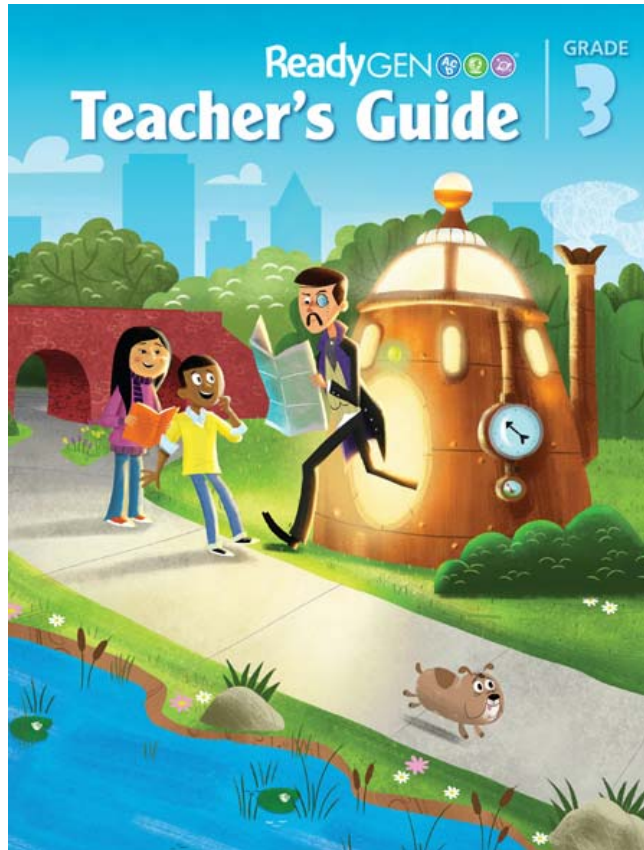


A Correlation of



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To the
South Carolina
College and Career Ready Standards
for English Language Arts
Grade 3

**A Correlation of ReadyGEN ©2016, Grade 3
To the South Carolina College- and Career-Ready Standards for
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Introduction

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

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

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

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

BUILT WITH THE RESULTS IN MIND

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

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

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

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South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 3
GRADE THREE	
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	TG U1: 258, 259, 260, 378, 379, 380, 392, 394 TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330 TG U3: 128, 129, 130, 138, 139, 140 TG U4: 11, 118, 119, 120, 128, 129, 137, 211
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	TG U1: 258, 259, 260, 378, 379, 380, 392, 394 TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330 TG U3: 128, 129, 130, 138, 139, 140 TG U4: 11, 118, 119, 120, 128, 129, 137, 211
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	TG U1: 149, 159, 193, 258, 259, 378, 379, 380, 388, 389, 390, 394 TG U2: 19, 20, 28, 29, 30, 219, 259, 318, 319, 320, 328, 329, 330, 338 TG U3: 128, 129, 130, 138, 139, 140, 318, 319, 320, 328, 329, 330 TG U4: 49, 69, 118, 119, 120, 128, 129, 130, 138, 139, 140, 318, 319
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	TG U1: 149, 159, 193, 258, 259, 378, 379, 380, 388, 389, 390, 394 TG U2: 19, 20, 28, 29, 30, 219, 259, 318, 319, 320, 328, 329, 330, 338 TG U3: 128, 129, 130, 138, 139, 140, 318, 319, 320, 328, 329, 330 TG U4: 49, 69, 118, 119, 120, 128, 129, 130, 138, 139, 140, 318, 319
4.2 Reflect on findings to build deeper understanding and determine next steps.	TG U1: 258, 259, 260, 378, 379, 380, 392, 394 TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330 TG U3: 128, 129, 130, 138, 139, 140 TG U4: 11, 118, 119, 120, 128, 129, 137

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4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	TG U1: 260, 380, 394 TG U2: 20, 150, 220, 330 TG U3: 130, 140 TG U4: 11, 120, 130, 137, 211
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	TG U1: 258, 259, 260, 378, 379, 380, 392, 394 TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330 TG U3: 128, 129, 130, 138, 139, 140 TG U4: 11, 118, 119, 120, 128, 129, 137
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	Supporting Content: TG U1: 258, 259, 260, 378, 379, 380, 392, 394 TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330 TG U3: 128, 129, 130, 138, 139, 140 TG U4: 11, 118, 119, 120, 128, 129, 137
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	TG U1: 258, 259, 260, 378, 379, 380, 392, 394 TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330 TG U3: 128, 129, 130, 138, 139, 140 TG U4: 11, 118, 119, 120, 128, 129, 137, 211
Reading –Literary Text (RL)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.</i>	<i>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</i>	<i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.</i>	<i>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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<p>1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>TG U2: 332, 342, 352, 371, FS21, FS22 TG U3: 112, 121, 122, 132, 142, 150, 151, 152, 162, 172, 182, FS8, FS9, FS10, FS11, FS12, FS13 TG U4: 102</p>

