

STANDARDS CORRELATION

English Language Arts Standards » Writing » Grade 3 (W)

Text Types and Purposes

<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>SB: Ch. 2 (pp. 15–31) TG: pp. 9–19 IWL: WC_2.1A_FinishOpinion WC_2.1B_WriteOpinion WC_2.2A_IdentifyReasons WC_2.2B_WriteReasons WC_2.3A_LinkWords WC_2.3B_OrganizeParagraph WC_2.5A_AnalyzePrompt WC_2.5B_GatherInfo WC_2.5C_WriteOpinion WC_2.5D_AnalyzeOutline WC_2.5E_AddDetails WC_2.5F_VerbTense WC_2.6A_Checklist WC_2.6A_PromptADraft WC_2.6A_PromptAModel</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>SB: Ch. 3 (pp. 32–45) TG: pp. 20–32 IWL: WC_3.1A_WriteMainIdea WC_3.2A_IdentifyDetails WC_3.3C_GroupInfo WC_3.4A_AnalyzePrompt WC_3.4C_OrganizeIdeas WC_3.4D_WriteMainIdea WC_3.4E_CreateOutline WC_3.4F_AnalyzeDraft WC_3.4G_ReviseParagraph WC_3.4H_SubjectAgree WC_3.5A_Checklist WC_3.5A_PromptADraft WC_3.5A_PromptAMode</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>SB: Ch. 5 (pp. 63–79) TG: pp. 48–57 IWL: WC_5.1A_AnalyzeBeginning WC_5.2A_OrderEvents WC_5.2B_UseLink WC_5.2C_EditLink WC_5.3A_WriteDialogue WC_5.4A_WriteDescription WC_5.5A_AnalyzePrompt WC_5.5D_ReviseEssay WC_5.5E_FixApostrophe WC_5.5F_CapitalizeTitles WC_5.5G_SpellCorrectly WC_4.6A_Checklist WC_4.6A_PromptADraft WC_4.6A_PromptAModel</p>

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STANDARDS CORRELATION

English Language Arts Standards » Writing » Grade 3 (W) *continued*

Production and Distribution of Writing

<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	<p>SB: Ch. 1 (pp. 6–14) Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–62) Ch. 5 (pp. 63–79) Ch. 6 (pp. 80–87) TG: Reproducibles for each type of writing (pp. 8–57) IWL: Corresponding with Chapters 1–6 pages above</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 here.)</p>	<p>SB: Ch. 1 (pp. 6–14) Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–62) Ch. 5 (pp. 63–79) Ch. 6 (pp. 80–87) TG: Reproducibles for each type of writing (pp. 8–57) IWL: Corresponding with Chapters 1–6 pages above</p>
<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>SB: Ch 4 (p. 58), Ch. 6 (pp. 85, 87)</p>

Research to Build and Present Knowledge

<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>SB: Ch. 4 (pp. 46–62) TG: pp. 33–47 IWL: WC_4.1A_NarrowTopic WC_4.2A_SetGoals WC_4.2B_EvaluateSites WC_4.3B_TakeNotes WC_4.4A_AnalyzePrompt WC_4.4C_CategorizeFacts WC_4.4D_WriteMain WC_4.4E_AnalyzeOutline WC_4.4F_AddEvidence WC_4.4G_CombineSentences WC_4.5A_Checklist WC_4.5A_PromptADraft WC_4.5A_PromptAModel</p>
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STANDARDS CORRELATION

English Language Arts Standards » Writing » Grade 3 (W) *continued*

<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>SB: Ch. 4 (pp. 46–62) TG: pp. 33–47 IWL: WC_4.1A_NarrowTopic WC_4.2A_SetGoals WC_4.2B_EvaluateSites WC_4.3B_TakeNotes WC_4.4A_AnalyzePrompt WC_4.4C_CategorizeFats WC_4.4D_WriteMain WC_4.4E_AnalyzeOutline WC_4.4F_AddEvidence WC_4.4G_CombineSentences WC_4.5A_Checklist WC_4.5A_PromptADraft WC_4.5A_PromptAModel</p>
<p>9. (W.3.9 begins in grade 4)</p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SB: Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–62) Ch. 5 (pp. 63–79) Ch. 6 (pp. 80–87) TG: Reproducibles for each type of writing (pp. 8–57)</p>

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STANDARDS CORRELATION

English Language Arts Standards » Language » Grade 3 (L)

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	<p>SB: pp. 14, 30, 44, 60–61, 81 TG: pp. 65–83 IWL: WC_1.5A_ProofParagraph WC_2.5F_VerbTense WC_3.4H_SubjectAgree WC_5.5E_FixApostrophe WC_5.5F_CapitalizeTitles WC_CWP_1_Verbs WC_CWP_1.1_Agreement WC_CWP_1.2_VerbTense WC_CWP_2_Pronouns WC_CWP_2.1_UsingPronouns WC_CWP_3_AdjectivesAdverbs WC_CWP_3.1_UsingAdjAdverbs WC_CWP_4_Sentences WC_CWP_4.1_CompleteSentences WC_CWP_4.2_Run-onSentences WC_CWP_4.3_CombineSentences</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>.) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>SB: pp. 14, 50, 66–67, 76–77, 78, 81 TG: pp. 65–83 IWL: WC_1.5A_ProofParagraph WC_5.3A_WriteDialogue WC_5.5G_SpellCorrectly WC_CWP_5_Capitalization WC_CWP_5.1_CapitalLetters WC_CWP_6_CommasQuotationMarks WC_CWP_6.1_WriteDialogue WC_CWP_7_Apostrophes WC_CWP_7.1_Contractions WC_CWP_7.2_Ownership WC_CWP_8_Spelling WC_CWP_8.1_PluralNouns WC_CWP_8.2_SpellingCorrectly WC_CWP_8.3_CheckSpelling</p>

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STANDARDS CORRELATION

English Language Arts Standards » Language » Grade 3 (L)

Knowledge of Language

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| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English. | <p>SB: pp. 12–13, 66, 68, 83, 85
 IWL: WC_1.4A_ClearLanguage
 WC_1.4B_WriteStyle
 WC_5.4A_WriteDescription</p> |
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Vocabulary Acquisition and Use

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| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | <p>SB: pp. 14, 34, 21–22, 51, 78</p> |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). | <p>SB: pp. 12–13, 68
 IWL: WC_1.4A_ClearLanguage
 WC_1.4B_WriteStyle</p> |
| <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> | <p>SB: pp. 9, 15, 17, 19, 34, 51, 60, 80–81
 IWL: WC_2.3A_LinkWords
 WC_2.3B_OrganizeParagraph
 WC_6.1_RevisionTips</p> |

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STANDARDS CORRELATION

English Language Arts Standards » Speaking and Listening » Grade 3 (SL)

Comprehension and Collaboration

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>SB: pp. 7, 9, 12, 13, 16, 18, 31, 37, 43, 45, 46, 62, 66, 79, 84 IWL: WC_6.2_GeneralTips WC_6.3_SpeakTips</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SB: pp. 83–87</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SB: pp. 83–87 IWL: WC_6.2_GeneralTips WC_6.3_SpeakTips</p>
<h3>Presentation of Knowledge and Ideas</h3>	
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>SB: pp. 83–87 IWL: WC_6.2_GeneralTips WC_6.3_SpeakTips</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SB: pp. 83–87 IWL: WC_6.2_GeneralTips WC_6.3_SpeakTips</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>	<p>SB: pp. 83–87 IWL: WC_6.2_GeneralTips WC_6.3_SpeakTips</p>

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