



Grades K-5

Aligned with Common Core State Standards

For English Language Arts and Literacy in
History/Social Studies, Science & Technical Subjects

McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy

McGraw-Hill Education, with its long history of providing the highest quality language arts and literacy materials for educators, supports the common core standards initiative. McGraw-Hill Education has the experts and expertise in instruction and assessment to help implement the common core standards in a credible way.

- McGraw-Hill Education is an endorsing partner of the NGA/CCSSO common core initiative.
- McGraw-Hill Education supports the goal of producing a common core of voluntary state standards that are aligned with college and career expectations and that are reflective of cross-disciplinary skills such as critical thinking and problem solving.
- McGraw-Hill Education employs psychometricians, technologists, and curriculum and pedagogical experts. Together with our authors, they are deeply immersed in the latest research and developments concerning education reform.
- McGraw-Hill Education's research-based literacy programs align with the March 10, 2010 draft of the common core standards. We fully expect to correlate well to the final version of the common core standards.
- McGraw-Hill Education's significant investments in technology will enable a seamless augmentation and delivery of content.
- McGraw-Hill Education's formative testing capabilities will empower teachers to use data to guide student learning of common standards. Our summative assessment practice provides credible, independent measures of achievement that will support a new era of accountability. Our test development capabilities — from content creation through research and validation, to technology-enhanced delivery and reporting — are available to provide the valid and reliable measurement of student mastery of common core standards.

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College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

KEY

T#	CCSLH	DR#B#	DR#	PC#	SS#
Teacher's Lesson Guide Unit	Common Core State Standards Literacy eHandbook	Differentiated Reader Unit and Book Number	Differentiated Readers Unit	Practice Companion Volume	Study Station Flip Chart (Book Corner)

Reading Standards for Literature

Key Ideas and Details

<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>T1: 164, 176 T3: 151 T4: 164, 176 T5: [154–155, 156–157, 158, 159] T6: 203 T7: 188, [190–191, 192–193, 194, 195] T8: [28–29, 30–31, 32, 33]</p> <p>CCSLH: 1.1.A</p>
<p>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>T3: 151, [154–155, 156–157, 158, 159], 164 T5: 38, 151, [154–155, 156–157, 158, 159], 175, 176, [178–179, 180–181, 182, 183] T6: [178–179, 180–181, 182, 183] T7: 202–203 T8: 176, 236, 268–271</p> <p>CCSLH: 1.1.B, 1.1.C</p>
<p>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>T3: 175, 176 T5: 176, [178–179, 180–181, 182, 183], 268, 270, 272 T7: 277 T8: 172</p> <p>CCSLH: 1.1.D</p>

Craft and Structure

<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>T2: 164, 174, 176, [178–179, 180–181, 182, 183], 234 T4: 174 T8: 174</p> <p>CCSLH: 1.2.A, 1.2.B</p>
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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.

T1: 176, 202–203, 213
T2: 165, 224, 268–269
T3: 176, [178–179, 180–181, 182, 183]
T5: 268–271, 276
T6: 268–275
T7: [178–179, 180–181, 182, 183], 268–269
T8: 176

CCSLH: 1.2.C, 1.2.D, 1.2.E

6. Distinguish their own point of view from that of the narrator or those of the characters.

T3: 236–237
T5: 164–165
T7: 164, 274–275
T8: 64, 176

CCSLH: 1.2.F

Integration of Knowledge and Ideas

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).

T1: 163
T2: 164
T3: 164, 174
T4: 174
T5: 151, [154–155, 156–157, 158, 159]
T7: 174, 177
T8: 174, 188, 236–237

CCSLH: 1.3.A

8. (Not applicable to literature)

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).