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<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	<p>3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	<p>3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	<p>3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	<p>3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.6 Read grade-appropriate irregularly spelled words.</p>	<p>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 TG U2: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 TG U4: 41, 51, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.</p>	<p>4.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	<p>TG U1: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 267, 277, 287, 297, 377, 387</p> <p>TG U2: 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 347, 357, 367, 377, 387</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187</p> <p>TG U4: 17, 27, 47, 117, 127, 147, 157, 167, 177, 187</p>
<p>4.3 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p>Meaning and Context (MC)</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>	
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	<p>TG U1: 13, 23, 34, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 243, 253, 263, 273, 283, 293, 373, 383</p> <p>TG U2: 33, 43, 53, 63, 73, 83, 93, 103, 106, 107, 113, 117, 123, 133, 137, 153, 163, 173, 176, 177, 183, 333, 334, 342, 343, 344, 346, 347</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183</p> <p>TG U4: 13, 23, 33, 46, 52, 53, 113, 123, 133, 143, 153, 183</p>
<p>5.2 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 2 Make predictions before and during reading; confirm or modify thinking.</p>	<p>5.2 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p>	
6.1 Determine the theme by recalling key details that support the theme.	<p>TG U1: 116, 150</p> <p>TG U2: 157, 358</p> <p>TG U3: 10, 11, 96, 182, 199</p> <p>TG U4: 10, 11, 22, 23, 24, 25, 26, 27, 29, 30, 40, 113, 124, 125, 152, 165, 182</p>

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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	TG U1: 272, 274, 275, 276, 277, 377, 383 TG U2: 82, 83, 84, 85, 86, 87, 142, 143, 144, 145, 146, 147, 342, 344, 346, 347, 352, 354, 356, 357, 362, 364, 366, 372, 374, 375, 376, 377 TG U3: 14, 15, 16, 17, 62, 63, 64, 65, 66, 67, 122, 124, 125, 126, 127 TG U4: 13, 14, 52, 53, 54, 56, 57
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	TG U1: 114, 115, 116, 117
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Use text evidence to:	
a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and	TG U1: 12, 14, 16, 17, 32, 44, 46, 47, 52, 62, 72, 82, 84, 86, 87, 92, 173, 182, 183, 262, 264, 266, 267, 272, 273, 282, 283, 284, 286, 287 TG U2: 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 52, 53, 57, 72, 73, 124, 125, 126, 127, 142, 143, 144, 145, 146, 147, 162, 163, 166, 167 TG U3: 10, 12, 13, 14, 42, 43, 44, 45, 46, 47, 62, 82, 83, 84, 85, 86, 87, 102, 103, 104, 106, 107, 162, 163, 164, 165, 166, 167 TG U4: 12, 14, 16, 17, 22, 23, 24, 26, 27, 142, 143, 144, 146, 147
b. explain the influence of cultural and historical context on characters, setting, and plot development.	TG U1: 132-133, 134, 142-143 TG U2: 32-33, 34, 42-43, 44, 46, 47, 102-103, 104, 106, 107 TG U3: 42-43, 44, 46, 47, 172-173, 174, 176, 177 TG U4: 12-13, 14, 16, 17, 22-23, 24, 26, 27, 142-143, 144, 146, 147

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Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	TG U1: 33, 63, 93, 133, 163, 173, 183, 243, 373, TR31 TG U2: 53, 118, 119, 123, 143, 167, 343, TR31 TG U3: 13, 27, 43, 54, 55, 57, 63, 93, 113, 133, 134, 135, 143, TR31, TR48, TR53 TG U4: 53, TR31
9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	TG U1: 272, 274, 275, 276, 277, 377, 383 TG U2: 82, 83, 84, 85, 86, 87, 142, 143, 144, 145, 146, 147, 342, 344, 346, 347, 352, 354, 356, 357, 362, 364, 366, 372, 374, 375, 376, 377 TG U3: 14, 15, 16, 17, 62, 63, 64, 65, 66, 67, 122, 124, 125, 126, 127 TG U4: 13, 14, 52, 53, 54, 56, 57
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Use paragraph-level context to determine the meaning of words and phrases.	TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 374, 384 TG U2: 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 334, 344, 354, 364, 374, 384 TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154 TG U4: 14, 23, 24, 34, 44, 104, 114, 124, 184
10.2 Determine the meaning of a word when an affix is added to a base word.	TG U2: 332, 342, 352, FS21, FS22 TG U3: 101, 111, 112, 121, 122, 132, 142, 151, 152, 162, 172, 182, FS8–FS13
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	10.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words	10.4 <i>Students are expected to continue to build upon concepts learned previously according to the South Carolina English Language Arts Standards.</i>

