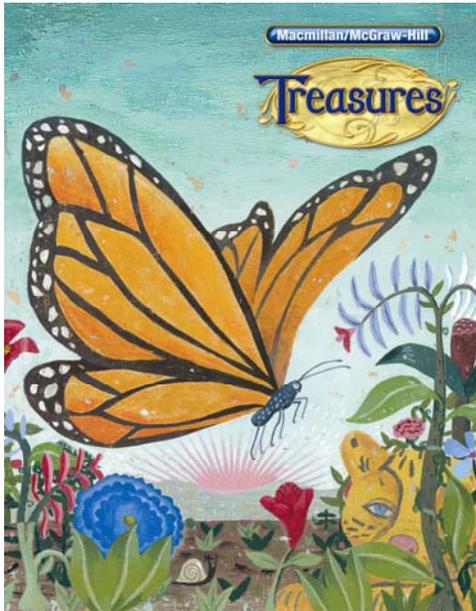




Macmillan/McGraw-Hill

Core Standards for
English/Language Arts
Grade 3



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Grade 3
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STANDARDS

PAGE REFERENCES

During the third-grade year, students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas, such as time. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. They get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means. They write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories, and perform plays.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *-ful*), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

STANDARDS		PAGE REFERENCES
Decoding and Word Recognition		
3.1.1	Know and use more difficult word families (<i>-ight</i>) when reading unfamiliar words.	Student Edition: Unit 1 <i>Vocabulary</i> 36 Unit 5 <i>Vocabulary</i> 236 Unit 6 <i>Vocabulary</i> 386 Teacher Edition: Unit 1 BL 65W; BRV 65C; DC 43 Unit 3 V 400 Unit 5 AL 267K; BRV 267C; OL 267U Unit 6 BRV 411C; V 394
3.1.2	Read words with several syllables.	Student Edition: Unit 1 <i>Vocabulary</i> 36, 114 Unit 3 <i>Vocabulary</i> 360 Unit 4 <i>Vocabulary</i> 82 Teacher Edition: Unit 1 BL 77AA; P 7D Unit 2 M 245D; P 191D Unit 3 BL 391W, 423W Unit 4 M 39D; P 111D Unit 5 BL 233W; P 143D Unit 6 BL 347AA; P 311D
3.1.3	Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	Teacher Edition: Unit 1 RA 35A-36B, 113A-113B Unit 2 ELL 189GG, 209GG Unit 3 M 327D; RA 347B Unit 4 F 75A, 127A; RA 69B Unit 5 F 167A, 193B Unit 6 F 343A; RA 337B

STANDARDS	PAGE REFERENCES
Vocabulary and Concept Development	
<p>3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as <i>fair</i> and <i>fare</i>, are said the same way but have different meanings. Know the difference between two meanings of the word <i>lead</i> when used in sentences, such as “The pencil has <i>lead</i> in it” and “I will <i>lead</i> the way.”.</p>	<p>Student Edition: Unit 1 <i>Vocabulary</i> 80, 126 Unit 2 <i>Vocabulary</i> 192 Unit 3 <i>Vocabulary</i> 370 Unit 4 <i>Vocabulary</i> 8 Unit 5 <i>Vocabulary</i> 202 Unit 6 <i>Vocabulary</i> 280, 312 <i>Word Study</i> 417</p> <p>Teacher Edition: Unit 1 PWS 78K; WM 111F Unit 2 BL 189; BRV 209C Unit 4 DC 12; OL 37U Unit 5 BRV 211G; OL 211Y Unit 6 BL 335W; BRV 309C, 335C; DC 365; OL 335U</p>
<p>3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues</p>	<p>Teacher Edition: Unit 1 PN 151E Unit 2 EW 281E Unit 3 AL 345Q; BL 345X; HTL 429E; OL 345T, 391T Unit 4 BL 109X; FN 137E Unit 5 AL 233Q; RR 273E Unit 6 AR T3, T5, T7; PE 417E</p>
<p>3.1.6 Use sentence and word context to find the meaning of unknown words.</p>	<p>Teacher Edition: Unit 1 ON 33U; V 18; WM 145F Unit 2 DC 198; V 165, 192 Unit 3 AL 345K; BRV 309C; DC 320 Unit 4 AL 79Q, 109K; V 8 Unit 5 DC 152; V 144, 174 Unit 6 BRV 309C; V 280</p>
<p>3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.</p>	<p>Student Edition: Unit 1 <i>Vocabulary</i> 36 Unit 3 <i>Vocabulary</i> 394</p> <p>Teacher Edition: Unit 1 BRV 65C; DC 43 Unit 3 BRV 423C; DC 409; V 400 Unit 4 WR 137C Unit 5 OL 171U; V 235, 246 Unit 6 DC 356; PWS 348K; V 350, 386</p>

