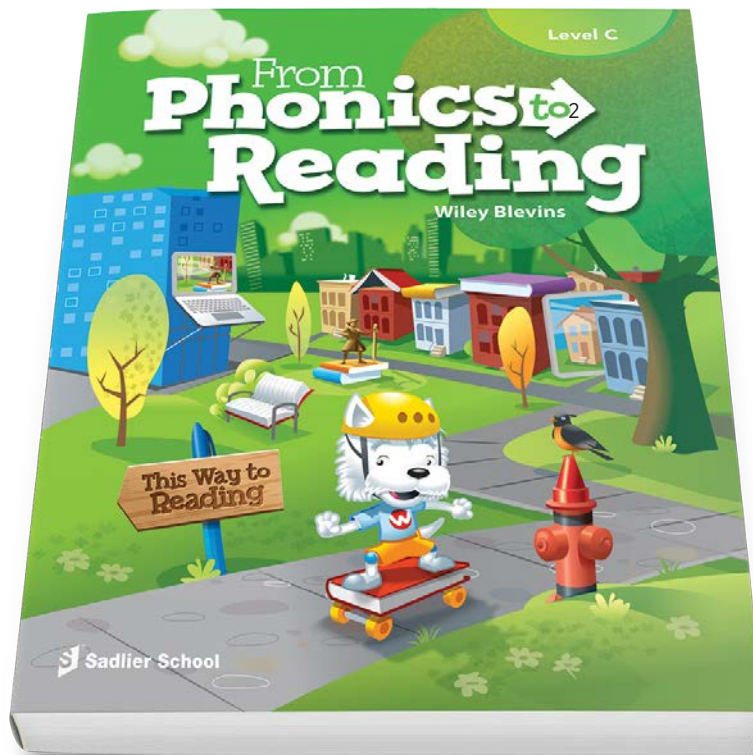


From Phonics to Reading

Correlation to the 2020 Colorado Academic Standards in Reading, Writing, and Communicating

Grade 3



Key Aligned Content

Standard 2. Reading for All Purposes

- 3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. 2

Additional Aligned Content

Standard 1. Oral Expression and Listening.	14
Standard 2. Reading for All Purposes.	16
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Key Aligned Content

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
<p><i>Students Can:</i></p> <p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—SB pp. 9–16/TE pp. T6–T14 • Lesson 2 Long a—SB pp. 17–24/TE pp. T16–T20 • Lesson 3 Long o—SB pp. 25–34/TE pp. T26–T30 • Lesson 4 Long e—SB pp. 33–44/TE pp. T36–T40 • Lesson 5 Long i—SB pp. 41–48/TE pp. T46–T50 • Lesson 6 Long u—SB pp. 49–64/TE pp. T56–T60 • Lesson 7 r-Controlled Vowels /är/, /ôr/—SB pp. 57–74/TE pp. T66–T70 • Lesson 8 r-Controlled Vowel /ür/—SB pp. 65–84/TE pp. T76–T80 • Lesson 9 Short oo and Long oo—SB pp. 73–94/TE pp. T86–T90 • Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81–104/TE pp. T96–T100 • Lesson 11 Complex Vowel /ô/—SB pp. 89–114/TE pp. T106–T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99–128/TE pp. T120–T128 • Lesson 13 Open Syllables—SB pp. 107–138/TE pp. T130–T138 • Lesson 14 Final Stable Syllables—SB pp. 115–148/TE pp. T140–T148 • Lesson 15 Vowel Team Syllables—SB pp. 123–158/TE pp. T150–T158 • Lesson 16 r-Controlled Vowel Syllables—SB pp. 131–168/TE pp. T160–T168 • Lesson 17 Final e Syllables—SB pp. 139–178/TE pp. T170–T178 • Lesson 18 Unaccented Final Syllables—SB pp. 147–188/TE pp. T180–T188 <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157–202/TE pp. T194–T202 • Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–222/TE pp. T214–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242 <p style="text-align: right;"><i>continued</i></p>