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10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	TG U1: 95 TG U2: 391 TG U3: 26
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	TG U1: 54, 74, 84, 104, 124, 144, 174, 254, 284, 334 TG U2: 64, 94, 114, 134, 154, 164, 184, 364, 384 TG U3: 24, 54, 74, 104, 124, 174 TG U4: 14, 34, 114, 144, 174, 184
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	
11.1 Explain the differences between first and third person points of view.	TG U1: 102, 103, 104, 105, 106, 107, 242, 243, 244, 246, 247 TG U3: 32, 33, 52, 53, 112, 113, 114, 115, 116, 117, 152, 153
11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.	TG U1: 102, 103, 104, 105, 106, 107, 242, 243, 244, 246, 247 TG U3: 32, 33, 52, 53, 112, 113, 114, 115, 116, 117, 152, 153, 156 TG U4: 218
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	TG U1: 54, 55, 56, 57, 73, 74, 75, 76, 77, 152, 153, 154, 156, 157 TG U2: 32, 42, 52, 62, 72, 93, 122, 343 TG U4: 32, 33, 123, 142, 144, 146, 147, 154, 182, 183, 184, 185, 186, 187, 322
12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	TG U1: 22, 54, 55, 56, 57, 73, 74, 75, 76, 77, 152, 153, 154, 156, 157, 222 TG U2: 22, 32, 42, 52, 62, 72, 93, 122, 212, 222, 343, 352 TG U3: 12, 52, 232, 312 TG U4: 32, 33, 112-113, 122-123, 142, 144, 146, 147, 154, 182, 183, 184, 185, 186, 187, 212, 322

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Range and Complexity (RC)	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	<p>TG U1: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 292, 296, 297, 372, 376, 377, 382, 386, 387</p> <p>TG U2: 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387</p> <p>TG U3: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187</p> <p>TG U4: 12, 16, 17, 22, 26, 27, 32, 36, 37, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187</p>
13.2 Read independently for sustained periods of time to build stamina.	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 245, 255, 265, 275, 285, 295, 375, 385</p> <p>TG U2: 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 335, 345, 355, 365, 375, 385</p> <p>TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185</p> <p>TG U4: 15, 25, 35, 105, 115, 125, 135, 145, 155, 165, 175, 185</p>

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13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 372, 373, 374, 382, 383, 384</p> <p>TG U2: 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U3: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184</p> <p>TG U4: 12, 13, 14, 22, 23, 24, 32, 33, 34, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184</p>
Reading –Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	<p><i>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	<p><i>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>

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<p>1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>TG U2: 212, 222, 232, 241, 242, 252, 312, 322, 371, FS14, FS15, FS16, FS20 TG U4: 60-61, 62, 63, 70-71, 72, 82, 92, 102, 312, 322, 332, 342, 352, 353, 391, FS5, FS6, FS7, FS20, FS21, FS22</p>

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<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	<p>3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	<p>3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	<p>3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	<p>3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.6 Read grade-appropriate irregularly spelled words.</p>	<p>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 TG U2: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 TG U4: 41, 51, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
<p>4.1 Students are expected to build upon and continue applying previous learning. Grade 1 Read grade-level text with purpose and understanding.</p>	<p>4.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	<p>TG U1: 217, 227, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U2: 17, 27, 137, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 367, 377, 387</p> <p>TG U3: 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U4: 47, 67, 77, 87, 97, 167, 177, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p>
4.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	<p>TG U1: 213, 223, 233, 303, 307, 313, 317, 323, 327, 333, 343, 347, 353, 363, 364, 373, 383, 387</p> <p>TG U2: 13, 16, 17, 23, 24, 133, 134, 136, 137, 183, 213, 214, 216, 217, 223, 232, 233, 236, 237, 243, 262, 263, 264, 265, 266, 267, 273, 309, 336</p> <p>TG U3: 213, 214, 216, 217, 223, 232, 233, 236, 237, 243, 253, 263, 264, 266, 267, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353</p> <p>TG U4: 43, 46, 53, 56, 63, 73, 83, 93, 103, 163, 173, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 343, 353, 363, 373, 383</p>
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Make predictions before and during reading; confirm or modify thinking.	5.2 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Summarize multi-paragraph texts using key details to support the central idea.	TG U1: 316, 317, TR4, TR10 TG U2: 16, 273, 308, 309, 322, 372, TR4, TR10 TG U3: 309, 317, 379, TR4, TR10 TG U4: 309, 373, TR4, TR10
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	TG U1: 384, 386, 387 TG U2: 322, 323, 324, 325, 326, 327, 362, 363, 364, 365, 366, 367, 372, 373, 374, 375, 376, 377, 382, 383, 384, 385, 386, 387 TG U3: 302, 303, 304, 306, 307, 364, 366, 367, 372, 374, 376, 377 TG U4: 42, 43, 44, 45, 46, 47, 312, 313, 314, 315, 316, 317, 362, 363
Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Explain how the author uses words and phrases to inform, explain, or describe.	TG U1: 332-333, 334, 342-343, 344, 346, 347, 352-353, 354, 356, 357 TG U2: 22-23, 24, 26, 27, 222-223, 224, 226, 227, 252-253, 254, 256, 257 TG U3: 228, 232-233, 234, 272-273, 274, 276, 277 TG U4: 212-213, 214, 216, 217, 242-243, 244, 246, 247, 292-293, 294, 296, 297, 332-333, 334
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	TG U1: 210, 238, TR25, TR52, TR61 TG U2: 43, 93, 268, 293, 297, 383, 388, TR25, TR51, TR61 TG U3: 278, 312, 333, 339, 362, 363, 364, 365, 366, 367, TR25, TR53, TR61 TG U4: 139, 238, TR25, TR61

