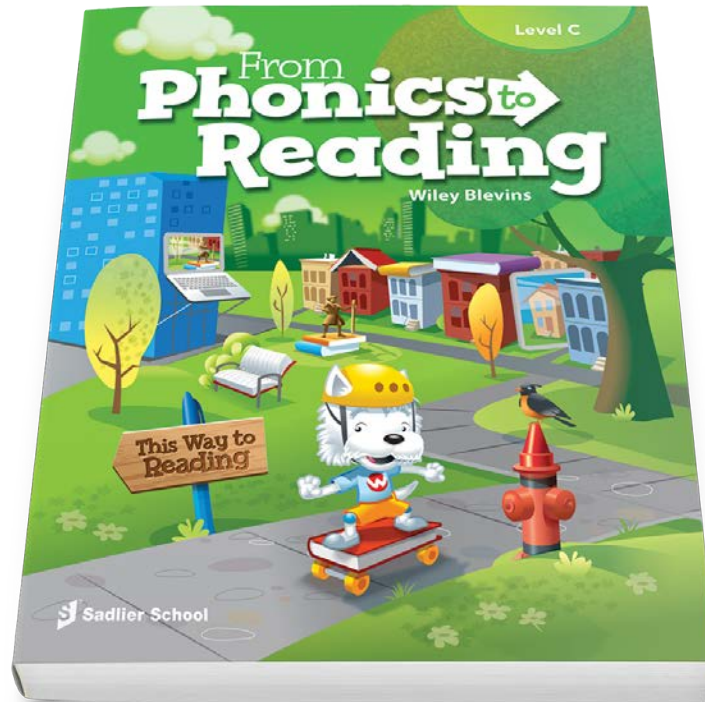


# From Phonics to Reading

Correlation to the Oklahoma Academic Standards:  
English Language Arts (2020)

**Grade 3**



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## Key Aligned Content

### STANDARD 2: READING FOUNDATIONS

#### Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	

#### Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.2.PC</b> Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>	<p>Students practice forming letters and developing handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>See Level K/Kindergarten</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• <b>Trace and Write</b>—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331</li> </ul>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.2.PWS.1</b> Students will decode multisyllabic words using their knowledge of:</p>	
<ul style="list-style-type: none"> <li>“r” controlled vowels ( e.g ., ar, er, ir or, ur)</li> </ul>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b>  <b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 7 r-Controlled Vowels /är/ (ar), /ôr/ (or, ore, oar)—pp. 57-74/TE pp. T66-T70</li> <li>Lesson 8 r-Controlled Vowel /ûr/ (er, ir, ur)—pp. 65-84/TE pp. T76-T80</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 16 r-Controlled Vowel Syllables—pp. 131-168/TE pp. T160-T168</li> </ul>
<ul style="list-style-type: none"> <li>vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)</li> </ul>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b>  <b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 10 Diphthongs /ou/, /oi/—pp. 81-104/TE pp. T96-T100</li> </ul>
<p><b>3.2.PWS.2</b> Students will decode multisyllabic words by applying knowledge of structural analysis:</p>	
<ul style="list-style-type: none"> <li>all major syllable patterns</li> </ul>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b>  <b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 12 Closed Syllables—pp. 99-128/TE pp. T120-T128</li> <li>Lesson 13 Open Syllables—pp. 107-138/TE pp. T130-T138</li> <li>Lesson 14 Final Stable Syllables—pp. 115-148/TE pp. T140-T148</li> <li>Lesson 15 Vowel Team Syllables—pp. 123-158/TE pp. T150-T158</li> <li>Lesson 16 r-Controlled Vowel Syllables—pp. 131-168/TE pp. T160-T168</li> <li>Lesson 17 Final e Syllables—pp. 139-178/TE pp. T170-T178</li> <li>Lesson 18 Unaccented Final Syllables—pp. 147-188/TE pp. T180-T188</li> </ul>
<ul style="list-style-type: none"> <li>contractions</li> </ul>	<p><b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>Lesson 30 Contractions—pp. 247-316/TE pp. T308-T316</li> </ul>
<ul style="list-style-type: none"> <li>abbreviations</li> </ul>	<p><b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>Lesson 29 Abbreviations—pp. 239-306/TE pp. T298-T306</li> </ul>