STANDARDS	PAGE REFERENCES
<p>3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-</i>, <i>pre-</i>) and suffixes (word parts added at the end of words such as <i>-er</i>, <i>-ful</i>, <i>-less</i>) to determine the meaning of words.</p>	<p>Teacher Edition: Unit 1 BL 33W; BRV 145C; DC 22 Unit 2 V 261 Unit 3 AL 357N; OL 357W; V 333 Unit 4 PWS 68K; V 14, 50 Unit 5 BRV 233C; V 160, 214 Unit 6 ON 309S; R 415; V 318</p>
<p>3.1.9 Identify more difficult multiple-meaning words (such as <i>puzzle</i> or <i>fire</i>).</p>	<p>Student Edition: Unit 1 <i>Vocabulary</i> 80 Unit 2 <i>Vocabulary</i> 192 Unit 4 <i>Vocabulary</i> 8 Teacher Edition: Unit 1 PWS 78K Unit 2 BRV 209C Unit 4 DC 12; OL 37U Unit 6 DC 365</p>
<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children’s magazines and periodicals, and reference and technical materials.</p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.</p>	<p>Student Edition: Unit 2 <i>Features in a Textbook</i> 273 Teacher Edition: Unit 1 DC 17; PS 108, 140, 141; R 31, 106 Unit 2 PS 270, 271, 272 Unit 4 DC 26, 116 Unit 5 AC 192; DC 161, 182, 242</p>
<p>3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).</p>	<p>Student Edition: Unit 3 376 Unit 5 193 #2 Teacher Edition: Unit 5 AL 199N; C 175A; DC 181, 184, 188, 191; MS 176; OL 199U</p>

STANDARDS	PAGE REFERENCES
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
<p>3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text. Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.</p>	<p>Student Edition: Unit 1 <i>Comprehension Check</i> 59 <i>Connect and Compare</i> 109 Unit 2 <i>Connect and Compare</i> 273 <i>Think and Compare</i> 217 Unit 3 <i>Comprehension Check</i> 339 Unit 4 <i>Comprehension Check</i> 105 Unit 5 <i>Connect and Compare</i> 169 Unit 6 <i>Connect and Compare</i> 353</p> <p>Teacher Edition: Unit 3 C 334; TE 332 Unit 4 C 63B Unit 5 C 228B Unit 6 C 405B</p>
<p>3.2.3 Show understanding by identifying answers in the text. Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.</p>	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 31, 63, 109, 143 Unit 2 <i>Connect and Compare</i> 207, 241, 273 Unit 3 <i>Connect and Compare</i> 307, 343, 389, 421 Unit 4 <i>Connect and Compare</i> 35, 65, 107, 129 Unit 5 <i>Connect and Compare</i> 169, 197, 231 Unit 6 <i>Connect and Compare</i> 307, 333, 382, 409</p>

