opinion.</p> <p>W-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><u>RI-1</u> 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</p> <p><u>RI-6</u> TG U1: 327 TG U2: 302-303, 304-306, 306-308 TG U4: 76-77, 234-235, 237</p> <p><u>RI-7</u> 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</p> <p><u>RI-9</u> 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</p> <p><u>W-1.b</u> TG U1: 292-294 TG U2: 292-294 TG U3: 68-70, 78-80, 192 TG U4: 68-70, 268-270</p> <p><u>W-8</u> 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</p>