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<ul style="list-style-type: none"> <li>common roots and related prefixes and suffixes</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 3 Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>Lesson 21 Prefixes (dis-, un-, pre-, re-)—pp. 173–222/TE pp. T214–T222</li> <li>Lesson 22 Suffixes (-er, -or)—pp. 181–232/TE pp. T224–T232</li> <li>Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—pp. 189–242/TE pp. T234–T242</li> <li>Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—pp. 197–252/TE pp. T244–T252</li> <li>Lesson 25 Related Words (shared base words)—pp. 205–262/TE pp. T254–T262</li> </ul>
<p><b>3.2.PWS.3</b> Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 1 Short Vowels—pp. 9–16/TE pp. T6–T14</li> <li>Lesson 2 Long a—pp. 17–24/TE pp. T16–T20</li> <li>Lesson 3 Long o—pp. 25–34/TE pp. T26–T30</li> <li>Lesson 4 Long e—pp. 33–44/TE pp. T36–T40</li> <li>Lesson 5 Long i—pp. 41–48/TE pp. T46–T50</li> <li>Lesson 6 Long u—pp. 49–64/TE pp. T56–T60</li> <li>Lesson 7 r-Controlled Vowels /är/, /ôr/—pp. 57–74/TE pp. T66–T70</li> <li>Lesson 8 r-Controlled Vowel /ür/—pp. 65–84/TE pp. T76–T80</li> <li>Lesson 9 Short oo and Long oo—pp. 73–94/TE pp. T86–T90</li> <li>Lesson 10 Diphthongs /ou/, /oi/—pp. 81–104/TE pp. T96–T100</li> <li>Lesson 11 Complex Vowel /ô/—pp. 89–114/TE pp. T106–T110</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 12 Closed Syllables—pp. 99–128/TE pp. T120–T128</li> <li>Lesson 13 Open Syllables—pp. 107–138/TE pp. T130–T138</li> <li>Lesson 14 Final Stable Syllables—pp. 115–148/TE pp. T140–T148</li> <li>Lesson 15 Vowel Team Syllables—pp. 123–158/TE pp. T150–T158</li> <li>Lesson 16 r-Controlled Vowel Syllables—pp. 131–168/TE pp. T160–T168</li> <li>Lesson 17 Final e Syllables—pp. 139–178/TE pp. T170–T178</li> <li>Lesson 18 Unaccented Final Syllables—pp. 147–188/TE pp. T180–T188</li> </ul>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p>	

## STANDARD 2: READING FOUNDATIONS

### Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.2.F.1</b> Students will read high frequency and irregularly spelled grade-level words with automaticity in text.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> Lesson <b>Unit 3 Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>Lesson 20 Target Skill: Irregular Plurals—pp. 165–212/TE pp. T204–T212</li> </ul> <p>Lesson Activities <b>Introduction</b></p> <ul style="list-style-type: none"> <li><b>Blend It: Check Foundational Skills/Transition to Longer Words</b> (high-frequency words)—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE p. T120; p. 107/TE p. T130; p. 115/TE p. T140; p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li><b>Speed Drill</b>—p. 10/TE p. T6; p. 18/TE p. T16; p. 26/TE p. T26; p. 34/TE p. T36; p. 42/TE p. T46; p. 50/TE p. T56; p. 58/TE p. T66; p. 66/TE p. T76; p. 74/TE p. T86; p. 82/TE p. T96; p. 90/TE p. T106; p. 100/TE p. T120; p. 108/TE p. T130; p. 116/TE p. T140; p. 124/TE p. T150; p. 132/TE p. T160; p. 140/TE p. T170; p. 148/TE p. T180; p. 158/TE p. T194; p. 166/TE p. T204; p. 174/TE p. T214; p. 182/TE p. T224; p. 190/TE p. T234; p. 198/TE p. T244; p. 206/TE p. T254; p. 216/TE p. T268; p. 224/TE p. T278; p. 232/TE p. T288; p. 240/TE p. T298; p. 248/TE p. T308</li> </ul> <p><b>TEACHER'S EDITION</b> [Day 2] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>High-Frequency Words</b>—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310</li> </ul> <p>[Day 3] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>High-Frequency Words</b>—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T124, T134, T144, T154, T164, T174, T184, T198, T208, T218, T228, T238, T248, T258, T272, T282, T292, T302, T312</li> </ul> <p>[Day 4] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>High-Frequency Words</b>—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING FOUNDATIONS

### Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314</p> <p>[Day 5] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b>—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316</li> <li>• <b>Speed Drill</b> (timed reading of irregular plurals)—TE p. T212</li> </ul>
<p><b>3.2.F.2</b> Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (students chorally grade-level text)—p. 11/TE p. T8; p. 19/TE p. T18; p. 27/TE p. T28; p. 35/TE p. T38; p. 43/TE p. T48; p. 51/TE p. T58; p. 59/TE p. T68; p. 67/TE p. T78; p. 75/TE p. T88; p. 83/TE p. T98; p. 91/TE p. T108; p. 101/TE p. T122; p. 109/TE p. T132; p. 117/TE p. T142; p. 125/TE p. T152; p. 133/TE p. T162; p. 141/TE p. T172; p. 149/TE p. T182; p. 159/TE p. T196; p. 167/TE p. T206; p. 175/TE p. T216; p. 183/TE p. T226; p. 191/TE p. T236; p. 199/TE p. T246; p. 207/TE p. T256; p. 217/TE p. T270; p. 225/TE p. T280; p. 233/TE p. T290; p. 241/TE p. T300</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Dear Family Letter</b></p> <ul style="list-style-type: none"> <li>• <b>Read Connected Text</b> (at the end of each week, students read story aloud to family members/read aloud together)—TE pp. T1, T115, T189, T263</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (students read text aloud)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text</b> (reread passage orally to a partner)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T124, T134, T144, T154, T164, T174, T184, T198, T208, T218, T228, T238, T248, T258, T272, T282, T292, T302, T312</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (reread text orally to a partner)—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING FOUNDATIONS

### Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (reread decodable passages with partners)— TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T172, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	