STANDARDS	PAGE REFERENCES
<p>3.2.4 Recall major points in the text and make and revise predictions about what is read. Example: Listen and view Steve Jenkins' book <i>Actual Size</i>; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.</p>	<p>Student Edition: Unit 1 <i>Monitor Comprehension</i> 12, 40, 88, 90 Unit 2 <i>Comprehension</i> 162 <i>Monitor Comprehension</i> 164, 176 Unit 3 <i>Monitor Comprehension</i> 292, 300, 316 Unit 4 <i>Monitor Comprehension</i> 18, 22, 44 Unit 5 <i>Comprehension</i> 215A <i>Monitor Comprehension</i> 148, 178 Unit 6 <i>Comprehension</i> 392 <i>Monitor Comprehension</i> 284, 345, 390</p>
<p>3.2.5 Distinguish the main idea and supporting details in expository (informational) text. Example: Read an informational text, such as <i>Volcano: The Eruption and Healing of Mount St. Helen's</i> by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 70 Unit 5 <i>Comprehension</i> 146 <i>Main Idea and Detail</i> 152 Teacher Edition: Unit 1 AL 77Q; C 69A; DC 72 Unit 2 C 239B; DC 232 Unit 3 DC 366, 378 Unit 4 DC 122 Unit 5 C 145A; DC 149 Unit 6 PS 305; R 380</p>
<p>3.2.6 Locate appropriate and significant information from the text, including problems and solutions. Example: Identify the problem faced by a character in a book, such as <i>A Gift for Tia Rosa</i> by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.</p>	<p>Student Edition: Unit 1 142-143 <i>Social Studies</i> 140 Teacher Edition: Unit 1 ML 151J Unit 2 ML 281J Unit 3 G 429O-429S; ML 429J; SS 353C-353D Unit 4 DC 74; G 137O-137S; ML 137J; SS 75C-75D Unit 5 G 273O-273S; ML 273J Unit 6 DC 320, 371; G 417O-417S; PS408;WR 417C</p>
<p>3.2.7 Follow simple multiple-step written instructions.</p>	<p>Student Edition: Unit 3 <i>Using a Map</i> 421 Unit 6 <i>Comprehension</i> 417 Teacher Edition: Unit 3 BL 423W; M 309A; PS 420; T 307A-307B Unit 4 C 23; CL 6L; MC 22; W 6L Unit 5 C 195</p>

STANDARDS	PAGE REFERENCES
<p>3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 38 Unit 2 <i>Comprehension</i> 166 Unit 5 <i>Comprehension</i> 204</p> <p>Teacher Edition: Unit 1 DC 41, 44; RA 37A-37B Unit 2 DC 173, 174, 180 Unit 3 DC 295, 298, 325, 335 Unit 4 C 203A-203B; DC 53, 87; ELL 53 Unit 5 DC 159, 206 Unit 6 DC 395; PS 407</p>
<p>Standard 3 READING: Comprehension and Analysis of Literary Text Students read and respond to a wide variety of significant works of children’s literature. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	
<p>Structural Features of Literature</p>	
<p>3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction. Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem “On the Run” by Douglas Florian, the play <i>The Crane Wife</i> by Sumiko Yagawa, Anne Laurin’s fictional book <i>Perfect Crane</i>, and the nonfiction counting book <i>Counting Cranes</i> by Mary Beth Owens.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 10, 38, 82 Unit 2 <i>Comprehension</i> 248 Unit 3 <i>Comprehension</i> 314, 396 Unit 4 <i>Comprehension</i> 10, 84 Unit 5 <i>Comprehension</i> 216 <i>Language Arts</i> 230 Unit 6 <i>Comprehension</i> 388 <i>Language Arts</i> 406</p> <p>Teacher Edition: Unit 1 DC 14, 18, 48 Unit 2 DC 250; RA 157A Unit 3 DC 318, 413 Unit 4 DC 92; RA 7A Unit 5 DC 222, 390 Unit 6 PS 408; RA 385A</p>