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Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
	<ul style="list-style-type: none"> Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-252/TE pp. T244-T252 Lesson 25 Related Words (shared base words)—SB pp. 205-262/TE pp. T254-T262 <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> Lesson 26 Homophones—SB pp. 215-276/TE pp. T268-T276 Lesson 27 Homographs—SB pp. 223-286/TE pp. T278-T286 Lesson 28 Compound Words—SB pp. 231-296/TE pp. T288-T296 Lesson 29 Abbreviations—SB pp. 239-306/TE pp. T298-T306 Lesson 30 Contractions—SB pp. 247-316/TE pp. T308-T316
<p>i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173-222/TE pp. T214-T222 Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232 Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242 Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-252/TE pp. T244-T252 Lesson 25 Related Words (shared base words)—SB pp. 205-262/TE pp. T254-T262
<p>ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232 Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242
<p>iii. Decode multisyllable words. (CCSS: RF.3.3c) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> Lesson 1 Target Skill: Short Vowels—SB pp. 9-16/TE pp. T5-T14 Lesson 2 Target Skill: Long a—SB pp. 17-24/TE pp. T15-T24 Lesson 3 Target Skill: Long o—SB pp. 25-32/TE pp. T25-T34 Lesson 4 Target Skill: Long e—SB pp. 33-40/TE pp. T35-T44 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
	<ul style="list-style-type: none"> • Lesson 5 Target Skill: Long i—SB pp. 41–48/TE pp. T45–T54 • Lesson 6 Target Skill: Long u—SB pp. 49–56/TE pp. T55–T64 • Lesson 7 Target Skill: r-Controlled Vowels /är/, /ör/—SB pp. 57–64/TE pp. T65–T74 • Lesson 8 Target Skill: r-Controlled Vowel /ür/—SB pp. 65–72/TE pp. T75–T84 • Lesson 9 Target Skill: Short oo and Long oo—SB pp. 73–80/TE pp. T85–T94 • Lesson 10 Target Skill: Diphthongs /ou/, /oi/—SB pp. 81–88/TE pp. T95–T104 • Lesson 11 Target Skill: Complex Vowel /ö/—SB pp. 89–96/TE pp. T105–T114 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It: Transition to Longer Words (multisyllabic words)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308 <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (practice reading multisyllabic words)—SB p. 10/TE p. T6; SB p. 18/TE p. T16; SB p. 26/TE p. T26; SB p. 34/TE p. T36; SB p. 42/TE p. T46; SB p. 50/TE p. T56; SB p. 58/TE p. T66; SB p. 66/TE p. T76; SB p. 74/TE p. T86; SB p. 82/TE p. T96; SB p. 90/TE p. T106; SB p. 100/TE p. T120; SB p. 108/TE p. T130; SB p. 116/TE p. T140; SB p. 124/TE p. T150; SB p. 132/TE p. T160; SB p. 140/TE p. T170; SB p. 148/TE p. T180; SB p. 158/TE p. T194; SB p. 166/TE p. T204; SB p. 174/TE p. T214; SB p. 182/TE p. T224; SB p. 190/TE p. T234; SB p. 198/TE p. T244; SB p. 206/TE p. T254; SB p. 216/TE p. T268; SB p. 224/TE p. T278; SB p. 232/TE p. T288; SB p. 240/TE p. T298; SB p. 248/TE p. T308 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>TEACHER'S EDITION Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Blend It (transition to multisyllabic words)/Corrective Feedback (break apart multisyllabic words by syllable)—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 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Introduce Speed Drill (read multisyllabic words fluently)—TE pp. T6, T16, T26, T36, T46, T56, T66, T76, T86, T96, T106, T120, T130, T140, T150, T160, T170, T180, T194, T204, T214, T224, T234, T244, T254, T268, T278, T288, T298, T308
<p>iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 20 Target Skill: Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 <p>TEACHER'S EDITION</p> <p>[Day 2] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words—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 <p>[Day 3] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words—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 <p>[Day 4] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314 <p>[Day 5] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words—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

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)</p>	
<p>i. Read grade-level text with purpose and understanding. (CCSS.3.4a)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (grade-level reading selections)—TE pp. Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 4 SB p. 51/TE p. T58; Lesson 5 SB p. 59/TE p. T68; Lesson 6 SB p. 67/TE p. T78; Lesson 7 SB p. 75/TE p. T88; Lesson 8 SB p. 83/TE p. T98; Lesson 9 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 13 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 17 SB p. 141/TE p. T172; Lesson 18 SB p. 149/TE p. T182; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 25 SB p. 207/TE p. T256; Lesson 26 SB p. 217/TE p. T270; Lesson 27 SB p. 225/TE p. T280; Lesson 28 SB p. 233/TE p. T290; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310 <p>TEACHER'S EDITION Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • 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 • 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 & Sir French Toast</i> by Josh Funk, <i>Violet the Pilot</i> by Steve Breen • 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 • 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 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (check understanding)—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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Build Fluency (reread decodable passages to build skill mastery)—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 <p>Reread Connected Text/Write</p> <ul style="list-style-type: none"> Connected Text (read sentences from text to check growing fluency)—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
<p>ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (chorally read prose and poetry aloud to build oral reading fluency)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Blend It: Reading in Context (sentence-level context clues)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308 <p>Word Study</p> <ul style="list-style-type: none"> Context Clues: General Clues—SB p. 53/TE p. T60 Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—SB p. 177/TE p. T218 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	<i>From Phonics to Reading, Level C</i>
	<ul style="list-style-type: none"> • Homographs (use context clues to choose the homograph)—SB p. 185/TE p. T228 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word’s meaning)—SB p. 201/TE p. T248 • Context Clues: Examples, Definitions—SB p. 219/TE p. T272 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (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 <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: General Clues—TE p. T59 • Context Clues: Definitions, Synonyms—TE p. T143 • Context Clues: Antonyms, General Clues—TE p. T153 • Use Morphology: Prefixes and Base Words (use context clues to verify a word’s meaning)—TE p. T217 • Homographs (use context clues to choose the homograph)—TE p. T227 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word’s meaning)—TE p. T247 • Context Clues: Examples, Definitions—TE p. T271 • Context Clues: Antonyms, Synonyms—TE p. T281 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend (use spelling of homophone/homograph and context to figure out meaning of the word)—TE pp. T267, T277 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Use in Context (use context to define homographs)—TE p. T282