## Additional Aligned Content

### STANDARD 1: SPEAKING AND LISTENING

#### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules.</p>	<p>Students actively listen and speak as they participate in teacher-supervised call and response activities in each lesson.</p>
<p><b>3.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (discuss with a partner answers to comprehension question)—p. 11/TE p. T8; p. 19/TE p. T18; p. 27/TE p. T28; p. 35/TE p. T38; p. 43/TE p. T48; p. 51/TE p. T58; p. 59/TE p. T68; p. 67/TE p. T78; p. 75/TE p. T88; p. 83/TE p. T98; p. 91/TE p. T108; p. 101/TE p. T122; p. 109/TE p. T132; p. 117/TE p. T142; p. 125/TE p. T152; p. 133/TE p. T162; p. 141/TE p. T172; p. 149/TE p. T182; p. 159/TE p. T196; p. 167/TE p. T206; p. 175/TE p. T216; p. 183/TE p. T226; p. 191/TE p. T236; p. 199/TE p. T246; p. 207/TE p. T256; p. 217/TE p. T270; p. 225/TE p. T280; p. 233/TE p. T290; p. 241/TE p. T300; p. 249/TE p. T310</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (discuss answers to comprehension questions with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul>
<p><b>3.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p>	<p>After students chorally read the Connected Text for each lesson, they engage in collaborative discussions about the selection.</p> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (discuss answers to comprehension questions, first with a partner and then with the group)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul>
<p><b>2.1.R.4</b> Students will restate and follow multi-step directions.</p>	<p>Students read, clarify if necessary, and follow directions that appear at the beginning of each lesson activity.</p>



## 1: SPEAKING AND LISTENING

### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.1.W.1</b> Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>(expand sentences by adding descriptive details)—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316</li> </ul>
<p><b>3.1.W.2</b> Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>Thirty week-long lessons feature five daily sets of brief, carefully focused learning activities that encourage respectful, collaborative participation of students in large or small groups, as well as pairs of young learners.</p> <p>Sample collaborative activities</p> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (discuss text with a partner)—p. 11/TE p. T8; p. 19/TE p. T18; p. 27/TE p. T28; p. 35/TE p. T38; p. 43/TE p. T48; p. 51/TE p. T58; p. 59/TE p. T68; p. 67/TE p. T78; p. 75/TE p. T88; p. 83/TE p. T98; p. 91/TE p. T108; p. 101/TE p. T122; p. 109/TE p. T132; p. 117/TE p. T142; p. 125/TE p. T152; p. 133/TE p. T162; p. 141/TE p. T172; p. 149/TE p. T182; p. 159/TE p. T196; p. 167/TE p. T206; p. 175/TE p. T216; p. 183/TE p. T226; p. 191/TE p. T236; p. 199/TE p. T246; p. 207/TE p. T256; p. 217/TE p. T270; p. 225/TE p. T280; p. 233/TE p. T290; p. 241/TE p. T300; p. 249/TE p. T310</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (discuss answers to comprehension questions with a partner before sharing with the group)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (reread the decodable passage then share ideas with partners to get feedback)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li><b>Build Fluency/Word Sort</b> (work with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T172, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• <b>Concept Sort/Speed Drill</b> (work with a partner)—TE pp. T9, T19, T29, T39, T49, T59, T69, T79, T89, T99, T109, T123, T133, T143, T153, T163, T173, T183, T197, T207, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311</li> <li>• <b>High-Frequency Syllables/Word Building/Use in Context</b> (work with partners)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313</li> <li>• <b>Writing Fluency</b> (exchange stories with partners)—TE pp. T13, T23, T33, T43, T53, T63, T73, T83, T93, T103, T113, T127, T137, T147, T157, T167, T177, T187, T201, T211, T221, T231, T241, T251, T261, T275, T285, T295, T305, T315</li> </ul>

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.2.R.1</b> Students will locate the main idea and key supporting details of a text or section of text.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (discuss with a partner answers to comprehension question)—p. 11/TE p. T8; p. 19/TE p. T18; p. 27/TE p. T28; p. 35/TE p. T38; p. 43/TE p. T48; p. 51/TE p. T58; p. 59/TE p. T68; p. 67/TE p. T78; p. 75/TE p. T88; p. 83/TE p. T98; p. 91/TE p. T108; p. 101/TE p. T122; p. 109/TE p. T132; p. 117/TE p. T142; p. 125/TE p. T152; p. 133/TE p. T162; p. 141/TE p. T172; p. 149/TE p. T182; p. 159/TE p. T196; p. 167/TE p. T206; p. 175/TE p. T216; p. 183/TE p. T226; p. 191/TE p. T236; p. 199/TE p. T246; p. 207/TE p. T256; p. 217/TE p. T270; p. 225/TE p. T280; p. 233/TE p. T290; p. 241/TE p. T300; p. 249/TE p. T310</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss answers to comprehension questions with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul>
<p><b>3.2.R.2</b> Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p>	<p>N/A</p>

## STANDARD 2: READING AND WRITING PROCESS

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.2.R.3</b> Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text .</p>	<p><b>TEACHER'S EDITION</b>  <b>Dear Family Letter</b></p> <ul style="list-style-type: none"> <li>• <b>Practice with Connected Text</b> (students summarize story to family members in a few sentences)—TE pp. T1, T115, T189, T263</li> </ul>