STANDARDS	PAGE REFERENCES
Analysis of Grade-Level-Appropriate Literary Text	
<p>3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as <i>Why Mosquitoes Buzz in People's Ears</i> retold by Verna Aardema or <i>How the Leopard Got Its Spots</i> by Justine and Ron Fontes. Plot each story onto a story map.</p>	<p>Teacher Edition: Unit 1 AL 33P; C 9A-9B Unit 2 AL 189P; ELL 209DD Unit 3 C 289A-289B; F 419A Unit 4 AL 131Q; C 113A-113B Unit 5 AL 211T; BL 233X Unit 6 F 303A; OL 209T</p>
<p>3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 9, 10 Unit 2 <i>Comprehension Check</i> 239 Teacher Edition: Unit 1 C 9A; DC 13; ELL 17; TE 16 Unit 2 DC 168, 171, 176, 254 Unit 3 C 313A; DC 317, 323, 324; MS 314 Unit 4 DC 22, 60, 89, 97; ELL 95 Unit 5 PS 263 Unit 6 C 387A; DC 368, 372; MS 388</p>
<p>3.3.4 Determine the theme or author's message in fiction and nonfiction text. Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story <i>More Than Halfway There</i>, by Janet Halliday Ervin, and the nonfiction biography <i>Abe Lincoln's Hat</i>, by Martha Brenner.</p>	<p>Teacher Edition: Unit 1 AP 104, 138 Unit 2 DC 229, 230; MS 26 Unit 3 C 298A; DC 292, 294; MS 290 Unit 4 AP 126 Unit 5 AP 166, 192, 228, 260 Unit 6 AP 328</p>
<p>3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as <i>Cock-a-doodle doo!: What Does It Sound Like to You?</i> by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.</p>	<p>Student Edition: Unit 2 <i>Poetry</i> 206, 240 Unit 3 <i>Poetry</i> 304 Unit 5 <i>Poetry</i> 168 Teacher Edition: Unit 1 RA 35A Unit 2 PS 241; V 243W Unit 3 PS 305, 306 Unit 4 RA 69A; V 79AA Unit 5 PS 169; RA 201A</p>

STANDARDS		PAGE REFERENCES
3.3.6	Identify the speaker or narrator in a selection. Example: Read a book, such as <i>Class Clown</i> by Johanna Hurwitz or <i>Dinner at Aunt Connie's House</i> by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.	Student Edition: Unit 4 <i>Poetry</i> 106 Teacher Edition: Unit 2 C 162, 252 Unit 3 C 295 Unit 4 C 86
3.3.7	Compare and contrast versions of the same stories from different cultures.	Student Edition: Unit 1 <i>Connect and Compare</i> 31, 143 Unit 2 <i>Connect and Compare</i> 207, 273 Unit 3 <i>Connect and Compare</i> 343, 421 Unit 4 <i>Connect and Compare</i> 65, 107 Unit 5 <i>Connect and Compare</i> 169, 197 Unit 6 <i>Connect and Compare</i> 333, 409
3.3.8	Identify the problem and solutions in a story.	Student Edition: Teacher Edition: Unit 3 DC 370 Unit 4 AL 109M, 190N; BL 79CC; C 71A, 83A; DC 74, 88, 92, 95, 96, 100, 102; LS 79Y; TE 100 Unit 6 DC 320, 371, 408
<p>Standard 4 WRITING: Processes and Features Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p> <p>Organization and Focus</p>		
3.4.1	Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	Teacher Edition: Unit 1 T 31A, 67A, 109A; PN 77A; TP xvi Unit 2 EW 221A, 281B; T 187A, 207B; TP xvi Unit 3 HTL 357A, 429B; TP xvi Unit 4 FN 79A, 137B; T 65B; TP xvi Unit 5 RP 211A, 273B; TP xvi Unit 6 PE 417B; TP xvi
3.4.2	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	Teacher Edition: Unit 1 T 31A, 67A, 109A; PN 77A; TP xvi Unit 2 EW 221A, 281B; T 187A, 207B; TP xvi Unit 3 HTL 357A, 429B; TP xvi Unit 4 FN 79A, 137B; T 65B; TP xvi Unit 5 RP 211A, 273B; TP xvi Unit 6 PE 417B; TP xvi