CCSLH: 1.3.B

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Range of Reading and Level of Text Complexity

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.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

Reading Standards for Informational Text

Key Ideas and Details

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

T3: 25, 26, [28–29, 30–31, 32, 33], 49, [52–53, 54–55, 56, 57], 85, 86, [88–89, 90–91, 92, 93]
T6: 25, 26, [28–29, 30–31, 32, 33]
T8: 25, 26–27
CCSLH: 2.1.A

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

T1: 25, [28–29, 30–31, 32, 33], 85, 86, 109
T5: 25, 26, [28–29, 30–31, 32, 33], 49, 50
T6: 235
T7: 25, 26–27, 49, 50–51
T8: 97, 98, [100–101, 102–103, 104, 105]
CCSLH: 2.1.B

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.

T2: 37, 38, 97, 98, [100–101, 102–103, 104, 105], [238–239, 240–241, 242, 243]
T3: 235
T5: 248
T6: 86, 248–249
T7: 248
CCSLH: 2.1.C, 2.1.D, 2.1.E

Craft and Structure

<p>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>T1: 96, 98, 234 T2: 96, 234, 236 T3: 36, 38, 96, 98, [100–101, 102–103, 104, 105], 234 T4: 36, 38, [40–41, 42–43, 44, 45], 234 T5: 96, 98 T6: 36, 38, 96, 234 T7: 96, 234 T8: 234</p> <p>CCSLH: 2.2.A, 2.2.B</p>
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>T1: 38–39, 258 T2: 38–39, 61, 98, 122 T5: 38, 98 T6: 38 T7: 38 T8: 38, 98–99, 122</p> <p>eTools21: Inquiry Project Online Units 2–8 Steps 3 and 6</p> <p>CCSLH: 2.2.C</p>
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>T3: 236 T4: 176</p> <p>CCSLH: 2.2.D</p>

Integration of Knowledge and Ideas

<p>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>T1: 98 T2: 98–99, [100–101, 102–103, 104, 105] T3: 26, 38, 98 T4: 26, 50 T5: 12–13 T6: 86 T7: 26, 36, 38, 98 T8: 38, 86</p> <p>CCSLH: 2.3.A</p>
<p>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>T1: 248 T2: 248–249 T3: 235, 248–249 T5: 13, 248–249 T6: 37, 97, [100–101, 102–103, 104, 105], 248–249 T7: 248–249</p> <p>CCSLH: 2.3.B</p>
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>T1: 64–65, 196, 202–203, 262–263 T2: 118, 124–125, 262–263 T3: 64–65, 124–125 T4: 118, 224 T5: 64–65, 124–125 T6: 224 T7: 124–125, 262–263 T8: 124–125, 262–263</p> <p>CCSLH: 2.3.C</p>

Range of Reading and Level of Text Complexity

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.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7**: 306; **T8**: 308 for Lexile® scores at the end of the year.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

This Common Core State Standard is regularly covered during daily Word Work instruction; page references cited are representative.

T1: 14, 27, 39, 74, 87, 99, 212, 225, 237

T2: 14, 27, 39, 74, 87, 99, 212, 225, 237

T3: 14, 27, 39, 74, 87, 99, 212, 225, 237

T5: 14, 27, 39, 74, 87, 99, 212, 225, 237

T7: 14, 27, 39, 74, 87, 99, 212, 225, 237

T8: 14, 27, 39, 74, 87, 99, 212, 225, 237

CCSLH: 3.1.A

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.

T1: 39, 51, 177, 189

T3: 39, 51, 177, 189

T4: 39, 51, 177, 189

T5: 39, 51, 177, 189

T6: 99, 111, 237, 249

T8: 39, 51, 177, 189

CCSLH: 3.1.A

- b. Decode words with common Latin suffixes.

T6: 99, 111, 237, 249

CCSLH: 3.1.A

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c. Decode multisyllable words.

T1: 51, 177, 189
T2: 99, 111
T3: 51, 177
T4: 51, 189
T5: 51

CCSLH: 3.1.A

d. Read grade-appropriate irregularly spelled words.

This Common Core State Standard is covered during Small Group lessons on Days 2–4 when students encounter irregularly spelled words in their Differentiated Readers; page references cited are representative.