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Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 Use paragraph-level context to determine the meaning of words and phrases.	TG U1: 324, 334, 344, 354, 364, 374, 384 TG U2: 14, 24, 134, 324, 374, 384 TG U3: 324, 334, 344, 354, 364, 374, 384 TG U4: 44, 54, 64, 74, 84, 94, 104, 213, 354, 364, 374, 384
9.2 Determine the meaning of a word when an affix is added to a base word.	TG U2: 212, 222, 232, 242, 252, 312, 322, FS15, FS16, FS20, TG U3: 241, 251, 261, 271 TG U4: 60, 61, 62, 70, 71, 72, 233, 243, 353, FS5, FS6, FS7, FS20, FS21, FS22, FS23, FS25
9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	9.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	TG U2: 313, 316, 391, FS20 TG U4: 253, 254, 255, 256, 257, 362, 372, FS2, FS4, FS22
9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	TG U1: 224, 334, 344, 354 TG U2: 14, 44, 134, 184, 234, 264, 294, 324, 364, 384 TG U3: 214, 244, 274, 314, 334, 364, 384 TG U4: 94, 174, 234, 254, 284, 304, 324, 344, 364
Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1 State the author's purpose; distinguish one's own perspective from that of the author.	TG U1: 218, 302, 312, 327, 362, 363, 386 TG U2: 13, 228, 238, 247, 277, 302, 303, 304, 305, 306, 307, 318 TG U3: 258, 282 TG U4: 72, 73, 74, 76, 76, 77, 83, 234, 235, 237, 304, 305, 306, 307, 363, 373, 377, 384, 385, 386, 387

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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	TG U1: 211 TG U2: 234, TR55 TG U3: 213, 383, 387, 374 TG U4: 269, 279, TR52
11.2 Describe the structures an author uses to support specific points.	TG U1: 342, 343, 344, 346 TG U2: 289, 299 TG U3: 224, 225, 226, 227, 254, 256, 294, 295, 296, 297, 304, 305, 306, 307, 333, 334, 335, 343, 354, 356, 374, 376, 377, 384, 386 TG U4: 62, 63, 64, 65, 289
Range and Complexity	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	TG U1: 212, 216, 217, 222, 226, 227, 232, 236, 237, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387 TG U2: 12, 16, 17, 22, 26, 27, 132, 136, 137, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 362, 366, 367, 372, 376, 377, 382, 386, 387 TG U3: 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287 TG U4: 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 162, 166, 167, 212, 216, 217, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387

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12.2 Read independently for sustained periods of time.	<p>TG U1: 215, 225, 235, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 15, 25, 135, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 365, 375, 385</p> <p>TG U3: 215, 225, 235, 245, 255, 265, 275, 285</p> <p>TG U4: 45, 55, 65, 75, 85, 95, 105, 165, 215, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 212, 213, 214, 222, 223, 224, 232, 233, 234, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U2: 12, 13, 14, 22, 23, 24, 132, 133, 134, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U3: 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284</p> <p>TG U4: 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 162, 163, 164, 212, 213, 214, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374, 382, 383, 384</p>
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Write opinion pieces that:	
a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;	<p>TG U1: 65, 105, 215, 235, 265, 335</p> <p>TG U3: 48, 49, 50, 88, 89, 90, 148, 149, 150, 158, 159, 160, 192, 194</p> <p>TG U4: 48, 49, 50, 58, 59, 60, 78, 79, 80, 159, 194, 196, 215, 220, 230, 240, 245, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 396</p>