STANDARDS	PAGE REFERENCES
<p>3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.</p>	<p>Teacher Edition: Unit 1 T 31A-31B, 109A-109B Unit 2 W 222L Unit 3 CL 392L; W 285L, 392L Unit 4 T 65A-65B; W 6L, 38L Unit 5 T 265A-265B; W 142L, 172L, 212L, 234L Unit 6 T 307A0307B, 333A-333B, 409A-409B; W 310L</p>
<p>3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.</p>	<p>Teacher Edition: Unit 1 T 31A-31B, 109A-109B Unit 2 W 222L Unit 3 CL 392L; W 285L, 392L Unit 4 T 65A-65B; W 6L, 38L Unit 5 T 265A-265B; W 142L, 172L, 212L, 234L Unit 6 T 307A0307B, 333A-333B, 409A-409B; W 310L</p>
<p>Research Process and Technology</p>	
<p>3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).</p>	<p>Student Edition: Unit 1 <i>Vocabulary</i> 36 Unit 3 <i>Vocabulary</i> 394 Teacher Edition: U 1 BRV 65C; DC 43; ML 151J Unit 2 ML 281J Unit 3 BRV 423C; DC 409; G 429O-429S; ML 429J; SS 353C-353D; V 400 Unit 4 G 137O-137S; ML 137J; SS 75C-75D; WR 137C Unit 5 G 273O-273S; ML 273J; OL 171U; V 236, 246 Unit 6 DC 356; G 417O-417S; PWS 348K; V 350, 386; WR 417C</p>
<p>3.4.5 Use a computer to draft, revise, and publish writing.</p>	<p>Teacher Edition: Unit 1 PN 77F, 151D Unit 2 EW 221F, 281D Unit 3 HTL 357F, 429D Unit 4 FN 79F, 137D Unit 5 RP 211F, 273D Unit 6 PE 347F, 417D</p>

STANDARDS		PAGE REFERENCES
Evaluation and Revision		
3.4.6	Review, evaluate, and revise writing for meaning and clarity.	<p>Student Edition: Unit 4 170-171, 266-267 <i>Reading and Writing Connection</i> 36-37 Unit 5 308-309, 410-411</p> <p>Teacher Edition: Unit 1 T 31A-31B, 77A-77B, 109A-109B Unit 2 EP 221A-221F:T187A-187B, 207A-207B Unit 3 T 307A-307B, 343A-343B, 357A-357B, 421A-421B Unit 4 FN 79C-79D</p>
3.4.7	Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.	<p>Student Edition: Unit 4 170-171, 266-267 <i>Reading and Writing Connection</i> 36-37 Unit 5 308-309, 410-411</p> <p>Teacher Edition: Unit 1 T 31A-31B, 77A-77B, 109A-109B Unit 2 EP 221A-221F:T187A-187B, 207A-207B Unit 3 T 307A-307B, 343A-343B, 357A-357B, 421A-421B Unit 4 FN 79C-79D</p>
3.4.8	Revise writing for others to read, improving the focus and progression of ideas.	<p>Student Edition: Unit 4 170-171, 266-267 <i>Reading and Writing Connection</i> 36-37 Unit 5 308-309, 410-411</p> <p>Teacher Edition: Unit 1 T 31A-31B, 77A-77B, 109A-109B Unit 2 EP 221A-221F:T187A-187B, 207A-207B Unit 3 T 307A-307B, 343A-343B, 357A-357B, 421A-421B Unit 4 FN 79C-79D</p>