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.2.W.1</b> Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (discuss with a partner then write about the text)—p. 11/TE p. T8; p. 19/TE p. T18; p. 27/TE p. T28; p. 35/TE p. T38; p. 43/TE p. T48; p. 51/TE p. T58; p. 59/TE p. T68; p. 67/TE p. T78; p. 75/TE p. T88; p. 83/TE p. T98; p. 91/TE p. T108; p. 101/TE p. T122; p. 109/TE p. T132; p. 117/TE p. T142; p. 125/TE p. T152; p. 133/TE p. T162; p. 141/TE p. T172; p. 149/TE p. T182; p. 159/TE p. T196; p. 167/TE p. T206; p. 175/TE p. T216; p. 183/TE p. T226; p. 191/TE p. T236; p. 199/TE p. T246; p. 207/TE p. T256; p. 217/TE p. T270; p. 225/TE p. T280; p. 233/TE p. T290; p. 241/TE p. T300</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (write to the prompt)—p. 14/TE p. T12, p. 22/TE p. T22, p. 30/TE p. T32, p. 38/TE p. T42, p. 46/TE p. T52, p. 54/TE p. T62, p. 62/TE p. T72, p. 70/TE p. T82, p. 78/TE p. T92, p. 86/TE p. T102, p. 94/TE p. T112, p. 104/TE p. T126, p. 112/TE p. T136, p. 120/TE p. T146, p. 128/TE p. T156, p. 136/TE p. T166, p. 144/TE p. T176, p. 152/TE p. T186, p. 162/TE p. T200, p. 170/TE p. T210, p. 178/TE p. T220, p. 186/TE p. T230, p. 194/TE p. T240, p. 202/TE p. T250, p. 210/TE p. T260, p. 220/TE p. T274, p. 228/TE p. T284, p. 236/TE p. T294, p. 244/TE p. T304, p. 252/TE p. T314</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (write an answer the question at the bottom of the page)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.2.W.2</b> Students will edit drafts and revise for clarity and organization.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Quick Check</b> (check spelling/revise writing)—p. 15/TE p. T12, p. 23/TE p. T22, p. 31/TE p. T32, p. 39/TE p. T42, p. 47/TE p. T52, p. 55/TE p. T62, p. 63/TE p. T72, p. 71/TE p. T82, p. 79/TE p. T92, p. 87/TE p. T102, p. 95/TE p. T112, p. 105/TE p. T126, p. 113/TE p. T136, p. 121/TE p. T146, p. 129/TE p. T156, p. 137/TE p. T166, p. 145/TE p. T176, p. 153/TE p. T186, p. 163/TE p. T200, p. 171/TE p. T210, p. 179/TE p. T220, p. 187/TE p. T230, p. 195/TE p. T240, p. 203/TE p. T250, p. 211/TE p. T260, p. 221/TE p. T274, p. 229/TE p. T284, p. 237/TE p. T294, p. 245/TE p. T304, p. 253/TE p. T314</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (get feedback from partners, revise as needed)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>Reread and Write</b> (review written responses then provide feedback for students to revise their writing)—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316</li> </ul>
<p><b>3.2.W.3</b> Students will correctly spell grade-appropriate words while editing.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  Lessons  <b>Unit 3 Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li><b>Lesson 19 Inflectional Endings (-ed, -ing)</b> (spell words with inflectional endings)—pp. 157–202/TE pp. T194–T202</li> <li><b>Lesson 22 Suffixes (-er, -or)</b> (spell words with suffixes)—pp. 181–232/TE pp. T224–T232</li> <li><b>Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)</b> (spell words with suffixes)—pp. 189–242/TE pp. T234–T242</li> <li><b>Lesson 25 Related Words</b> (spell words with the same base word)—pp. 205–262/TE pp. T254–T262</li> </ul> <p>Lesson Activities  <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li><b>Spell It</b>—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE p. T120; p. 107/TE p. T130; p. 115/TE p. T140;</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</p> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It/Quick Check</b> (check spelling)—p. 15/TE p. T12; p. 23/TE p. T22; p. 31/TE p. T32; p. 39/TE p. T42; p. 47/TE p. T52; p. 55/TE p. T62; p. 63/TE p. T72; p. 71/TE p. T82; p. 79/TE p. T92; p. 87/TE p. T102; p. 95/TE p. T112; p. 105/TE p. T126; p. 113/TE p. T136; p. 121/TE p. T146; p. 129/TE p. T156; p. 137/TE p. T166; p. 145/TE p. T176; p. 153/TE p. T186; p. 163/TE p. T200; p. 171/TE p. T210; p. 179/TE p. T220; p. 187/TE p. T230; p. 195/TE p. T240; p. 203/TE p. T250; p. 211/TE p. T260; p. 221/TE p. T274; p. 229/TE p. T284; p. 237/TE p. T294; p. 245/TE p. T304; p. 253/TE p. T314</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Introduce Sound/Spelling</b></p> <ul style="list-style-type: none"> <li>• <b>Corrective Feedback</b> (correct missed spellings)—TE pp. T5, T15, T25, T35, T45, T55, T65, T75, T85, T95, T105, T119, T129, T139, T149, T159, T169, T179, T193, T203, T213, T223, T233, T243, T253, T267, T277, T287, T297, T307</li> </ul> <p>[Day 1] <b>3. Spelling</b> (optional)</p> <ul style="list-style-type: none"> <li>• TE pp. T5, T15, T25, T35, T45, T55, T65, T75, T85, T95, T105, T119, T129, T139, T149, T159, T169, T179, T193, T203, T213, T223, T233, T243, T253, T267, T277, T287, T297, T307</li> </ul> <p>[Day 2] <b>3. Spelling</b> (optional)</p> <ul style="list-style-type: none"> <li>• TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b> (chorally spell words/write words with missing letters for students to complete)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310</li> </ul> <p>[Day 3] <b>3. Spelling</b> (optional)</p> <ul style="list-style-type: none"> <li>• TE pp. T9, T19, T29, T39, T49, T59, T69, T79, T89, T99, T109, T123, T133, T143, T153, T163, T173, T183, T197, T207, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>[Day 4] <b>3. Spelling</b> (optional)</p> <ul style="list-style-type: none"> <li>TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313</li> </ul> <p>[Day 5] <b>2. Spelling</b> (optional)</p> <ul style="list-style-type: none"> <li>TE pp. T13, T23, T33, T43, T53, T63, T73, T83, T93, T103, T113, T127, T137, T147, T157, T167, T177, T187, T201, T211, T221, T231, T241, T251, T261, T275, T285, T295, T305, T315</li> </ul>
<p><b>3.2.W.4</b> Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Writing Extension</b></p> <p><b>Write About It</b></p> <ul style="list-style-type: none"> <li><b>Quick Check</b> (use a dictionary to check spelling)—p. 15/TE p. T12; p. 23/TE p. T22; p. 31/TE p. T32; p. 39/TE p. T42; p. 47/TE p. T52; p. 55/TE p. T62; p. 63/TE p. T72; p. 71/TE p. T82; p. 79/TE p. T92; p. 87/TE p. T102; p. 95/TE p. T112; p. 105/TE p. T126; p. 113/TE p. T136, SB, p. 121/TE p. T146; p. 129/TE p. T156; p. 137/TE p. T166; p. 145/TE p. T176; p. 153/TE p. T186; p. 163/TE p. T200; p. 171/TE p. T210; p. 179/TE p. T220; p. 187/TE p. T230; p. 195/TE p. T240; p. 203/TE p. T250; p. 211/TE p. T260; p. 221/TE p. T274; p. 229/TE p. T284; p. 237/TE p. T294; p. 245/TE p. T304; p. 253/TE p. T314</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Try It</b> (use a dictionary)—p. 135/TE p. T164; p. 169/TE p. T207; p. 177/TE p. T218; p. 201/TE p. T248; p. 235/TE p. T292; p. 243/TE p. T301</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Try It</b> (use a dictionary)—TE pp. T163, T207, T217, T247, T291, T301</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.3.R.1</b> Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade) .</p>	<p>N/A</p>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.3.R.2</b> Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<p>Related content <b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss narrator)—TE pp. T195, T215, T225</li> </ul>
<p><b>3.3.R.3</b> Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> <li>• setting (i.e., time, place)</li> <li>• plot</li> <li>• characters</li> <li>• characterization</li> <li>• theme</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (discuss characters)—Lesson 5 p. 43/TE p. T48; Lesson 6 p. 83/TE p. T98; Lesson 7 p. 91/TE p. T108; Lesson 12 p. 101/TE p. T122; Lesson 17 p. 141/TE p. T172; Lesson 19 p. 159/TE p. T196; Lesson 20 p. 167/TE p. T206; Lesson 21 p. 175/TE p. T216; Lesson 22 p. 183/TE p. T226; Lesson 25 p. 207/TE p. T256; Lesson 28 p. 233/TE p. T290</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss actions, feelings, attitudes of characters)—TE pp. T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T289</li> </ul>
<p><b>3.3.R.4</b> Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• onomatopoeia</li> <li>• hyperbole</li> </ul>	<p>N/A</p>
<p><b>3.3.R.5</b> Students will distinguish fact from opinion in a text.</p>	<p>N/A</p>
<p><b>3.3.R.6</b> Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p>	<p>N/A</p>
<p><b>3.3.R.7</b> Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (ask questions about the passage to check comprehension, including inferential questions/students find details in text to support their answers)—TE pp. 7, 17, 27, 37, 47, 57, 67, 77, 87, 97, 107, 121, 131, 141, 151, 161, 171, 181, 195, 205, 215, 225, 235, 245, 255, 269, 279, 289, 299</li> </ul>