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
<p>c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)</p>	
<p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) *</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction Blend It</p> <ul style="list-style-type: none"> Reading in Context (sentence-level context clues)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308 <p>Word Study Context Clues: General Clues</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 53/TE p. T60 <p>Context Clues: Definitions, Synonyms Define It/Practice It/Try It—SB p. 119/TE p. T144</p> <p>Context Clues: Antonyms, General Clues</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 127/TE p. T154 <p>Context Clues: Examples, Definitions</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 219/TE p. T272 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 227/TE p. T282 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>Word Study</p> <ul style="list-style-type: none"> Context Clues: General Clues—TE p. T59 Context Clues: Definitions, Synonyms—TE p. T143 Context Clues: Antonyms, General Clues—TE p. T153 Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—TE p. T217 Homographs (use context clues to choose the homograph)—TE p. T227 Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—TE p. T247 Context Clues: Examples, Definitions—TE p. T271 Context Clues: Antonyms, Synonyms—TE p. T281 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend (use spelling of homophone/homograph and context of a sentence to figure out meaning of the word)—TE pp. T267, T277 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Use in Context (use context to define homographs)—TE p. T282
<p>ii. Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157-202/TE pp. T194-T202 Lesson 20 Irregular Plurals—SB pp. 165-212/TE pp. T204-T212 Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173-222/TE pp. T214-T222 Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232 Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242 Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-252/TE pp. T244-T252 Lesson 25 Related Words (affixes and base word)—SB pp. 205-262/TE pp. T254-T262
<p>iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
<p>iv. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: company, companion). (CCSS: L.3.4c) *</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157–202/TE pp. T194–T202 Lesson 25 Related Words (affixes and base words)—SB pp. 205–262/TE pp. T254–T262
<p>v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension: Write About It</p> <ul style="list-style-type: none"> Quick Check (use a dictionary)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274; SB p. 229/TE p. T284; SB p. 237/TE p. T294; SB p. 245/TE p. T304; SB p. 253/TE p. T314 <p>Word Study</p> <ul style="list-style-type: none"> Try It (use a dictionary)—SB p. 135/TE p. T164, SB p. 169/TE p. T208, SB p. 177/TE p. T218, SB p. 201/TE p. T248, SB p. 235/TE p. T292, SB p. 243/TE p. T301 <p><u>TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Try It (confirm word meaning with a dictionary)—TE pp. T207, T217, T247, T291
<p>vi. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. *</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)	
i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)	N/A
ii. Identify real-life connections between words and their use (for example: describe people who are friendly or helpful). (CCSS: L.3.5b)	N/A
iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study Context Clues: Definitions, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 119/TE p. T144 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 227/TE p. T282
e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction Daily Practice</p> <ul style="list-style-type: none"> Build Fluency (read the words each day by yourself and to a partner)/Write About It (use words to create a story)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. /TE p. T268; SB p. /TE p. T278; SB p. /TE p. T288; SB p. /TE p. T298; SB p. /TE p. T308 <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> Connecting Phonics and Vocabulary (read the words each day by yourself and to a partner)—SB p. 14/TE p. T12; SB p. 22/TE p. T22; SB p. 30/TE p. T32; SB p. 38/TE p. T42; SB p. 46/TE p. T52; SB p. 54/TE p. T62; SB p. 62/TE p. T72; SB p. 70/TE p. T82; SB p. 78/TE p. T92; SB p. 86/TE p. T102; SB p. 94/TE p. T112; SB p. 104/TE p. T126; SB p. 112/TE p. T136; SB <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>p. 120/TE p. T146; SB p. 128/TE p. T156; SB p. 136/TE p. T166; SB p. 144/TE p. T176; SB p. 152/TE p. T186; SB p. 162/TE p. T200; SB p. 170/TE p. T210; SB p. 178/TE p. T220; SB p. 186/TE p. T230; SB p. 194/TE p. T240; SB p. 202/TE p. T250; SB p. 210/TE p. T260; SB p. 220/TE p. T274; SB p. 228/TE p. T284; SB p. 236/TE p. T294; SB p. 244/TE p. T304; SB p. 252/TE p. T314</p> <p>TEACHER'S EDITION</p> <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> Vocabulary (focus on words with meanings that can be demonstrated in a concrete way)—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 <p>[Day 2] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words—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 <p>[Day 3] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words—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 <p>[Day 4] High-Frequency Syllables</p> <ul style="list-style-type: none"> Connecting Phonics and Vocabulary—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 <p>[Day 4] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Syllables/High-Frequency Words—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314 <p>[Day 5] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words—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