T1: [28–29, 30–31, 32, 33], [40–41, 42–43, 44, 45], [52–53, 54–55, 56, 57]
T3: [88–89, 90–91, 92, 93], [100–101, 102–103, 104, 105], [112–113, 114–115, 116, 117]
T5: [166–167, 168–169, 170, 171], [178–179, 180–181, 182, 183], [190–191, 192–193, 194, 195]
T7: [28–29, 30–31, 32, 33], [40–41, 42–43, 44, 45], [52–53, 54–55, 56, 57]
T8: [226–227, 228–229, 230, 231], [238–239, 240–241, 242, 243], [250–251, 252–253, 254, 255]

DR1: 6–26
DR3: 28–47
DR5: 50–67
DR7: 6–23
DR8: 68–88

CCSLH: 3.1.A

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.

T1: 66, 126, 204, 264

T2: 66, 126, 204, 264

T3: 66, 126, 204, 264

T4: 66, 126, 204, 264

T5: 66, 126, 204, 264

T6: 66, 126, 204, 264

T7: 66, 126, 204, 264

T8: 66, 126, 204, 264

CCSLH: 3.2.A

a. Read on-level text with purpose and understanding.

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 15, 27, 39, 51

T2: 5, 27, 39, 51

T3: 15, 27, 39, 51

T4: 5, 27, 39, 51

T5: 15, 27, 39, 51

T6: 5, 27, 39, 51

T7: 15, 27, 39, 51

T8: 5, 27, 39, 51

CCSLH: 3.2.A

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b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

This Common Core State Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 27, 39, 51

T2: 27, 39, 51

T3: 27, 39, 51

T4: 27, 39, 51

T5: 27, 39, 51

T6: 27, 39, 51

T7: 27, 39, 51

T8: 27, 39, 51

CCSLH: 3.2.A

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

T3: 96, [100–101, 102–103, 104, 105], 163, [166–167, 168–169, 170, 171]

T5: 96

T6: 85, [88–89, 90–91, 92, 93]

T7: 96, [100–101, 102–103, 104, 105]

T8: 85 [88–89, 90–91, 92, 93]

CCSLH: 3.2.A

College and Career Readiness Anchor Standards for Writing***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

Writing Standards

Text Types and Purposes

<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>T4: 130–145</p> <p>DR7: 91 DR8: 91</p> <p>SSW: 15, 17, 32</p> <p>CCSLH: 4.1.A</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>T4: 132–137, 141</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide reasons that support the opinion.</p>	<p>T4: 134–135, 139–140</p> <p>CCSLH: 4.1.A</p>
<p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p>CCSLH: 4.1.A</p>
<p>d. Provide a concluding statement or section.</p>	<p>T4: 136–137</p> <p>CCSLH: 4.1.A</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>T2: 130–145 T3: 130–145, 268–283 T5: 130–145 T6: 130–145 T7: 130–145</p> <p>DR6: 91</p> <p>SSW: 5, 27</p> <p>CCSLH: 4.1.B</p>

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<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>T2: 132–133, 136–137, 139, 144 T3: 132–133, 136–137, 144, 270–271, 274, 282 T5: 132–133, 136–139, 144 T6: 130–137, 144 T7: 132–133, 136–137, 144</p> <p>CCSLH: 4.1.B</p>
<p>b. Develop the topic with facts, definitions, and details.</p>	<p>T2: 136–137, 138–139 T3: 272–275 T5: 140–141 T7: 134–135</p> <p>CCSLH: 4.1.B</p>
<p>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>T6: 136–137 T7: 136–137</p> <p>CCSLH: 4.1.B</p>
<p>d. Provide a concluding statement or section.</p>	<p>T3: 138–139 T5: 140–141 T7: 138–139</p> <p>CCSLH: 4.1.B</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>T1: 268–283 T2: 268–283 T5: 268–283 T7: 268–283 T8: 268–283</p> <p>SSW: 7, 8, 14, 16, 24, 29</p> <p>CCSLH: 4.1.C</p>