## STANDARD 4: VOCABULARY

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>NARRATIVE</b></p> <p><b>3.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <p><b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use lesson words to create a story)—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE p. T120; p. 107/TE p. T130; p. 115/TE p. T140; p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Reread and Write</b> (use time-order words to signal event order in narratives)—TE p. T14, T128</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Fluency</b> (partners work together to write story beginning or story map/work independently to write different endings)—TE pp. T53, T147, T157, T231, T285</li> <li>• <b>Writing Fluency</b> (brainstorm story ideas before writing)—TE pp. T73, T167</li> <li>• <b>Writing Fluency</b> (add story sentences)—TE pp. T127, T221</li> </ul>
<p><b>INFORMATIVE</b></p> <p><b>3.3.W.2</b> Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread lesson reading selection then write to the prompt)—p. 15/TE p. T12; p. 23/TE p. T22; p. 31/TE p. T32; p. 39/TE p. T42; p. 47/TE p. T52; p. 55/TE p. T62; p. 63/TE p. T72; p. 71/TE p. T82; p. 79/TE p. T92; p. 87/TE p. T102; p. 95/TE p. T112; p. 105/TE p. T126; p. 113/TE p. T136; p. 121/TE p. T146; p. 129/TE p. T156; p. 137/TE p. T166; p. 145/TE p. T176; p. 153/TE p. T186; p. 163/TE p. T200; p. 171/TE p. T210; p. 179/TE p. T220; p. 187/TE p. T230; p. 195/TE p. T240; p. 203/TE p. T250; p. 211/TE p. T260; p. 221/TE p. T274; p. 229/TE p. T284; p. 237/TE p. T294; p. 245/TE p. T304; p. 253/TE p. T314</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Reread Connected Text/Write</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (complete the Writing Extension activity)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313</li> </ul>