Additional Aligned Content

Third Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

1. Participate cooperatively in group activities.

Evidence Outcomes	From Phonics to Reading, Level C
<p><i>Students Can:</i></p>	
<p>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1)</p> <p>i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)</p> <p>ii. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)</p> <p>iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)</p> <p>iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss text with a partner)—SB p. 11/TE p. T8; SB p. 19/TE p. T18; SB p. 27/TE p. T28; SB p. 35/TE p. T38; SB p. 43/TE p. T48; SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 83/TE p. T98; SB p. 91/TE p. T108; SB p. 101/TE p. T122; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 141/TE p. T172; SB p. 149/TE p. T182; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 183/TE p. T226; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 207/TE p. T256; SB p. 217/TE p. T270; SB p. 225/TE p. T280; SB p. 233/TE p. T290; SB p. 241/TE p. T300; SB p. 249/TE p. T310 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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
<p>b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (read text aloud then discuss main ideas and supporting details)—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
<p>c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (chorally read passage/ask and answer questions about 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, T309

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Third Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Communicate using appropriate language in informal and formal situations.

Evidence Outcomes	From Phonics to Reading, Level C
<i>Students Can:</i>	
a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)	N/A
b. Distinguish different levels of formality.	N/A
c. Speak clearly, using appropriate volume and pitch for the purpose and audience.	<p>DIGITAL RESOURCES</p> <p>Fluency</p> <ul style="list-style-type: none"> • Teacher’s Guide to Fluency <ul style="list-style-type: none"> ◦ What Is Fluency? ◦ Supporting Fluency Development • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ◦ Level C—pp. 19–24 <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine ◦ Fluency Minilessons (one minilesson per unit)—1. Model Fluency (general introduction)/ *Assess Fluency (wcpm); 2. Introduce the Repeated Reading Fluency Routine; 3. Model Fluency: Intonation; 4. Echo Read and Choral Read; 5. Repeated Readings Chart; 6. Oral Recitation Lesson; 7. Model Fluency: Phrasing (using prepositions); 8. Phrase-Cued Text; 9. Paired Repeated Readings; 10. Repeated Readings Chart; 11. Reader’s Theater; 12. Oral Recitation Lesson; 13. Audiobook Modeling; 14. Model Fluency: Intonation; 15. Repeated Readings Chart/ *Assess Fluency (wcpm); 16. Model Fluency: Phrasing (using subjects/predicates); 17. Oral Reading Model; 18. Oral Recitation Lesson; 19. Model Fluency: Phrasing (using conjunctions); 20. Repeated Readings Chart; 21. Model Fluency: Intonation; 22. Model Fluency: Phrasing (using prepositions); 23. Reader’s Theater; 24. Oral Recitation Lesson; 25. Repeated Readings Chart; 26. Model Fluency: Phrasing (using subjects/predicates); 27. Oral Reading Model; 28. Paired Repeated Reading; 29. Phrase-Cued Text; 30. *Assess Fluency (wcpm)
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.	N/A

Third Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Communicate using appropriate language in informal and formal situations.

Evidence Outcomes	From Phonics to Reading, Level C
e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)	N/A
f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (prompt students to answer in complete sentences)—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

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level C
<p><i>Students Can:</i></p> <p>a. Use Key Ideas and Details to:</p>	
<p>i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (answer questions about the selection)—Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 25 SB p. 207/TE p. T256; Lesson 26 SB p. 217/TE p. T270; Lesson 27 SB p. 225/TE p. T280; Lesson 28 SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (ask and answer questions to check comprehension of the text)/Interact with the Text (answer questions)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level C
<p>ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (check comprehension)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss main ideas and details that support your answers)—Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 25 SB p. 207/TE p. T256; Lesson 26 SB p. 217/TE p. T270; Lesson 27 SB p. 225/TE p. T280; Lesson 28 SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss central message and details)/ Interact with the Text (answer questions)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>iv. Summarize central ideas and important details from a text. *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss central ideas and supporting details)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss inferences)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level C
<p>vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss characters)—Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 25 SB p. 207/TE p. T256; Lesson 28 SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (discuss actions, feelings, attitudes of characters)—TE pp. T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T289
<p>b. Use Craft and Structure to:</p>	
<p>i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)*</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (clarify the meaning of confusing or difficult words in a story or poem)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events</p>	<p>N/A</p>
<p>iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (change from beginning of the story to the end)—TE p. T97 Connected Text (stanzas)—TE p. T107 Connected Text (change from beginning to end of the poem)—TE p. T255
<p>iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (speaker/author/narrator point of view)—TE pp. T7, T27, T37, T195, T215, T225