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<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>T1: 270–273 T2: 270–271, 272–275 T5: 270–274, 276–277 T7: 270–271, 272–275 T8: 270–275</p> <p>CCSLH: 4.1.C</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>T1: 276–277 T2: 274–277 T5: 274 T7: 276–277</p> <p>CCSLH: 4.1.C</p>
<p>c. Use temporal words and phrases to signal event order.</p>	<p>T1: 274–275 T2: 279 T8: 279</p> <p>SSW: 10, 18</p> <p>CCSLH: 4.1.C</p>
<p>d. Provide a sense of closure.</p>	<p>T2: 272–273 T7: 274, 279 T8: 273</p> <p>CCSLH: 4.1.C</p>

Production and Distribution of Writing

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.)

This Common Core State Standard is covered when students set writing goals in the Writing Process lessons in each of the eight units; page references cited are representative.

T1: 269
T2: 131, 269
T3: 131, 269
T4: 131, 269, 282
T5: 131, 269
T6: 131, 269, 278
T7: 131, 269
T8: 131, 139, 269

CCSLH: 4.2.A

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 on pages 28 and 29.)

This Common Core State Standard is covered within the Writing Process lessons in each of the eight units. Page references cited are representative.

T1: 268–273, 278–281
T2: 130–135, 140–143, 268–273, 278–281
T3: 130–135, 140–143, 268–273, 278–281
T4: 130–135, 140–143, 268–273, 278–281
T5: 130–137, 142–143, 268–273, 278–281
T6: 130–135, 140–143, 268–270, 272–274, 278–281
T7: 130–135, 140–143, 268–273, 278–281
T8: 130–131, 134, 136, 138, 140–143, 268–273, 278–281

CCSLH: 4.2.A

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.

These features are used in the Writing Process lessons and in Daily Writing across the grade; page references cited are representative.

eTools21: Writing Tool

T1: 141, 278

T2: 137, 275, 277

T3: 137, 139, 142, 275, 277

T4: 137, 277

T5: 144, 280

T6: 140, 271

T7: 142, 275

T8: 135, 277

eTools21: Interactive Glossary

T1: 142

T2: 140, 279

T3: 140, 278

T4: 141, 278

T5: 142, 278

T6: 141, 279

T7: 141, 278

T8: 140, 279

eTools21: Story Starter

T1: 82, 184

T2: 58, 94

T3: 34, 184

T4: 22, 220

T5: 34, 184

T6: 46, 244

T7: 58, 232

T8: 82, 184

eTools21: Inquiry Project Online

Unit 7 Step 6 Part 1 (Online Debate)

CCSLH: 4.2.A

Research to Build and Present Knowledge

<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p><i>This Common Core State Standard is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.</i></p> <p>T1: 60–65, 120–125, 198–203, 258–264 T2: 60–65, 120–125, 198–203, 258–264 T3: 60–65, 120–125, 198–203, 258–264 T4: 60–65, 120–125, 198–203, 258–264 T5: 60–65, 120–125, 198–203, 258–264 T6: 60–65, 120–125, 198–203, 258–264 T7: 60–65, 120–125, 198–203, 258–264 T8: 60–65, 120–125, 198–203, 258–264</p> <p>CCSLH: 4.3.A</p>
<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>T1: 61, 122–123, 199, 258–259 T2: 61, 63, 123 T3: 61, 63, 122, 132–135, 137, 201 T4: 144 T5: 63, 120, 133–135, 201 T6: 63, 120, 134, 200 T7: 63, 120–121 T8: 63, 122–123, 200</p> <p>CCSLH: 4.3.A</p>
<p>9. (Begins in grade 4)</p>	

Range of Writing

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.

This Common Core State Standard is covered during Daily Writing on Weeks 1–4, Days 1–5 as well as during the Writing Process lessons for all units; page references cited are representative.

T1: 130–145, 268–283

T2: 22, 34, 46, 58, 67, 130–145, 268–283

T4: 82, 94, 106, 118, 127, 130–145, 268–283

T5: 130–145, 160, 172, 184, 196, 205, 268–283

T7: 130–145, 220, 232, 244, 256, 265, 268–283

T8: 22, 94, 130–145, 184, 265, 268–283

CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A

College and Career Readiness Anchor Standards for Speaking and Listening**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Comprehension and Collaboration

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.