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b. use information from multiple print and multimedia sources;	TG U3: 28, 29, 30, 68, 69, 70, 78, 79, 80, 128, 129, 130 TG U4: 118, 119, 120, 128, 129, 130, 194, 249, 318, 319, 320, 328, 329, 330,
c. organize supporting reasons logically;	TG U1: 65, 105, 215, 235, 265, 335 TG U3: 48, 49, 50, 88, 89, 90, 148, 149, 150, 158, 159, 160, 192, 194 TG U4: 48, 49, 50, 58, 59, 60, 78, 79, 80, 159, 194, 196, 215, 220, 230, 240, 245, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 396
d. use transitional words or phrases to connect opinions and reasons;	TG U3: 98, 99, 100 TG U4: 88, 89, 90, 169, 170, 288, 289, 290, 396
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	TG U3: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 58, 59, 60, 61, 68, 69, 70, 71, 78, 79, 80, 81, 88, 89, 90, 91, 98, 99, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121, 128, 129, 130, 131 TG U4: 10, 11, 18, 19, 20, 21, 28, 29, 30, 31, 38, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 149, 196, 215, 230, 231, 240, 241, 245, 260, 261, 268, 269, 270, 271, 279, 280, 281, 310, 311
f. use paraphrasing and original language to avoid plagiarism; and	TG U3: 128, 129, 130 TG U4: 118, 119, 120, 128, 129, 130, 318, 319, 330, 328, 329, 330
g. provide a concluding statement or section.	TG U3: 108, 109, 110, 118, 119, 120, 192, 194 TG U4: 98, 99, 100, 108, 109, 110, 298, 299, 300, 308, 309, 310, 396
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic and group related information together;	TG U1: 218, 228, 238, 239, 240, 248, 249, 258, 259, 268, 288, 289, 290, 329, 339, 392 TG U2: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392 TG U3: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392

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b. use information from multiple print and multimedia sources;	TG U1: 258, 259, 260, 288, 289, 290, 328, 329, 330, 378, 379, 380, 388, 389, 390, 393, 396 TG U2: 219, 220, 249, 259, 318, 319, 320, 328, 329, 330 TG U3: 219, 249, 258, 259, 260, 268, 269, 270, 328, 329, 330
c. include illustrations to aid comprehension;	TG U1: 238, 239, 240, 298, 299, 300, 320, 368, 369, 370, 394, 396 TG U2: 220, 238, 239, 240, 268, 269, 270, 388, 389, 390 TG U3: 229, 278, 279, 280, 388, 389, 390, 396
d. develop the topic with facts, definitions, and details;	TG U1: 219, 220, 229, 230, 249, 258, 259, 260, 269, 270, 279, 280 TG U2: 238, 239, 240, 258, 259, 260, 268, 269, 270, 278, 279, 280 TG U3: 238, 239, 240, 258, 259, 260, 392
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	TG U1: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 300, 301, 308, 309, 310, 311, 318, 319, 320, 321, 328, 329, 330, 331, 338, 339, 340, 341, 348 TG U2: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 258, 308, 309, 310, 311, 318, 319, 320, 321, 328, 329, 330, 331, 338, 339, 340, 341, 348, 349 TG U3: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 258, 308, 309, 310, 311, 318, 319, 320, 321, 328, 329, 330, 331, 338, 339, 340, 341, 348, 349
f. use paraphrasing and original language to avoid plagiarism;	TG U1: 258, 259, 260 TG U2: 319, 320, 328, 329, 330 TG U3: 329
g. use transition words and phrases to connect ideas within categories of information;	TG U1: 268, 269, 270, 278, 279, 280 TG U2: 288, 289, 290, 298, 299, 300, 392 TG U3: 288, 289, 290
h. develop a style and tone authentic to the purpose; and	TG U1: 348, 349, 350 TG U3: 368, 369, 370

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i. provide a concluding statement or section.	TG U1: 308, 309, 310, 340, 392 TG U2: 308, 309, 310, 392, 396 TG U3: 298, 299, 300, 308, 309, 310, 396
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:	
a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;	TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 118, 119, 120, 128, 129, 130, 148, 149, 150, 158, 159 TG U2: 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139
b. establish a situation and introduce a narrator and/or characters;	TG U1: 18, 28, 38, 48, 58, 68, 78, 108, 118, 148, 158, 194 TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 138, 139, 140, 158, 159, 160, 192
c. organize an event sequence that unfolds naturally;	TG U1: 18, 28, 38, 48, 58, 68, 78, 108, 118, 148, 158, 194 TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 138, 139, 140, 158, 159, 160, 192
d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;	TG U1: 19, 29, 39, 49, 59, 69, 79, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 148, 149, 169, 170 TG U2: 58, 59, 60, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 192, 196
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	TG U1: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 78, 79, 80, 81, 118, 119, 120, 121, 128, 129, 130, 131, 148, 149, 150, 151, 158, 159, 160, 161 TG U2: 38, 39, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 78, 79, 80, 81, 88, 89, 90, 91, 98, 99, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121, 128, 129, 130, 131, 138, 139, 140, 141
f. use temporal words and phrases to signal event order;	TG U1: 88, 89, 90, 91 TG U2: 78, 79, 80, 138, 139, 140, 158, 159, 160, 192