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level C
c. Use Integration of Knowledge and Ideas to:	
i. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (illustrated stories/poems)—Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 25 SB p. 207/TE p. T256; Lesson 26 SB p. 217/TE p. T270; Lesson 27 SB p. 225/TE p. T280; Lesson 28 SB p. 233/TE p. T290
ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9) *	N/A
d. Use Range of Reading and Level of Text Complexity to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—Poem: “Back to School,” SB p. 11/TE p. T8; Letter: “State Fair,” SB p. 19/TE p. T18; Story: “A Goat Show?,” SB p. 27/TE p. T28; Riddles: “Brain Teaser,” SB p. 35/TE p. T38; Story: “My Diary,” SB p. 43/TE p. T48; Story: “What’s That Noise?,” SB p. 83/TE p. T98; Poem: “The Dog Walker,” SB p. 91/TE p. T108; Story: “The Monster Pumpkin,” SB p. 101/TE p. T122; Story: “A Nice Surprise,” SB p. 141/TE p. T172; Story: “A Wild Ride,” SB p. 159/TE p. T196; Story: “Race Day,” SB p. 167/TE p. T206; Story: “Packing for a Trip,” SB p. 175/TE p. T216; Poem: “What Will I Be?,” SB p. 183/TE p. T226; Poem: “Friendly or Unfriendly?,” SB p. 207/TE p. T256; Humor: “Fun Puns,” SB p. 217/TE p. T270; Poem: “What’s That Word?,” SB p. 225/TE p. T280; Story: “Insect Hunt Highlights,” SB p. 233/TE p. T290 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>TEACHER'S EDITION Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • 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 • 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 & Sir French Toast</i> by Josh Funk, <i>Violet the Pilot</i> by Steve Breen • 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 • 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
<p>e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. *</p>	<p>DIGITAL RESOURCES Fluency</p> <ul style="list-style-type: none"> • Teacher's Guide to Fluency <ul style="list-style-type: none"> ○ What Is Fluency? ○ Supporting Fluency Development • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ○ Level C—pp. 19–25 <ul style="list-style-type: none"> ○ Repeated Reading Fluency Routine ○ Fluency Minilessons (one minilesson per unit)—1. Model Fluency (general introduction)/*Assess Fluency (wcpm); 2. Introduce the Repeated Reading Fluency Routine; 3. Model Fluency: Intonation; 4. Echo Read and Choral Read; 5. Repeated Readings Chart; 6. Oral Recitation; 7. Model Fluency: Phrasing (using prepositions); 8. Phrase-Cued Text; 9. Paired Repeated Readings; 10. Repeated Readings Chart; 11. Reader's Theater; 12. Oral Recitation; 13. Audiobook Modeling; 14. Model Fluency: Intonation; 15. Repeated Readings Chart/*Assess Fluency (wcpm); 16. Model Fluency: Phrasing (using subjects/predicates); 17. Oral Reading Model; 18. Oral Recitation Lesson; 19. Model Fluency: Phrasing (using conjunctions); 20. Repeated Readings Chart; 21. Model Fluency: Intonation; 22. Model Fluency: Phrasing (using prepositions); 23. Reader's Theater; 24. Oral Recitation Lesson; 25. Repeated Readings Chart; 26. Model Fluency: Phrasing (using subjects/predicates); 27. Oral Reading Model; 28. Paired Repeated Reading; 29. Phrase-Cued Text; 30. *Assess Fluency (wcpm)

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Apply strategies to fluently read and comprehend various informational texts.

Evidence Outcomes	From Phonics to Reading, Level C
<p><i>Students Can:</i> a. Use Key Ideas and Details to:</p>	
<p>i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (answer questions about the selection)—Lesson 1 SB p. 51/TE p. T58; Lesson 2 SB p. 59/TE p. T68; Lesson 3 SB p. 67/TE p. T78; Lesson 4 SB p. 75/TE p. T88; Lesson 5 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 18 SB p. 149/TE p. T182; Lesson 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (ask and answer questions to check comprehension of the text)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
<p>ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss main idea and details)—Lesson 1 SB p. 51/TE p. T58; Lesson 2 SB p. 59/TE p. T68; Lesson 3 SB p. 67/TE p. T78; Lesson 4 SB p. 75/TE p. T88; Lesson 5 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 18 SB p. 149/TE p. T182; Lesson 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (find details to support answers)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
<p>iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (ask and answer questions to check comprehension of the text)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Apply strategies to fluently read and comprehend various informational texts.

Evidence Outcomes	From Phonics to Reading, Level C
iv. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) *	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (biology/narwhals)—Lesson 7 “Unicorns of the Sea,” SB p. 59/TE p. T682 Connected Text (steps in a procedure/game)—Lesson 15 “Cow? Doe? Goat? Guess!,” SB p. 125/TE p. T152 Connected Text (biology/caterpillar life cycle)—Lesson 24 “The Unbelievable Woolly Bear!,” SB p. 199/TE p. T246 Connected Text (planetarium/solar system show)—Lesson 30 “It’s Show Time!,” SB p. 249/TE p. T310
b. Use Craft and Structure to:	
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (identify difficult words/sound it out/confirm meaning using sentence clues)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)	N/A
iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)	N/A
iv. Use semantic cues and signal words (for example: because and although) to identify cause/effect and compare/contrast relationships.	N/A
c. Use Integration of Knowledge and Ideas to:	
i. Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (illustrated text)—Lesson 1 SB p. 51/TE p. T58, Lesson 2 SB p. 59/TE p. T68, Lesson 3 SB p. 67/TE p. T78, Lesson 4 SB p. 75/TE p. T88, Lesson 5 SB p. 109/TE p. T132, Lesson 14 SB p. 117/TE p. T142, Lesson 15 SB p. 125/TE p. T152, Lesson 16 SB p. 133/TE p. T162, Lesson 18 SB p. 149/TE p. T182, Lesson 23 SB p. 191/TE p. T236, Lesson 24 SB p. 199/TE p. T246, Lesson 29 SB p. 241/TE p. T300, Lesson 30 SB p. 249/TE p. T310

Third Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Apply strategies to fluently read and comprehend various informational texts.