STANDARDS	PAGE REFERENCES
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p> <p>In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:</p>	
<p>3.5.1 Write narratives that:</p> <ul style="list-style-type: none"> provide a context within which an action takes place. include details to develop the plot. <p>Example: Write a story based on an article in a magazine, such as <i>Cricket</i> or <i>Stone Soup</i>, about what life was like 100 years ago.</p>	<p>Teacher Edition: Unit 3 D 392L Unit 4 79A-79F, 137A-137B Unit 6 383W</p>
<p>3.5.2 Write descriptive pieces about people, places, things, or experiences that:</p> <ul style="list-style-type: none"> develop a unified main idea. use details to support the main idea. <p>Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.</p>	<p>Teacher Edition: Unit 1 DP 112L Unit 2 DP 156L Unit 4 DE 38L; T 129A-129B Unit 5 DP 142L, 234L; UH 172L Unit 6 BL 335W</p>
<p>3.5.6 Write persuasive pieces that ask for an action or response. Example: Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday or a holiday.</p>	<p>Student Edition: Unit 6 346-347 Teacher Edition: Unit 1 PP 78L Unit 2 SS 244L Unit 5 PP 200L Unit 6 PE 417A-417E; PP 310L</p>

STANDARDS	PAGE REFERENCES
<p>3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</p> <ul style="list-style-type: none"> show awareness of the knowledge and interests of the audience. establish a purpose and context. include the date, proper salutation, body, closing, and signature. <p>Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.</p>	<p>Teacher Edition: Unit 1 BL 77AA, 145W Unit 2 W 244L Unit 3 HTL 357A-357F; 429A-429E; M 309A; T 307A-307B; W 285L, 310L Unit 4 W 6L, 68L Unit 6 SS 343C-343D; W 278L; WAI 328</p>
<p>3.5.4 Use varied word choices to make writing interesting. Example: Write stories using varied words, such as <i>cried</i>, <i>yelled</i>, or <i>whispered</i> instead of <i>said</i>.</p>	<p>Teacher Edition: Unit 1 BRV 33D, 65D, 77H, 111D, 145D Unit 2 BRV 189D, 209D, 243D, 275D Unit 3 BRV 309D, 345D, 391D, 423D Unit 4 BRV 37D, 67D, 79D, 109D, 131D Unit 5 171D, 199D, 211H, 233D, 267D Unit 6 309D, 335D, 347H, 383D, 411D</p>
<p>3.5.5 Write for different purposes and to a specific audience or person. Example: Write an article about the library at your school. Include a list of ways that students use the library.</p>	<p>Student Edition: Unit 3 WP 356-357 Unit 4 WD 78-79 Unit 5 WP 210-211</p> <p>Teacher Edition: Unit 3 343A-343B; DC 301; M 345A; RWC 344</p>
<p>3.5.7 Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate an understanding of what is read. support statements with evidence from the text. <p>Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.</p>	<p>Teacher Edition: Unit 1 DC 57, 237; JP 243 Unit 3 DC 383 Unit 4 DC 31, 61 Unit 5 DC 165</p>

STANDARDS		PAGE REFERENCES
Research Application		
3.5.8	<p>Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors). organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation. <p>Example: After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.</p>	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 109, 143 Unit 3 <i>Connect and Compare</i> 343, 389 Unit 5 <i>Connect and Compare</i> 197</p> <p>Teacher Edition: Unit 1 CC 190, 143; M xvii Unit 3 CC 343, 389; TP xvi-xvii Unit 4 xvii, RS xvi; TP xvi-xvii Unit 5 CC 197; RR 211B; TP xvi-xvii Unit 6 TP xvi-xvii</p>
<p>Standard 6 WRITING: English Language Conventions Students write using Standard English conventions appropriate to this grade level.</p>		
Handwriting		
3.6.1	<p>Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.</p>	<p>Teacher Edition: Unit 1 JP 33; PS 151E Unit 2 PS 221F, 281E Unit 3 PS 357F, 429E Unit 4 PS 79F Unit 6 PS 417E</p>
Sentence Structure		
3.6.2	<p>Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</p> <ul style="list-style-type: none"> Declarative: This tastes very good. Imperative: Please take your seats. Interrogative: Are we there yet? Exclamatory: It's a home run! 	<p>Teacher Edition: Unit 1 CE 65H; CP 111H; CS 145G-145H; ELL 145EE Unit 2 EW 221D; ELL 275EE; SCN 275G-275H Unit 3 ELL 275EE; SCV 423G-423H Unit 4 ELL 109EE; LV 67H Unit 6 ELL 335EE, 411EE; SCAA 411G-411H</p>