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g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and	TG U1: 19, 20, 49, 50, 119, 120, 130, 131, 169, 170 TG U2: 59, 60, 109, 110, 119, 120
h. provide a sense of closure.	TG U1: 20, 30, 38, 39, 40, 50, 60, 70, 80, 90, 138, 139, 140 TG U2: 128, 129, 130, 138, 139, 140, 158, 159, 160, 192
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
4.1 When writing:	
a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;	TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 311, 321, 331, 341 TG U2: 51, 61, 71, 81, 221, 231, 241, 281, 291, 321, 331, 341, 361 TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 221, 231, 251, 261, 271, 281, 291, 311, 321, 331, 341, 361 TG U4: 21, 31, 81, 91, 101, 111, 121, 131, 141, 350, 351, 360, 361
b. form and use regular and irregular plural nouns; use abstract nouns;	TG U1: 41, 131, FS5, FS6, FS7 TG U2: 300, 301 TG U3: 12, 22, 32, 42, 52, 280, 281, 290, 291, FS2, FS3, FS4 TG U4: 31, 41, 51, 72, 80, 81, 90, 91, 92
c. form and use regular and irregular verbs;	TG U1: 61, 71, 81, 141, 151, 161, 171 TG U2: 141, 151, 281, 291, 331, 341, 351, 361 TG U3: 301, 311, 331, 341
d. form and use the simple verb tenses;	TG U1: 61, 71, 81 TG U2: 291, 311, 321 TG U3: 321, 351, 361
e. ensure subject-verb and pronoun-antecedent agreement;	TG U1: 181, 191, 241, 251, 271, 281, 291, 301 TG U2: 131, 141, 151, 161, 281, 291, 301 TG U4: 141, 221, 231, 241, 251, 261, 271, 281, 291

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f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;	TG U1: 331, 341 TG U2: 70, 71 TG U3: 100, 101, 110, 111, 120, 121, 240, 241, 250, 251, 260, 261 TG U4: 380, 381, 390, 391
g. form and use prepositional phrases;	TG U1: 323, 371 TG U2: 31, 271 TG U3: 191, 333 TG U4: 91, 131
h. use coordinating and subordinating conjunctions; and	TG U1: 351, 361, 371, 381, 391 TG U2: 251, 261, 271
i. produce simple, compound, and complex sentences.	TG U1: 81, 91, 121, 171, 191, 221, 231, 241, 251, 261, 271, 281, 291 TG U2: 161, 171, 181, 191 TG U3: 370, 371, 380, 381, 390, 391 TG U4: 300, 301, 310, 311, 320, 321, 330, 331
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.	TG U1: 121 TG U2: 30, 31, 40, 41 TG U3: 179, 190, 191 TG U4: 340, 341
5.2 Use:	
a. apostrophes to form contractions and singular and plural possessives;	TG U2: 162, 172, 182, FS11, FS13, FS27 TG U3: 130, 131, 140, 141 TG U4: 13, 150, 151, 160, 161
b. quotation marks to mark direct speech; and	TG U1: 101, 111 TG U2: 91, 101 TG U4: 170, 171, 180, 181
c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.	TG U1: 101, 111 TG U2: 91, 101 TG U4: 170, 171, 180, 181, 190, 191

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5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.	<p>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U2: 252, 262, 272, 312, 322, 332, 342, 352, 371, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U3: 150, 151, 160, 161, 170, 171, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: 60, 61, 70, 71, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>
5.4 Use spelling patterns and generalizations.	<p>TG U1: FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS20, FS23, FS25</p> <p>TG U2: 370, 371, 372, 380, 381, 382</p> <p>TG U3: FS2, FS4, FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS23, FS25</p> <p>TG U4: 22, 32, 42, 362, 372, FS3, FS5, FS6, FS8, FS9, FS10, FS12, FS15, FS17, FS18, FS21, FS23, FS25</p>
5.5 Consult print and multimedia sources to check and correct spellings.	<p>TG U2: 313, 316, 391, FS20</p> <p>TG U3: 26, 179, 180, 181, FS4</p> <p>TG U4: 179, 380, FS2, FS4, FS17</p>
Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks:	
a. over short and extended time frames;	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160,170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160,170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160,170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U4: 30, 40, 50, 60, 80, 90, 107, 110, 120, 130, 150, 159, 160, 170,180, 190, 250, 260, 270, 280, 290, 300, 307, 310, 314, 320, 330, 350</p>