Evidence Outcomes	From Phonics to Reading, Level C
ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) *	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact With the Text—Lesson 1 (compare and contrast) SB p. 51/TE p. T58; Lesson 3 (logical conclusion) SB p. 67/TE p. T78; Lesson 15 (sequence) SB p. 125/TE p. T152; Lesson 24 (life cycle) SB p. 199/TE p. T246; Lesson 30 (comparison) SB p. 249/TE p. T310
iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) *	N/A
d. Use Range of Reading and Level of Text Complexity to:	
i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) *	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—"Unique Units!," SB p. 51/TE p. T58; "Unicorns of the Sea," SB p. 59/TE p. T68; "Pop, Pop, Popcorn," SB p. 67/TE p. T78; "The Cooking Crew," SB p. 75/TE p. T88; "Coding Camp for Kids!," SB p. 109/TE p. T132; "Bugs for Dinner," SB p. 117/TE p. T142; "Cow? Doe? Goat? Guess!," SB p. 125/TE p. T152; "Dependable Dogs," SB p. 133/TE p. T162; "Attention, Superhero Fans!," SB p. 149/TE p. T182; "Join Our Walking School Bus!," SB p. 191/TE p. T236; "The Unbelievable Woolly Bear!," SB p. 199/TE p. T246; "ZIP, Zap, Zoom!," SB p. 241/TE p. T300 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (read independently/check comprehension)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309 <p>Reread Connected Text/Write</p> <ul style="list-style-type: none"> Connected Text (reread text to partners/check growing fluency)—TE pp. T61, T71, T81, T91, T135, T145, T155, T165, T185, T239, T249, T303, T313

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Evidence Outcomes	From Phonics to Reading, Level C
<i>Students Can:</i>	
<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)</p> <p>b. Provide reasons that support the opinion. (CCSS: W.3.1b)</p> <p>c. Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)</p> <p>d. Provide a concluding statement or section. (CCSS: W.3.1d)</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—"Riddles: Brain Teasers" (express opinion: choose your favorite riddle and explain why), SB p. 35/TE p. T38 <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (sentence starter: The food I like best is _____)—TE p. T216 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (express opinion: choose your favorite pun and explain why)—TE p. T269

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.

Evidence Outcomes	From Phonics to Reading, Level C
<i>Students Can:</i>	
<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)</p> <p>b. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)</p> <p>c. Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3.2c)</p> <p>d. Provide a concluding statement or section. (CCSS: W.3.2d)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> Write About It (reread lesson reading selection then write to the prompt)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>TEACHER'S EDITION Reread Connected Text/Write</p> <ul style="list-style-type: none"> Write About It (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

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.

Evidence Outcomes	From Phonics to Reading, Level C
<p><i>Students Can:</i></p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b) Use temporal words and phrases to signal event order. (CCSS: W.3c) Provide a sense of closure. (CCSS: W.3.3d) 	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> Daily Practice: Write About It (use lesson words to create a story)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308 <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> Reread and Write (use time-order words to signal event order in narratives)—TE p. T14, T128 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Writing Fluency (partners work together to write story beginning or story map/work independently to write different endings)—TE pp. T53, T147, T157, T231, T285 Writing Fluency (brainstorm story ideas before writing)—TE pp. T73, T167 Writing Fluency (add story sentences)—TE pp. T127, T221

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Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
<p><i>Students Can:</i></p> <p>a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.3.1)</p>	
<p>i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)</p>	<p>Related content</p> <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Concept Sort (sort word cards into three piles: nouns, verbs, adjectives)—TE pp. T19, T29, T79, T109, T173, T281
<p>CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 <p>See also Level B/Grade 2</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Irregular Plurals—SB/TE p. 232 • More Irregular Plurals—SB/TE p. 284 <p>See also Level A/Grade 1</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Plurals—SB/TE p. 17 • Plurals—SB/TE p. 73
<p>ii. Use abstract nouns (for example: childhood). (CCSS: L.3.1c)</p>	N/A
<p>iii. Form and use regular and irregular verbs. (CCSS: L.3.1d)</p>	N/A
<p>iv. Form and use the simple (for example: I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)</p>	N/A
<p>v. Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)</p>	N/A