This Common Core State Standard is covered daily; page references cited are representative.

T1: 26, 160, 164, 198–201, 262–263

T2: 26, 60–63, 106, 202–203, 248

T3: 60–63, 73, 124–125, 176, 244

T4: 64–65, 82, 98, 198–201

T5: 38, 64–65, 120–123, 184, 224

T6: 67, 124–125, 164, 258–261

T7: 34, 86, 120–123, 202–203, 236

T8: 64–65, 176, 198–201, 224

CCSLH: 5.1.A

- 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.

T1: 22, 38, 46, 58, 94, 98, 122, 198–199, 258–259

T2: 22, 26, 64–65, 94, 106, 122–123, 200, [214–215, 216–217, 218, 219]

T3: 22, 122–123, 184, 200, 224, 232, 244, 260

T4: 38, 86, 124–125, 160, 200, [214–215, 216–217, 218, 219], 256, 260

T5: 26, 122–125, 176, 184, 232, 260

T6: 34, 64–65, 122–123, 127, 164, 200, [214–215, 216–217, 218, 219], 232, 248, 260

T7: 22, 122–123, 176, 202–203, 260

T8: 26, 46, 176, 200, 260, 262–263

CCSLH: 5.1.A

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<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>T1: 61, 142–143, 258–259, 278–279 T2: 62, 140 T3: 62, 259, 278 T4: 140, 200 T5: 61, 125, 142, 200 T6: 62, 140, 278 T7: 61, 122, 140 T8: 122, 259, 278</p> <p>CCSLH: 5.1.A</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>T1: 61, 203, 278–279 T2: 62, 145, 203, 278 T3: 62, 140, 145, 278, 283 T4: 62, 140 T5: 61, 142, 278 T6: 62, 125, 140, 203, 278 T7: 62, 140, 200–203, 278 T8: 62, 140, 259, 278</p> <p>CCSLH: 5.1.A</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>T2: 64–65, 82, 94, 106, 124–125, 202–203, 262–263 T4: 64–65, 124–125, 202–203, 220, 232, 244, 262–263 T6: 64–65, 124–125, 160, 172, 202–203, 262–263 T8: 64–65, 124–125, 202–203, 262–263</p> <p>CCSLH: 5.1.A</p>

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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.

T1: 26, 86, 98, 188, 198–199, 224, 262, 265
T2: 26, 67, 86, 98, 127, 205, 224, 265
T3: 98, 124
T5: 26, 84–86, 120–121, 127, 145, 188, 265
T6: 26, 86, 98, 164–165, 175, 176, 236
T7: 26, 50, 67, 98–99, 127, 198–199, 259, 263, 283
T8: 26, 67, 97, 120–121, 205, 283

DR2: 89
DR3: 48
DR4: 46
DR5: 89
DR7: 89

This standard is also supported as students use the following digital features:

eBooks
eTools21: Inquiry Project Online

CCSLH: 5.1.B

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

T1: 142–143, 264, 278–279
T2: 140, 145, 203, 264, 283
T3: 140, 264, 278, 283
T4: 65, 140, 145, 264, 278, 283
T5: 145, 263–264, 278
T6: 140, 264
T7: 140, 145, 264, 278, 283
T8: 65, 125, 140, 145, 264, 278

CCSLH: 5.1.C

Presentation of Knowledge and Ideas

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.

T1: 64, 66, 124, 126, 202, 204, 262, 264, 279, 283
T2: 66, 126, 145, 204, 264, 283
T3: 64, 66, 124, 126, 140, 204, 264, 278, 283
T4: 66, 126, 140, 145, 204, 264, 278, 283
T5: 64, 66, 124, 126, 145, 202, 204, 262, 264, 278, 283
T6: 64, 66, 124, 126, 145, 204, 264, 278, 283
T7: 66, 126, 145, 204, 264, 278
T8: 66, 126, 145, 207, 264, 283

CCSLH: 5.2.A, 5.2.B, 5.2.C

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.