## STANDARD 4: VOCABULARY

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>OPINION</b> <b>3.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	<p>Related content <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> "Riddles: Brain Teasers" (express opinion: choose your favorite riddle and explain why)—p. 35/TE p. T38</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b> (sentence starter: The food I like best is _____)—TE p. T216</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (express opinion: choose your favorite pun and explain why)—TE p. T269</li> </ul>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Introduction</b> <b>Blend It</b></p> <ul style="list-style-type: none"> <li>• <b>Transition to Longer Words/Challenge/Using the "Reading Big Words" Strategy</b> (increase knowledge of academic, domain-appropriate grade-level vocabulary)—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE p. T120; p. 107/TE p. T130; p. 115/TE p. T140; p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE p. T120; p. 107/TE p. T130; p. 115/TE p. T140; p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</p> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (use knowledge of academic and domain-appropriate vocabulary and context clues to infer meaning of grade-level text)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul> <p><b>English Learners</b></p> <ul style="list-style-type: none"> <li><b>Vocabulary</b>—TE pp. T5, T15, T25, T35, T45, T55, T65, T75, T85, T95, T105, T119, T129, T139, T149, T159, T169, T179, T193, T203, T213, T223, T233, T243, T253, T267, T277, T287, T297, T307</li> </ul>
<p><b>3.4.R.2</b> Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 3 Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li><b>Lesson 19 Inflectional Endings (-ed, -ing)</b>—pp. 157–202/TE pp. T194–T202</li> <li><b>Lesson 20 Irregular Plurals</b>—pp. 165–212/TE pp. T204–T212</li> <li><b>Lesson 21 Prefixes (dis-, un-, pre-, re-)</b>—pp. 173–222/TE pp. T214–T222</li> <li><b>Lesson 22 Suffixes (-er, -or)</b>—pp. 181–232/TE pp. T224–T232</li> <li><b>Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)</b>—pp. 189–242/TE pp. T234–T242</li> <li><b>Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)</b>—pp. 197–252/TE pp. T244–T252</li> <li><b>Lesson 25 Related Words</b> (affixes and base word)—pp. 205–262/TE pp. T254–T262</li> </ul>
<p><b>3.4.R.3</b> Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Introduction</b> <b>Blend It</b></p> <ul style="list-style-type: none"> <li><b>Reading in Context</b> (sentence-level context clues)—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>p. T120; p. 107/TE p. T130; p. 115/TE p. T140; p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Context Clues: General Clues</b>—p. 53/TE p. T60</li> <li>• <b>Context Clues: Definitions, Synonyms</b>—p. 119/TE p. T144</li> <li>• <b>Context Clues: Antonyms, General Clues</b>—p. 127/TE p. T154</li> <li>• <b>Context Clues: Examples, Definitions</b>—p. 219/TE p. T272</li> <li>• <b>Context Clues: Antonyms, Synonyms</b>—p. 227/TE p. T282</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (use context clues to figure out/confirm the meaning of a word)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Context Clues: General Clues</b>—TE p. T59</li> <li>• <b>Context Clues: Definitions, Synonyms</b>—TE p. T143</li> <li>• <b>Context Clues: Antonyms, General Clues</b>—TE p. T153</li> <li>• <b>Use Morphology: Prefixes and Base Words</b> (use context clues to verify a word's meaning)—TE p. T217</li> <li>• <b>Homographs</b> (use context clues to choose the homograph)—TE p. T227</li> <li>• <b>Using Morphology: Prefixes, Suffixes, and Base Words</b> (use context of a sentence to verify a word's meaning)—TE p. T247</li> <li>• <b>Context Clues: Examples, Definitions</b>—TE p. T271</li> <li>• <b>Context Clues: Antonyms, Synonyms</b>—TE p. T281</li> </ul> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Blend</b> (use spelling of homophone/homograph and context of a sentence to figure out meaning of the word)—TE pp. T267, T277</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Use in Context</b> (use context to define homographs)—TE p. T282</li> </ul>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.4.R.4</b> Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> Lesson <b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>Lesson 26 Homophones—pp. 215–276/TE pp. T268–T276</li> <li>Lesson 27 Homographs—pp. 223–286/TE pp. T278–T286</li> </ul> <p>Lesson Activities <b>High-Frequency Syllables</b></p> <ul style="list-style-type: none"> <li><b>Connecting Phonics and Vocabulary: Explain It/Find It</b> (identify synonyms)—p. 14/TE p. T12; p. 22/TE p. T22; p. 30/TE p. T32; p. 38/TE p. T42; p. 46/TE p. T52; p. 54/TE p. T62; p. 62/TE p. T72; p. 70/TE p. T82; p. 78/TE p. T92; p. 86/TE p. T102; p. 94/TE p. T112; p. 104/TE p. T126; p. 112/TE p. T136; p. 120/TE p. T146; p. 128/TE p. T156; p. 136/TE p. T166; p. 144/TE p. T176; p. 152/TE p. T186; p. 162/TE p. T200; p. 170/TE p. T210; p. 178/TE p. T220; p. 186/TE p. T230; p. 194/TE p. T240; p. 202/TE p. T250; p. 210/TE p. T260; p. 220/TE p. T274; p. 228/TE p. T284; p. 236/TE p. T294; p. 244/TE p. T304; p. 252/TE p. T314</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Context Clues: Antonyms, General Clues—p. 127/TE p. T154</li> <li>Context Clues: Antonyms, Synonyms—p. 227/TE p. T282</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Context Clues: Antonyms, General Clues—TE p. T153</li> <li>Context Clues: Antonyms, Synonyms—TE p. T281</li> </ul> <p><b>Types of Context Clues</b></p> <ul style="list-style-type: none"> <li>Synonym/Antonym—TE p. T319</li> </ul>
<p><b>3.4.R.5</b> Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b> Homographs (use a dictionary)—p. 222</p> <p><b>TEACHER'S EDITION</b> <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>Homographs (use a dictionary)—TE p. 223</li> <li>More Irregular Plurals (check spellings in a dictionary)—TE p. 285</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Reread and Write (use print or online dictionaries to check the meaning of words)—TE p. T278</li> </ul>