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
vi. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)	See Level A/Grade 1 STUDENT BOOK/TEACHER'S EDITION Word Study • Comparatives and Superlatives (-er, -est)—SB/TE p. 261
vii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)	N/A
viii. Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i)	N/A
ix. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts	N/A
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)	
i. Capitalize appropriate words in titles. (CCSS: L.3.2a)	N/A
ii. Use commas in addresses. (CCSS: L.3.2b)	STUDENT BOOK/TEACHER'S EDITION Writing Extension • Write About It (write your address)—SB p. 245/TE p. 304
iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)	Related content (comma and quotation marks in context) STUDENT BOOK/TEACHER'S EDITION Read Connected Text • Connected Text—"What's That Noise?," SB p. 83/TE p. T98
iv. Form and use possessives. (CCSS: L.3.2d)	See Level B/Grade 2 STUDENT BOOK/TEACHER'S EDITION Word Study • Possessives—SB/TE p. 88

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
<p>v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 19 Inflectional Endings (-ed, -ing) (spell words with inflectional endings)—SB pp. 157-202/TE pp. T194-T202 Lesson 22 Suffixes (-er, -or) (spell words with suffixes)—SB pp. 181-232/TE pp. T224-T232 Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly) (spell words with suffixes)—SB pp. 189-242/TE pp. T234-T242 Lesson 25 Related Words (spell words with the same base word)—SB pp. 205-262/TE pp. T254-T262 <p>TEACHER'S EDITION</p> <p>[Day 1] 3. Spelling (optional)</p> <ul style="list-style-type: none"> 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 <p>[Day 2] 3. Spelling (optional)</p> <ul style="list-style-type: none"> 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 <p>[Day 3] 3. Spelling (optional)</p> <ul style="list-style-type: none"> 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 <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (identify spelling pattern)—SM p. 10/TE p. T6, SM p. 18/TE p. T16, SM p. 26/TE p. T26, SM p. 34/TE p. T36, SM p. 42/TE p. T46, SM p. 50/TE p. T56, SM p. 58/TE p. T66, SM p. 66/TE p. T76, SM p. 74/TE p. T86, SM p. 82/TE p. T96, SM p. 90/TE p. T106, SM p. 100/TE p. T120, SM p. 108/TE p. T130, SM p. 116/TE p. T140, SM p. 124/TE p. T150, SM p. 132/TE p. T160, SM p. 140/TE p. T170, SM p. 148/TE p. T180, SM p. 158/TE p. T194, SM p. 166/TE p. T204, SM p. 174/TE p. T214, SM p. 182/TE p. T224, SM p. 190/TE p. T234, SM p. 198/TE p. T244, SM p. 206/TE p. T254, SM p. 269/TE p. T268, SM p. 277/TE p. T278, SM p. 285/TE p. T288, SM p. 293/TE p. T298, SM p. 301/TE p. T308 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out (identify syllable/spelling patterns)—SB p. 12/TE p. T8, SB p. 20/TE p. T18, SB p. 28/TE p. T28, SB p. 36/TE p. T38, SB p. 44/TE p. T48, SB p. 52/TE p. T58, SB p. 60/TE p. T68, SB p. 68/TE p. T78, SB p. 76/TE p. T88, SB p. 84/TE p. T98, SB p. 92/TE p. T108, SB p. 102/TE p. T122, SB p. 110/TE p. T132, SB p. 118/TE p. T142, SB p. 126/TE p. T152, SB p. 134/TE p. T162, SB p. 142/TE p. T172, SB p. 150/TE p. T182, SB p. 160/TE p. T196, SB p. 168/TE p. T206, SB p. 176/TE p. T216, SB p. 184/TE p. T226, SB p. 192/TE p. T236, SB p. 200/TE p. T246, SB p. 208/TE p. T256, SB p. 218/TE p. T270, SB p. 226/TE p. T280, SB p. 234/TE p. T290, SB p. 242/TE p. T300, SB p. 250/TE p. T310 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend (recognize syllable patterns)/Corrective Feedback (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 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write/Dictation (connect each sound to a spelling)—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
<p>vi. Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <p>Daily Practice</p> <ul style="list-style-type: none"> Spell It (partner says each word/student writes the word)—SM p. 9/TE p. T6, SM p. 17/TE p. T16, SM p. 25/TE p. T26, SM p. 33/TE p. T36, SM p. 41/TE p. T46, SM p. 49/TE p. T56, SM p. 57/TE p. T66, SM p. 65/TE p. T76, SM p. 73/TE p. T86, SM p. 81/TE p. T96, SM p. 89/TE p. T106, SM p. 99/TE p. T120, SM p. 107/TE p. T130, SM p. 115/TE p. T140, SM p. 123/TE p. T150, SM p. 131/TE p. T160, SM p. 139/TE p. T170, SM p. 147/TE p. T180, SM p. 157/TE p. T194, SM p. 165/TE p. T204, SM p. 173/TE p. T214, SM p. 181/TE p. T224, SM p. 189/TE p. T234, SM p. 197/TE p. T244, SM p. 205/TE p. T254, SM p. 268/TE p. T268, SM p. 276/TE p. T278, SM p. 284/TE p. T288, SM p. 292/TE p. T298, SM p. 300/TE p. T308 <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (identify spelling pattern)—SM p. 10/TE p. T6, SM p. 18/TE p. T16, SM p. 26/TE p. T26, SM p. 34/TE p. T36, SM p. 42/TE p. T46, SM p. 50/TE p. T56, SM p. 58/TE p. T66, SM p. 66/TE p. T76, SM p. 74/TE p. T86, SM p. 82/TE p. T96, SM p. 90/TE p. T106, SM p. 100/TE p. T120, SM p. 108/TE p. T130, SM p. 116/TE p. T140, SM p. 124/TE p. T150, SM p. 132/TE p. T160, SM p. 140/TE p. T170, SM p. 148/TE p. T180, SM p. 158/TE p. T194, SM p. 166/TE p. T204, SM p. 174/TE p. T214, SM p. 182/TE p. T224, SM p. 190/TE p. T234, SM p. 198/TE p. T244, SM p. 206/TE p. T254, SM p. 269/TE p. T268, SM p. 277/TE p. T278, SM p. 285/TE p. T288, SM p. 293/TE p. T298, SM p. 301/TE p. T308 <p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out (identify syllable/spelling patterns)—SB p. 12/TE p. T8, SB p. 20/TE p. T18, SB p. 28/TE p. T28, SB p. 36/TE p. T38, SB p. 44/TE p. T48, SB p. 52/TE p. T58, SB p. 60/TE p. T68, SB p. 68/TE p. T78, SB p. 76/TE p. T88, SB p. 84/TE p. T98, SB p. 92/TE p. T108, SB p. 102/TE p. T122, SB p. 110/TE p. T132, SB p. 118/TE p. T142, SB p. 126/TE p. T152, SB p. 134/TE p. T162, SB p. 142/TE p. T172, SB p. 150/TE p. T182, SB p. 160/TE p. T196, SB p. 168/TE p. T206, SB p. 176/TE p. T216, SB p. 184/TE p. T226, SB p. 192/TE p. T236, SB p. 200/TE p. T246, SB p. 208/TE p. T256, SB p. 218/TE p. T270, SB p. 226/TE p. T280, SB p. 234/TE p. T290, SB p. 242/TE p. T300, SB p. 250/TE p. T310 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend (recognize syllable patterns)/Corrective Feedback (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 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write/Dictation (connect each sound to a spelling)—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