T1: 259, 282–283
T2: 144, 198–199, 201, 282–283
T3: 144–145, 198–199, 282–283
T4: 145, 198–199, 282–283
T5: 144, 198–199, 282–283
T6: 144–145, 282
T7: 144, 198–199, 282–283
T8: 198–199, 282–283

DR3: 91

eTools21: Inquiry Project Online
 Unit 7 Step 6 Part 1 (Podcast)

CCSLH: 5.2.D

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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 on pages 28 and 29 for specific expectations.)

T1: 135, 143, 145, 283
T2: 140, 145, 283
T3: 140, 145, 279, 283
T4: 135, 140–141, 145, 275, 283
T5: 135, 137, 138–139, 275, 283
T6: 138–139, 141, 143, 145, 273, 277, 279, 283
T7: 135, 137, 140–141, 143, 145, 278, 281, 283
T8: 135, 137, 140–141, 275, 283

CCSLH: 5.2.A, 5.2.B, 5.2.C

College and Career Readiness Anchor Standards for Language***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>T1: 277, 279, 280–283 T2: 141–145, 279–283 T3: 141–145, 279–283 T4: 139, 141–145, 279–283 T5: 139, 141, 143–145, 279, 280–283 T6: 141, 142–145, 277, 279–283 T7: 141, 142–145, 279, 280–283 T8: 141–145, 279–283</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G</p>
<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>T2: 143, 275 T3: 141, 143, 273, 275, 281 T4: 139, 141, 273, 275, 279, 281 T5: 135, 137 T6: 141, 143, 273, 275, 277, 279 T7: 135, 137</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F</p>
<p>b. Form and use regular and irregular plural nouns.</p>	<p>T2: 141, 273, 279, 281 T3: 135</p> <p>CCSLH: 6.1.B</p>
<p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>T1: 108 T3: 246 T7: 48–49, 246 T8: 48, 246</p> <p>CCSLH: 6.1.B</p>

Common Core State Standards • Grade 3	Page References
<p>d. Form and use regular and irregular verbs.</p>	<p>T1: 99, 111 T3: 143, 275, 279 T4: 135</p> <p>CCSLH: 6.1.C</p>
<p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p>T3: 143, 275</p> <p>CCSLH: 6.1.C</p>
<p>f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>T1: 99, 111 T6: 141, 143, 279, 281 T7: 137</p> <p>CCSLH: 6.1.C, 6.1.D</p>
<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>T4: 141, 275 T5: 99, 111, 237, 249 T7: 99, 111, 237, 249</p> <p>CCSLH: 6.1.E, 6.1.F</p>
<p>h. Use coordinating and subordinating conjunctions.</p>	<p>T7: 281 T8: 137</p> <p>CCSLH: 6.1.G</p>
<p>i. Produce simple, compound, and complex sentences.</p>	<p>T7: 281 T8: 137</p> <p>CCSLH: 6.1.A</p>

Common Core State Standards • Grade 3	Page References
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>T1: 280–281 T2: 142–143, 280–281 T3: 142–143, 280–281 T4: 142–143, 280–281 T5: 143, 280–281 T6: 142–143, 280–281 T7: 142–143, 280–281 T8: 142–143, 280–281</p> <p>CCSLH: 6.1.H, 6.1.I, 6.1.J</p>
<p>a. Capitalize appropriate words in titles.</p>	<p>CCSLH: 6.1.H</p>
<p>b. Use commas in addresses.</p>	<p>CCSLH: 6.1.I</p>
<p>c. Use commas and quotation marks in dialogue.</p>	<p>T5: 281 T6: 137 T7: 276–277, 280</p> <p>CCSLH: 6.1.I</p>
<p>d. Form and use possessives.</p>	<p>T2: 281 T3: 137 T6: 277</p> <p>CCSLH: 6.1.I</p>
<p>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>T1: 66, 126, 204, 264 T2: 66, 126, 212, 264 T3: 66, 99, 111, 126, 204, 237, 249, 264 T4: 66, 126, 204, 264 T5: 66, 126, 204, 212, 225, 264 T6: 14, 66, 126, 135, 152, 204, 212, 225, 249, 264 T7: 66, 126, 204, 264 T8: 66, 126, 204, 264</p> <p>CCSLH: 6.1.J</p>