## STANDARD 4: VOCABULARY

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use lesson vocabulary to create a story)—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE p. T120; p. 107/TE p. T130; p. 115/TE p. T140; p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread lesson reading selection then include domain-appropriate vocabulary when writing a response to the prompt)—p. 15/TE p. T12; p. 23/TE p. T22; p. 31/TE p. T32; p. 39/TE p. T42; p. 47/TE p. T52; p. 55/TE p. T62; p. 63/TE p. T72; p. 71/TE p. T82; p. 79/TE p. T92; p. 87/TE p. T102; p. 95/TE p. T112; p. 105/TE p. T126; p. 113/TE p. T136; p. 121/TE p. T146; p. 129/TE p. T156; p. 137/TE p. T166; p. 145/TE p. T176; p. 153/TE p. T186; p. 163/TE p. T200; p. 171/TE p. T210; p. 179/TE p. T220; p. 187/TE p. T230; p. 195/TE p. T240; p. 203/TE p. T250; p. 211/TE p. T260; p. 221/TE p. T274; p. 229/TE p. T284; p. 237/TE p. T294; p. 245/TE p. T304; p. 253/TE p. T314</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Reread Connected Text/Write</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (complete the Writing Extension activity)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b> (expand sentences by adding descriptive details)—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316</li> </ul>
<p><b>3.4.W.2</b> Students will select appropriate language according to purpose in writing.</p>	<p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Use in Context</b> (choose the study word that best completes the sentence/write a contextual sentence using the word that correctly completes it)—TE pp. T272, T274, T282, T284, T302, T304, T312, T314</li> </ul>

## STANDARD 5: LANGUAGE

### Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.5.R.1</b> Students will recognize pronouns and possessive nouns.	N/A
<b>3.5.R.2</b> Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	N/A
<b>3.5.R.3</b> Students will recognize adjectives, articles as adjectives, and adverbs.	Related content <b>TEACHER'S EDITION</b> <b>Independent/Partner Work</b> <ul style="list-style-type: none"> <li><b>Concept Sort</b> (sort word cards into three piles: nouns, verbs, adjectives)—TE pp. T9, T29, T109, T247, T281</li> </ul> <b>Teacher Table: Intervention</b> <ul style="list-style-type: none"> <li><b>Reread and Write</b> (add adjectives to make writing more vivid)—TE pp. T24, T242, T262, T316</li> </ul>
<b>3.5.R.4</b> Students will recognize prepositions and conjunctions.	N/A
<b>3.5.R.5</b> Students will recognize the subject and verb agreement.	N/A

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.5.W.1</b> Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> <li>titles of respect</li> <li>appropriate words in titles</li> <li>geographical names</li> </ul>	N/A
<b>3.5.W.2</b> Students will use complex contractions (e.g., should've, won't).	N/A

## STANDARD 5: LANGUAGE

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.5.R.3</b> Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.	N/A
<b>3.5.R.4</b> Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.	N/A

## STANDARD 6: RESEARCH

### Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.6.R.1</b> Students will use their own questions to find information on their topic.	N/A
<b>3.6.R.2</b> Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• “Reading Big Words” Strategy (chart)—pp. 21/TE p. T20; 29/TE p. T30; 37/TE p. T40; 61/TE p. T70; 93/TE p. T110</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (students discuss title of selections)—TE pp. T27, T37</li> </ul>
<b>3.6.R.3</b> Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	<p><b>TEACHER'S EDITION</b></p> <p><b>Unit Opener</b></p> <ul style="list-style-type: none"> <li>• <b>Read Children's Books</b> (use the library: locate children's books that apply specific phonics skills)—TE pp. T1, T115, T189, T263</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (students find details in the text to support their answers)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299</li> </ul>

## STANDARD 6: RESEARCH

### Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.6.R.4</b> Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.	N/A

### Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.6.W.1</b> Students will generate a list of topics of interest and individual questions about one specific topic of interest.	N/A
<b>3.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids.	<p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li><b>Sort It Out</b> (use a graphic organizer to organize words according to syllable/spelling patterns)—p. 12/TE p. T8; p. 20/TE p. T18; p. 28/TE p. T28; p. 36/TE p. T38; p. 44/TE p. T48; p. 52/TE p. T58; p. 60/TE p. T68; p. 68/TE p. T78; p. 76/TE p. T88; p. 84/TE p. T98; p. 92/TE p. T108; p. 102/TE p. T122; p. 110/TE p. T132; p. 118/TE p. T142; p. 126/TE p. T152; p. 134/TE p. T162; p. 142/TE p. T172; p. 150/TE p. T182; p. 160/TE p. T196; p. 168/TE p. T206; p. 176/TE p. T216; p. 184/TE p. T226; p. 192/TE p. T236; p. 200/TE p. T246; p. 208/TE p. T256; p. 218/TE p. T270; p. 226/TE p. T280; p. 234/TE p. T290; p. 242/TE p. T300; p. 250/TE p. T310</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li><b>Sort It Out</b> (strategies for using a graphic organizer to organize words according to sort categories)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li><b>Word Sort</b> (students work independently then with a partner to complete a timed sort using word cards)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299</li> </ul>



## STANDARD 6: RESEARCH

### Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.6.W.3</b> Students will summarize and present information in a report.	<b>TEACHER'S EDITION</b> <b>Dear Family Letter</b> <ul style="list-style-type: none"> <li>Practice with <b>Connected Text</b> (students summarize story to family members in a few sentences)—TE pp. T1, T115, T189, T263</li> </ul>

## STANDARD 7: MULTIMODAL LITERACIES

### Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.7.R.1</b> Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.	N/A
<b>3.7.R.2</b> Students will compare how ideas and topics are depicted in a variety of media and formats.	N/A

### Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<b>3.7.W.1</b> Students will create multimodal content that communicates an idea using technology or appropriate media.	N/A
<b>3.7.W.2</b> Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	N/A

## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>TEACHER'S EDITION</b>  <b>Read Children's Books</b> (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> <li>• Unit 1—TE T1: <i>Beautiful Blackbird</i> by Ashley Bryan, <i>Ada Twist, Scientist</i> by Andrea Beaty, <i>Carmela Full of Wishes</i> by Matt de la Peña, <i>Gooney Bird and All Her Charms</i> by Lois Lowry, <i>Lark Takes a Bow</i> by Natasha Deen</li> <li>• Unit 2—TE p. T115: <i>The Very Last Castle</i> by Travis Jonker, <i>Rotten Richie and the Ultimate Dare</i> by Patricia Polacco, <i>The Mysterious Tadpole</i> by Steven Kellogg, <i>Lady Pancake &amp; Sir French Toast</i> by Josh Funk, <i>Violet the Pilot</i> by Steve Breen</li> <li>• Unit 3—TE p. T189: <i>Thank you, Omu</i> by Oge Mora, <i>Babu's Song</i> by Stephanie Stuve-Bodeen, <i>The Three Bully Goats</i> by Leslie Kimmelman, <i>The Secret Subway</i> by Shana Corey</li> <li>• Unit 4—TE p. T263: <i>The King Who Rained</i> by Fred Gwynne, <i>Thank you, Mr. Falker</i> by Patricia Polacco, <i>Somebody Loves You, Mr. Hatch</i> by Eileen Spinelli, <i>The Bass Plays the Bass and Other Homographs</i> by Gene Barretta, <i>The Honeybee Man</i> by Lela Nargi</li> </ul>

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p><b>3.8.W</b> Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Introduction</b>  <b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use lesson words to create a story)—p. 9/TE p. T6; p. 17/TE p. T16; p. 25/TE p. T26; p. 33/TE p. T36; p. 41/TE p. T46; p. 49/TE p. T56; p. 57/TE p. T66; p. 65/TE p. T76; p. 73/TE p. T86; p. 81/TE p. T96; p. 89/TE p. T106; p. 99/TE p. T120; p. 107/TE p. T130; p. 115/TE p. T140; p. 123/TE p. T150; p. 131/TE p. T160; p. 139/TE p. T170; p. 147/TE p. T180; p. 157/TE p. T194; p. 165/TE p. T204; p. 173/TE p. T214; p. 181/TE p. T224; p. 189/TE p. T234; p. 197/TE p. T244; p. 205/TE p. T254; p. 215/TE p. T268; p. 223/TE p. T278; p. 231/TE p. T288; p. 239/TE p. T298; p. 247/TE p. T308</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread lesson reading selection then write to the prompt)—p. 15/TE p. T12; p. 23/TE p. T22; p. 31/TE p.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>32; p. 39/TE p. T42; p. 47/TE p. T52; p. 55/TE p. T62; p. 63/TE p. T72; p. 71/TE p. T82; p. 79/TE p. T92; p. 87/TE p. T102; p. 95/TE p. T112; p. 105/TE p. T126; p. 113/TE p. T136; p. 121/TE p. T146; p. 129/TE p. T156; p. 137/TE p. T166; p. 145/TE p. T176; p. 153/TE p. T186; p. 163/TE p. T200; p. 171/TE p. T210; p. 179/TE p. T220; p. 187/TE p. T230; p. 195/TE p. T240; p. 203/TE p. T250; p. 211/TE p. T260; p. 221/TE p. T274; p. 229/TE p. T284; p. 237/TE p. T294; p. 245/TE p. T304; p. 253/TE p. T314</p> <p><b>TEACHER'S EDITION</b> <b>Reread Connected Text/Write</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (complete the Writing Extension activity)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313</li> </ul>