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b. for a range of domain-specific tasks;	<p>TG U1: 38-40, 58-60, 148-150, 192-199, 218-220, 228-230, 248-250, 392-399</p> <p>TG U2: 18-20, 58-60, 138-140, 192-199, 218-220, 298-300, 338-340, 392-399</p> <p>TG U3: 28-30, 38-40, 192-199, 228-230, 308-310, 378-380, 388-390, 392-399</p> <p>TG U4: 18-20, 28-30, 48-50, 188-190, 192-199, 228-230, 258-260, 392-399</p>
c. for a variety of purposes and audiences; and	<p>TG U1: 18-20, 48-50, 108-110, 128-130, 192, 196, 218-220, 249, 318-320, 328-330</p> <p>TG U2: 18-20, 48-50, 118-120, 138-140, 188, 192, 196, 218-220, 248-250, 268, 279, 329, 388, 392, 396</p> <p>TG U3: 18-20, 28-30, 38-40, 158-160, 192, 196, 228-230, 358-360, 392, 396</p> <p>TG U4: 18-20, 28-30, 48-50, 192, 196, 218-220, 238-240, 268-270, 388, 398, 392, 396</p>
d. by adjusting the writing process for the task, increasing the length and complexity.	<p>TG U1: 18, 28, 38, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 148, 149, 150, 158, 159, 160, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 148, 149, 150, 158, 159, 160, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298</p> <p>TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318</p>
<p>6.2 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p>	<p>6.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>6.3 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 1 Write left to right leaving space between words.</p>	<p>6.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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6.4 Continue to develop effective keyboarding skills.	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 192, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190, 192, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 188, 189, 190, 192, 194, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 189, 190, 192, 220, 230, 240, 250, 260, 270, 280, 290, 300</p>
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.	<p>TG U1: TR60</p> <p>TG U2: TR60</p> <p>TG U3: TR60</p> <p>TG U4: TR60</p>
Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through conversation and interaction with peers and adults.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p>

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1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.	<p>TG U1: 16, 36, 37, 46, 56, 76, 86, 96, 106, 116, 126, 136, 137, 156, 166, 176, 186, 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>TG U2: 16, 26, 36, 37, 46, 56, 66, 76, 86, 96, 116, 126, 136, 156, 166, 176, 196, 216, 226, 236, 237, 246, 256, 266, 286, 306, 316, 326, 346</p> <p>TG U3: 16, 36, 37, 46, 56, 76, 86, 96, 106, 116, 126, 136, 137, 156, 166, 176, 186, 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>TG U4: 16, 26, 36, 37, 46, 56, 66, 96, 106, 126, 136, 137, 166, 176, 186, 216, 226, 236, 237, 246, 256, 266, 306, 316, 326, 336, 337, 346</p>
1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U4: 14, 24, 34, 54, 64, 74, 104, 114, 124, 144, 154, 174, 184, 214, 234, 244, 254, 264, 274, 284, 304, 314, 324, 334, 344, 354, 364, 374</p>
1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p>

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1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 174, 184, 214, 224, 234, 244, 250, 254, 264, 274, 284, 294, 304, 314</p>
1.6 <i>This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.	<p>TG U1: 149, 159, 193, 258, 259, 378, 379, 380, 388, 389, 390, 394</p> <p>TG U2: 19, 20, 28, 29, 30, 219, 259, 318, 319, 320, 328, 329, 330, 338</p> <p>TG U3: 128, 129, 130, 138, 139, 140, 318, 319, 320, 328, 329, 330</p> <p>TG U4: 49, 69, 118, 119, 120, 128, 129, 130, 138, 139, 140, 318, 319</p>
2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	<p>TG U1: 17, 47, 57, 77, 87, 97, 107, 117, 127, 157, 167, 177, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 377, 387</p> <p>TG U2: 17, 27, 47, 57, 67, 87, 107, 117, 147, 157, 177, 197, 217, 227, 247, 267, 287, 317, 327, 347, 357, 377, 387</p> <p>TG U3: 17, 47, 57, 77, 87, 97, 107, 117, 127, 157, 167, 177, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 377, 387</p> <p>TG U4: 17, 27, 47, 67, 77, 87, 107, 127, 147, 157, 167, 187, 217, 227, 247, 257, 267, 307, 317, 327, 357, 367, 377, 387</p>