Common Core State Standards • Grade 3	Page References
<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>T3: 14, 74, 152, 212 T4: 74, 152, 212 T5: 212 T6: 14, 27, 51 T8: 74, 212</p> <p>CCSLH: 6.1.J</p>
<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>CCSLH: 6.1.J</p>
<p>Knowledge of Language</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>T1: 277, 279, 280–283 T2: 141–145, 279–283 T3: 141–145, 279–283 T4: 139, 141–145, 279–283 T5: 139, 141, 143–145, 279, 280–283 T6: 141, 142–145, 277, 279–283 T7: 141, 142–145, 279, 280–283 T8: 141–145, 279–283</p> <p>CCSLH: 6.2.A, 6.2.B</p>
<p>a. Choose words and phrases for effect.</p>	<p>T1: 133, 276–277 T2: 177, 276–277 T4: 138–139, 272–273 T6: 138–139, 270–271, 277 T8: 134–135</p> <p>CCSLH: 6.2.A</p>
<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>T8: 132–133, 276–277</p> <p>CCSLH: 6.2.B</p>

Vocabulary Acquisition and Use

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.

This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.

T1: 234
T2: 234
T3: 234
T4: 234
T5: 234
T6: 234
T7: 234
T8: 234

CCSLH: 6.3.A, 6.3.B, 6.3.C

a. Use sentence-level context as a clue to the meaning of a word or phrase.

T1: 96, 98, 234
T3: 96, 98, [101, 103, 104, 105], 234
T5: 96, 98, 234
T7: 96, 234

CCSLH: 6.3.B

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

T1: 39, 177, 189
T3: 39, 177
T4: 39, 177
T5: 39, 51, 177
T6: 111, 237

CCSLH: 6.3.C

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

T1: 48
T8: 85, 108

CCSLH: 6.3.C

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Page References

<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>T4: 36, 38, [40–41, 42–43, 44, 45], 234</p> <p>eTools21: Interactive Glossary T2: 140 T3: 140, 278 T4: 141, 278 T5: 142, 278 T6: 141, 279 T7: 141, 279 T8: 140, 279</p> <p>CCSLH: 6.3.D</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>T1: 174 T7: 174</p> <p>CCSLH: 6.3.E, 6.3.F</p>
<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>T2: 96, 234 T3: 25 T6: 96–97</p> <p>CCSLH: 6.3.E</p>
<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p><i>This Common Core State Standard is covered each time students begin reading a new selection; page references from Week 1 are representative.</i></p> <p>T1: 11, [28–29, 30–31, 32, 33] T2: 11, [28–29, 30–31, 32, 33] T3: 11, [28–29, 30–31, 32, 33] T4: 11, [28–29, 30–31, 32, 33] T5: 11, [28–29, 30–31, 32, 33] T6: 11, [28–29, 30–31, 32, 33] T7: 11, [28–29, 30–31, 32, 33] T8: 11, [28–29, 30–31, 32, 33]</p> <p>CCSLH: 6.3.F</p>

Common Core State Standards • Grade 3	Page References
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>Lessons to address this standard are being developed and will be available online.</p> <p>T1: 174</p> <p>CCSLH: 6.3.F</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>T2: 11, 13, 22, 24, 48, 72, 84, 108</p> <p>T3: 150, 162, 175, [178–179, 180–181, 182, 183], 186, 235, [238–239, 240–241, 242, 243]</p> <p>T5: 11, 13, 22, 24, 48, 61</p> <p>T6: 11, 13, 22, 24, 48, 72, 84, 108</p> <p>T8: 134–135, 150, 162, 186, 276</p> <p>CCSLH: 6.3.G</p>