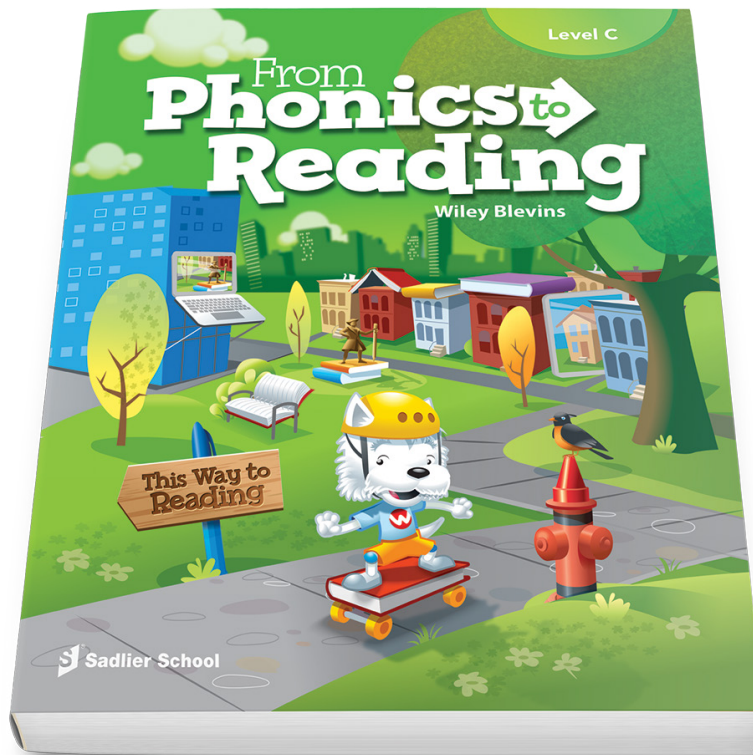


From Phonics to Reading

Correlation to the Common Core State Standards for English Language Arts

Grade 3



Key Aligned Content

Reading: Foundational Skills . . . 2

Additional Aligned Content

Reading: Literature 9
 Reading: Informational Text . . . 12
 Writing 15
 Speaking & Listening 19
 Language 20

Key Aligned Content

READING: FOUNDATIONAL SKILLS	
Grade 3 ELA Standards	From Phonics to Reading, Level C
Phonics and Word Recognition	
<p>CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</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/, /ör/—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>

READING: FOUNDATIONAL SKILLS	
Grade 3 ELA Standards	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>CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>CCSS.ELA-LITERACY.RF.3.3.B Decode words with common Latin suffixes.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons 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 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/, /ôr/—SB pp. 57–64/TE pp. T65–T74 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards

From Phonics to Reading, Level C

- **Lesson 8 Target Skill: r-Controlled Vowel /ûr/**—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 /ô/**—SB pp. 89–96/TE pp. T105–T114

Lesson Activities

Introduction

- **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

Build Fluency

- **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

TEACHER'S EDITION

Introduce Sound-Spelling

- **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

Teacher Table: Intervention

- **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

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
<p>CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.</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
<p>Fluency</p>	
<p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.</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 style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<p>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> <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>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>CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TEACHER'S EDITION 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

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards

From Phonics to Reading, Level C

CCSS.ELA-LITERACY.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STUDENT BOOK/TEACHER'S EDITION

Introduction

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

Word Study

Context Clues: General Clues

- **Define It/Practice It/Try It**—SB p. 53/TE p. T60

Context Clues: Definitions, Synonyms

Define It/Practice It/Try It—SB p. 119/TE p. T144

Context Clues: Antonyms, General Clues

- **Define It/Practice It/Try It**—SB p. 127/TE p. T154

Context Clues: Examples, Definitions

- **Define It/Practice It/Try It**—SB p. 219/TE p. T272

Context Clues: Antonyms, Synonyms

- **Define It/Practice It/Try It**—SB p. 227/TE p. T282

TEACHER'S EDITION

Read Connected Text

- **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

Word Study

- **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

continued

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<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

Additional Aligned Content

READING: LITERATURE	
Grade 3 ELA Standards	From Phonics to Reading, Level C
Key Ideas and Details	
<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</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
<p>CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>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

READING: LITERATURE	
Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
<p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>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
Craft and Structure	
<p>CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</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>CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>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>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</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
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>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 <p style="text-align: right;"><i>continued</i></p>

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READING: LITERATURE	
Grade 3 ELA Standards	From Phonics to Reading, Level C
	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
CCSS.ELA-LITERACY.RL.3.8 (RL.3.8 not applicable to literature)	
CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	N/A
Range of Reading and Level of Text Complexity	
CCSS.ELA-LITERACY.RL.3.10 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.	<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>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 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE

Grade 3 ELA Standards

From Phonics to Reading, Level C

- **Unit 4**—TE p. T263: *The King Who Rained* by Fred Gwynne, *Thank you, Mr. Falker* by Patricia Polacco, *Somebody Loves You, Mr. Hatch* by Eileen Spinelli, *The Bass Plays the Bass and Other Homographs* by Gene Barretta, *The Honeybee Man* by Lela Nargi

READING: INFORMATIONAL TEXT

Grade 3 ELA Standards

From Phonics to Reading, Level C

Key Ideas and Details

CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- **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