STANDARDS		PAGE REFERENCES
Grammar		
3.6.3	Identify and use subjects and verbs that are in agreement (<i>we are</i> instead of <i>we is</i>).	Teacher Edition: Unit 1 PN 77F, 151E Unit 2 EW 22F, 281E Unit 3 HTL 357F, 429E Unit 4 FN 79F
3.6.4	Identify and use past (<i>he danced</i>), present (<i>he dances</i>), and future (<i>he will dance</i>) verb tenses properly in writing.	Teacher Edition: Unit 3 ELL 309EE, 34EE, 357II, 391EE Unit 4 PTV 345G-345H Unit 5 PaTV 357K-357L Unit 6 FTV 391G-391H
3.6.5	Identify and correctly use pronouns (<i>it, him, her</i>), adjectives (<i>brown</i> eyes, <i>two younger</i> sisters), compound nouns (<i>summertime, snowflakes</i>), and articles (<i>a, an, the</i>) in writing.	Teacher Edition: Unit 5 P 171G-171H; 211K-211L; TS 171EE, 211II
Punctuation		
3.6.6	Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).	Teacher Edition: Unit 3 C 309H; PTV 357L; SCV 423H
Capitalization		
3.6.7	Capitalize correctly geographical names, holidays, historical periods, and special events (<i>We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.</i>)	Teacher Edition: Unit 1 SQ 33H Unit 2 CPN 189H; ELL 189EE; SCN 275H Unit 5 P 171H Unit 6 AA 309H

STANDARDS		PAGE REFERENCES
Spelling		
3.6.8	Spell correctly one-syllable words that have blends (<i>walk, play, blend</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu-</i> ; changing <i>win</i> to <i>winning</i> ; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair/hare</i>).	Teacher Edition: Unit 1 BL 33W; P 7D Unit 2 157D, 191D Unit 3 P 287D, 311D Unit 4 M 39D; P 7D Unit 5 M 179D; P 143D Unit 6 BL 309W; M 279D
3.6.9	Arrange words in alphabetical order. Example: Given a list of words, such as <i>apple, grapefruit, cherry, banana, pineapple,</i> and <i>peach</i> , put them into correct alphabetical order: <i>apple, banana, cherry, grapefruit, peach,</i> and <i>pineapple</i> .	Teacher Edition: Unit 3 G 429O; P 357J; SS 353C Unit 4 G 137O; VV 79J Unit 5 CS 211J; G 273O Unit 6 G 417O
Standard 7		
LISTENING AND SPEAKING: Skills, Strategies, and Applications		
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.		
Comprehension		
3.7.1	Retell, paraphrase, and explain what a speaker has said.	Teacher Edition: Unit 1 LS 56 Unit 2 LS 266 Unit 3 LS 336 Unit 4 LS 60 Unit 5 LS 182 Unit 6 LS 374
3.7.2	Connect and relate experiences and ideas to those of a speaker.	Teacher Edition: Unit 1 LS 56 Unit 2 LS 266 Unit 3 LS 336 Unit 4 LS 60 Unit 5 LS 182 Unit 6 LS 374