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
<p>vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension Write About It</p> <ul style="list-style-type: none"> Quick Check (use a dictionary)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274; SB p. 229/TE p. T284; SB p. 237/TE p. T294; SB p. 245/TE p. T304; SB p. 253/TE p. T314 <p>Word Study</p> <ul style="list-style-type: none"> Try It (use a dictionary)—SB p. 135/TE p. T164, SB p. 169/TE p. T208, SB p. 177/TE p. T218, SB p. 201/TE p. T248, SB p. 235/TE p. T292, SB p. 243/TE p. T301
<p>c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)</p>	
<p>i. Choose words and phrases for effect. (CCSS: L.3.3a)</p>	<p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> Reread and Write (add more adjectives or descriptive phrases to make your writing more vivid)—TE pp. T242, T262
<p>ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)</p>	<p>N/A</p>

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
<p>d. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction</p> <ul style="list-style-type: none"> Daily Practice: Write About It (use lesson words to create a story)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (reread lesson reading selection then write to the prompt)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p><u>TEACHER'S EDITION</u> Reread Connected Text/Write</p> <ul style="list-style-type: none"> Write About It (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
<p>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension</p> <ul style="list-style-type: none"> Quick Check (check spelling/revise writing)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
	<p>SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314</p> <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> Reread and Write (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
<p>f. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)</p>	<p>Related content</p> <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> Introduce Speed Drill (use print or online dictionaries to check the multiple meanings of words)—TE p. T278
<p>g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.3.10)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction Daily Practice</p> <ul style="list-style-type: none"> Write About It (use lesson words to create a story)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (reread lesson reading selection then write to the prompt)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, <p style="text-align: right;"><i>continued</i></p>

Third Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes	From Phonics to Reading, Level C
	<ul style="list-style-type: none"> SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p>TEACHER'S EDITION Reread Connected Text/Write</p> <ul style="list-style-type: none"> Write About It (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

Third Grade, Standard 4. Research Inquiry and Design

GRADE LEVEL EXPECTATION

1. Gather, interpret, and communicate information discovered during short research projects.

Evidence Outcomes	From Phonics to Reading, Level C
<i>Students Can:</i>	
a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)	N/A
b. Interpret and communicate the information learned by developing a brief summary with supporting details.	N/A
c. Develop supporting visual information (for example: charts, maps, illustrations, models).	Modeling STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Connected Text—SB p. 199/TE p. T246 (illustrated caterpillar life cycle)
d. Present a brief report of the research findings to an audience.	N/A
e. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)	N/A