TEACHER'S EDITION

Read Connected Text

- **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

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- **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

TEACHER'S EDITION

Read Connected Text

- **Connected Text** (find details to support answers)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309

READING: INFORMATIONAL TEXT	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>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
Craft and Structure	
<p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<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
<p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	N/A
<p>CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	N/A
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>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

READING: INFORMATIONAL TEXT

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
<p>CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>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
<p>CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>CSS.ELA-LITERACY.RI.3.10 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.</p>	<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
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WRITING	
Grade 3 ELA Standards	From Phonics to Reading, Level C
Text Types and Purposes	
<p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.</p> <p>CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.</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
<p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.</p> <p>CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.</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>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

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WRITING

Grade 3 ELA Standards

From Phonics to Reading, Level C

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

STUDENT BOOK/TEACHER'S EDITION

Introduction

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

TEACHER'S EDITION

Independent/Partner Work

- **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

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.3.4

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 above.)

STUDENT BOOK/TEACHER'S EDITION

Introduction

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

Writing Extension

- **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

continued

WRITING	
Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<p>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> <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
<p>CCSS.ELA-LITERACY.W.3.5 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>STUDENT BOOK/TEACHER'S EDITION 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, 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>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>CCSS.ELA-LITERACY.W.3.6 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>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
Research to Build and Present Knowledge	
<p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</p>	N/A

WRITING	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>CCSS.ELA-LITERACY.W.3.8 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>N/A</p>
<p>CCSS.ELA-LITERACY.W.3.9 (W.3.9 begins in grade 4)</p>	
Range of Writing	
<p>CCSS.ELA-LITERACY.W.3.10 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>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <p>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, 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</p> <p>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

SPEAKING & LISTENING

Grade 3 ELA Standards

From Phonics to Reading, Level C

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.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.

CCSS.ELA-LITERACY.SL.3.1.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).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- **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

TEACHER'S EDITION

Read Connected Text

- **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

CCSS.ELA-LITERACY.SL.3.2

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.

TEACHER'S EDITION

Read Connected Text

- **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

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

TEACHER'S EDITION

Read Connected Text

- **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

SPEAKING & LISTENING

Grade 3 ELA Standards	From Phonics to Reading, Level C
Presentation of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.SL.3.4 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>	N/A
<p>CCSS.ELA-LITERACY.SL.3.5 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>	N/A
<p>CCSS.ELA-LITERACY.SL.3.6 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>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

LANGUAGE

Grade 3 ELA Standards	From Phonics to Reading, Level C
Conventions of Standard English	
<p>CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</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

LANGUAGE	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<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>CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., <i>childhood</i>).</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>See Level A/Grade 1</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Comparatives and Superlatives (-er, -est)—SB/TE p. 261
<p>CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.</p>	N/A

LANGUAGE	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension</p> <ul style="list-style-type: none"> • Write About It (write your address)—SB p. 245/TE p. 304
<p>CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.</p>	<p>Related content (comma and quotation marks in context)</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—"What's That Noise?," SB p. 83/TE p. T98
<p>CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.</p>	<p>See Level B/Grade 2</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> • Possessives—SB/TE p. 88
<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</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) (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><u>TEACHER'S EDITION</u></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 style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 3 ELA Standards	From Phonics to Reading, Level C
	<p>[Day 4] 3. Spelling (optional)</p> <ul style="list-style-type: none"> 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 5] 2. Spelling (optional)</p> <ul style="list-style-type: none"> TE pp. T13, T23, T33, T43, T53, T63, T73, T83, T93, T103, T113, T127, T137, T147, T157, T167, T177, T187, T201, T211, T221, T231, T241, T251, T261, T275, T285, T295, T305, T315 <p>[Day 2] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (chorally spell words/write words with missing letters for students to complete)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310 <p>[Day 3] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (write a sentence for each high-frequency word)—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 (write a sentence for each high-frequency word)—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 (students review and expand their sentences with 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
<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction 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>

LANGUAGE	
Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<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
<p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Writing Extension</p> <p>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

LANGUAGE	
Grade 3 ELA Standards	From Phonics to Reading, Level C
	<p>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> <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
Knowledge of Language	
<p>CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.*</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>CCSS.ELA-LITERACY.L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.</p>	N/A
Vocabulary Acquisition and Use	
<p>CCSS.ELA-LITERACY.L.3.4 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.</p>	
<p>CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<p>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> <p>Word Study</p> <p>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</p> <ul style="list-style-type: none"> • Define It/Practice It/Try It—SB p. 119/TE p. T144 <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>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 spellings 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

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<p>CCSS.ELA-LITERACY.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>CCSS.ELA-LITERACY.L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</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>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Try It (confirm word meaning with a dictionary)—TE pp. T207, T217, T247, T291

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Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p>CCSS.ELA-LITERACY.L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	N/A
<p>CCSS.ELA-LITERACY.L.3.5.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>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study Context Clues: Definitions, Synonyms Define It/Practice It/Try It—SB p. 119/TE p. T144 Context Clues: Antonyms, Synonyms • Define It/Practice It/Try It—SB p. 227/TE p. T282</p>
<p>CCSS.ELA-LITERACY.L.3.6 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>STUDENT BOOK/TEACHER'S EDITION 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>

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	<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] 1. 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