STANDARDS		PAGE REFERENCES
3.7.3	Answer questions completely and appropriately.	Teacher Edition: Unit 1 AL 33Q; ELL 33HH; RA 7B Unit 2 AL 189Q, RA 157B Unit 3 AL 309Q; ELL 309HH; RA 287B Unit 4 AL 37Q; RA 7B Unit 5 AL 171Q; RA 143B Unit 6 AL 309Q; ELL 335HH; RA 279B
3.7.4	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>).	The following references can be adapted to meet this objective. Student Edition: Unit 2 <i>Poetry</i> 206, 240 Unit 3 <i>Poetry</i> 304 Unit 5 <i>Poetry</i> 168 Teacher Edition: Unit 1 RA 35A Unit 2 RS 241; V 243W Unit 3 PS 305, 306 Unit 4 RA 69A; V 79AA Unit 5 PS 169; RA 201A
3.7.15	Follow three- and four-step oral directions.	Student Edition: Unit 5 <i>Follow Directions</i> 195 Unit 6 <i>Comprehension</i> 417 Teacher Edition: Unit 3 BL 423W; PS 420, 421 Unit 4 MC 22 Unit 5 C 195; PS 194
Organization and Delivery of Oral Communication		
3.7.5	Organize ideas chronologically (in the order that they happened) or around major points of information.	Teacher Edition: Unit 4 MC 72
3.7.6	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	Teacher Edition: Unit 1 PN 77F, 151E Unit 2 AL 189Q, 275Q; EW 221F Unit 3 HTL 357F; TPWU 429K-429L Unit 4 AL 131Q; FN 79F; TPWU 137K-137W Unit 5 AL 199Q; FN 79F; TPWU 273K-273L Unit 6 PE 417E; TPWU 417K-417L

STANDARDS		PAGE REFERENCES
3.7.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	Teacher Edition: PN 151E Unit 2 EW 281E Unit 3 AL 345Q; BL 345X; HTL 429E; OL 345T, 391T Unit 4 BL 109X; FN 137E Unit 5 AL 233Q; RR 273E Unit 6 AR T3, T5, T7; PE 417E
3.7.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	Teacher Edition: Unit 2 BL 243X Unit 3 TP 429K Unit 4 OL 37T Unit 5 AL 267Q Unit 6 CC T3
3.7.9	Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	Teacher Edition: Unit 3 TPWU 429K-439L Unit 4 TPWU 137K-137L Unit 5 TPWU 237K-237L Unit 6 AC 328; TPWU 417K-417L
Analysis and Evaluation of Oral and Media Communications		
3.7.10	Compare ideas and points of view expressed in broadcast and print media or on the Internet.	The following references can be adapted to meet this objective. Teacher Edition: Unit 3 ML 429J Unit 4 ML 137J Unit 5 ML 273J Unit 6 ML 417J
3.7.11	Distinguish between the speaker's opinions and verifiable facts.	The following references can be adapted to meet this objective. Teacher Edition: Unit 3 AL 357U Unit 4 LS 60 Unit 5 LS 182 Unit 6 LS 374; M 309A; PE 417C; T 304A-307B
3.7.16	Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.	Teacher Edition: Unit 3 AL 357U Unit 4 LS 60 Unit 5 LS 182 Unit 6 LS 374; M 309A; PE 417C; T 304A-307B

STANDARDS		PAGE REFERENCES
Speaking Applications		
3.7.12	<p>Make brief narrative presentations that:</p> <ul style="list-style-type: none"> provide a context for an event that is the subject of the presentation. provide insight into why the selected event should be of interest to the audience. include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end. 	<p>Teacher Edition: Unit 2 AL 189Q</p>
3.7.13	<p>Plan and present dramatic interpretations of experiences, stories, poems, or plays.</p>	<p>Teacher Edition: Unit 3 AL 345Q; BL 345X; OL 345T, 391T Unit 4 BL 109X Unit 5 AL 233Q Unit 6 T3, T5, T7</p>
3.7.14	<p>Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>The following references can be adapted to meet this objective.</p> <p>Teacher Edition: Unit 1 PN 77F, 151E Unit 2 AL 189Q, 275Q; EW 221F Unit 3 HTL 357F; TPWU 429K-429L Unit 4 AL 131Q; FN 79F; TPWU 137K-137W Unit 5 AL 199Q; FN 79F; TPWU 273K-273L Unit 6 PE 417E; TPWU 417K-417L</p>