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2.3 <i>This indicator does not begin until Grade 6.</i> Grade 6: Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 <i>This indicator does not begin until Grade 6 according to the South Carolina English Language Arts Standards.</i>
2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	TG U1: 81, 91, 121, 131, 301, TR4–TR5, TR20–TR23 TG U2: 161, 171, TR4–TR5, TR20–TR23 TG U3: TR4–TR5, TR20–TR23 TG U4: TR4–TR5, TR20–TR23
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Compare how ideas and topics are depicted in a variety of media and formats.	TG U1: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 236, 237, 303,322, 323, 324, 325, 326, 327, 333, 334, 342, 344, 346, 347, 356 TG U2: 13, 232, 233, 234, 235, 237, 266, 267, 268, 272, 273, 277, 282,283, 284, 285, 286, 287, 292, 293, 296, 297, 313, 362, 363, 364, 366 TG U3: 233, 242, 243, 244, 245, 246, 247, 252, 262, 263, 266, 267, 272,306, 313, 322, 323, 324, 325, 326, 327, 333, 337, 343, 362, 363 TG U4: 52, 53, 54, 55, 56, 57, 217, 222, 223, 224, 225, 226, 227, 252,253, 272, 273, 283, 292, 293, 302, 337, 343, 367, 377
3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	TG U1: 40, 238-240, 298-300 TG U2: 150, 268-270, TG U4: 189, 190, 212
Language, Craft, and Structure (LCS) Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	
4.1 Identify the presentation style a speaker uses to present content.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 188-190, 260, 318-320, 368-370, 380, 394 TG U2: 20, 150, 188-190, 220, 330, 388-390 TG U3: 130, 140, 188-190, 388-390 TG U4: 11, 120, 130, 137, 188-190, 211

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4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 188-190, 260, 318-320, 368-370, 380, 394 TG U2: 20, 150, 188-190, 220, 330, 388-390 TG U3: 130, 140, 188-190, 388-390 TG U4: 11, 120, 130, 137, 188-190, 211
4.3 Identify why the speaker:	
a. uses intonation and word stress;	When listening to presentations, children have the opportunity to meet this objective. TG U1: 188-190, 260, 318-320, 368-370, 380, 394 TG U2: 20, 150, 188-190, 220, 330, 388-390 TG U3: 130, 140, 188-190, 388-390 TG U4: 11, 120, 130, 137, 188-190, 211
b. includes media;	When listening to presentations, children have the opportunity to meet this objective. TG U1: 40, 238-240, 298-300 TG U2: 150, 268-270, TG U4: 189, 190, 212
c. addresses the audience;	When listening to presentations, children have the opportunity to meet this objective. TG U1: 188-190, 260, 318-320, 368-370, 380, 394 TG U2: 20, 150, 188-190, 220, 330, 388-390 TG U3: 130, 140, 188-190, 388-390 TG U4: 11, 120, 130, 137, 188-190, 211

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d. determines word choice; and	<p>TG U1: 14, 24, 26, 27, 34, 44, 54, 64, 74, 84, 88, 89, 90, 94, 96, 97, 264, 274, 284, 294, 304, 314, 324, 334, 337, 344, 354, 356, 357, 364</p> <p>TG U2: 14, 34, 44, 54, 64, 74, 78, 79, 80, 84, 94, 104, 114, 124, 134, 257, 264, 274, 276, 284, 294, 304, 312, 314, 324, 334, 344, 354, 356</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 287, 294, 304, 314, 323, 324, 334, 343, 344, 354, 364, 374, 384</p>
e. incorporates figurative language and literary devices.	<p>TG U1: 13, 23, TR31</p> <p>TG U2: 118, 119, TR31</p> <p>TG U3: 13, 27, 53, 54, 55, 57, 63, 93, 113, 134, 135, TR31, TR48, TR53</p> <p>TG U4: TR31</p>
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose and integrate craft techniques to create presentations.	<p>TG U1: 188-190, 260, 318-320, 368-370, 380, 394</p> <p>TG U2: 20, 150, 188-190, 220, 330, 388-390</p> <p>TG U3: 130, 140, 188-190, 388-390</p> <p>TG U4: 11, 120, 130, 137, 188-190, 211</p>
5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.	<p>TG U1: TR31, TR55</p> <p>TG U2: 118, 119, TR31</p> <p>TG U3: 13, 27, 54, 55, 57, 63, 93, 113, 134, 135, TR31, TR48, TR50, TR53</p> <p>TG U4: 218, TR31</p>
5.3 <i>This indicator does not begin until English 1.</i> English 1 Develop messages that use logical, emotional, and ethical appeals.	5.3 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>