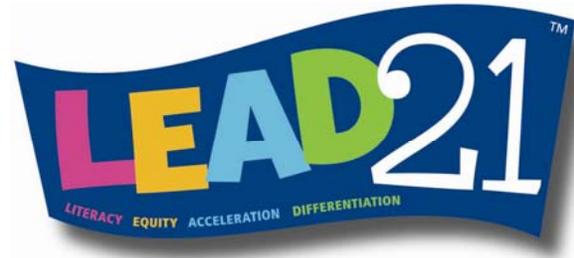
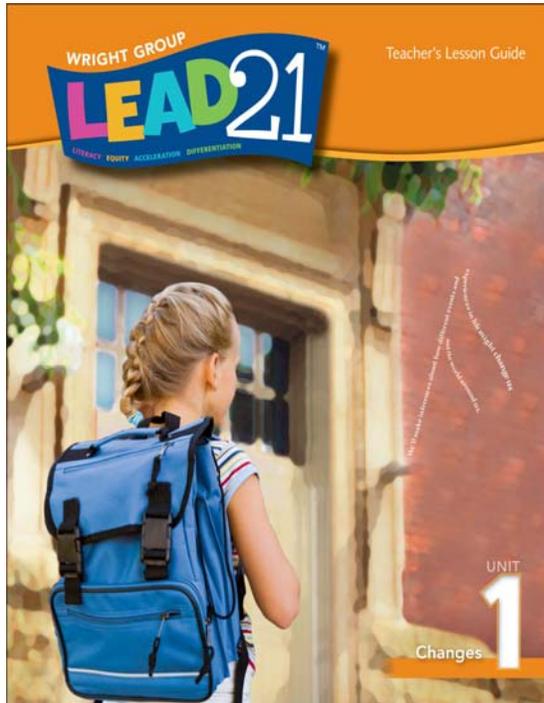




Wright Group

Content and Performance Standards
Reading and Writing
Grade 3



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.

Decoding and Word Recognition

STANDARDS	PAGE REFERENCES
<p>3.1.1 Know and use more difficult word families (-<i>ight</i>) when reading unfamiliar words.</p>	<p>Student Resources: <i>Practice Companion</i> 96, 98 <i>Resource Master</i> 14, 15, 16</p> <p>Teacher Edition: Unit 3: 14, 74, 152, 212 Unit 4: 74, 152, 212 Unit 5: 212 Unit 6: 14, 27, 51 Unit 8: 74, 212</p>
<p>3.1.2 Read words with several syllables.</p>	<p>Student Resources: <i>Practice Companion</i> 13, 60, 123, 197 <i>Theme Reader</i> 40, 52, 93-99</p> <p>Teacher Edition: Unit 1: 51, 177, 189 Unit 2: 99, 111 Unit 3: 51, 177 Unit 4: 51, 189 Unit 5: 51</p>
<p>3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.</p>	<p>Student Resources: <i>A World of New Ideas</i> 6-23 <i>Changes Every Day</i> 6-15 <i>Earth: Layers of Discovery</i> 56-65 <i>Extremes of the Land and Sea</i> 50-59 <i>Heroes of the Past and Present</i> 60-67 <i>Making a Difference Every Day</i> 68-88 <i>Practice Companion</i> all pages <i>Science in Our Lives</i> 26-35 <i>The Diversity of the Land</i> 28-47 <i>Theme Reader</i> 5-70, 71-132, 133-194, 195-256, 257-318, 319-382, 383-444, 445-505</p> <p>Teacher Edition: Covered during Fluency lesson on days 2, 3, and 4 in each unit. Page references show the pattern. Unit 1: 27, 39, 51, 66, 126, 204, 264 Unit 2: 27, 39, 51, 66, 126, 204, 264 Unit 3: 27, 39, 51, 66, 126, 204, 264 Unit 4: 27, 39, 51, 66, 126, 204, 264 Unit 5: 27, 39, 51, 66, 126, 204, 264 Unit 6: 27, 39, 51, 66, 126, 204, 264 Unit 7: 27, 39, 51, 66, 126, 204, 264 Unit 8: 27, 39, 51, 66, 126, 204, 264</p>

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 Resources: <i>Connections with the Land</i> 60-67 <i>Fascinating Science</i> 22-23 <i>Impacts of the Land</i> 58-67 <i>Living with the Land</i> 58-67 <i>Practice Companion</i> 10-11, 102-103, 238-239 <i>Science in Our Life</i> 19 <i>Surprising Science</i> 19 <i>The Diversity of the Land</i> 60-67 <i>The Science of Fun</i> 18-23 <i>Theme Reader</i> 6-23, 71-132, 133-194, 257-318, 383-444</p> <p>Teacher Edition: Unit 1: 36 Unit 2: 40, 42, 44, 45, 234 Unit 3: 174, 179, 181, 193 Unit 5: 36 Unit 7: 36</p>
<p>3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues</p>	<p>Student Resources: <i>Practice Companion</i> 128, 149, 176, 317, 360, 363 <i>Resource Master</i> 14 <i>Theme Reader</i> 103-132 <i>Writing Models Chart</i> 2, 4-5, 12-13, 24-27, 28-31, 40-43, 44-47</p> <p>Teacher Edition: Unit 1: 133, 276-277 Unit 2: 177, 276-277 Unit 4: 138-139, 272-273 Unit 6: 138-139, 270-271, 277 Unit 8: 134-135</p>

STANDARDS	PAGE REFERENCES
<p>3.1.6 Use sentence and word context to find the meaning of unknown words.</p>	<p>Student Resources: <i>Connections with the Land</i> 36-47 <i>Impacts of the Land</i> 40-47 <i>Living with the Land</i> 36-47 <i>The Diversity of the Land</i> 38-47 <i>Theme Reader</i> 5-70, 133-194, 383-444</p> <p>Teacher Edition: Unit 1: 96, 98, 234 Unit 3: 96, 98, 101, 103-105, 234 Unit 5: 96, 98, 234 Unit7: 96, 234</p>
<p>3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.</p>	<p>Student Resources: <i>Earth: Layers of Discovery</i> 14-23 <i>Exploring Earth</i> 16-23 <i>Hidden Secrets of Earth</i> 14-23 <i>Investigating Earth</i> 14-23 <i>Theme Reader</i> 195-256</p> <p>Teacher Edition: Unit 2: 140 Unit 3: 140, 278 Unit 4: 36,38, 40-45,, Unit 5: 140, 278 Unit 6: 140, 279 Unit7: 140, 279 Unit 8: 140, 279</p>
<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>Student Resources: <i>Connection with the Land</i> 36-47 <i>Practice Companion</i> 13, 24, 60, 123, 1-71, 190, 197, 208, 229, 307 <i>Theme Reader</i> 19-21, 31, 40, 52, 57, 93-99, 146, 156, 161, 185, 330, 344, 468</p> <p>Teacher Edition: Unit 1: 39, 51, 177, 189 Unit 2: 99, 111 Unit 3: 39, 51, 177, 189 Unit 4: 39, 51, 177, 189 Unit 5: 39, 51, 177, 189 Unit 6: 39, 51, 237, 289 Unit 8: 39, 51, 177, 189</p>

STANDARDS	PAGE REFERENCES
<p>3.1.9 Identify more difficult multiple-meaning words (such as <i>puzzle</i> or <i>fire</i>).</p>	<p>Student Resources: <i>Changes All Around</i> 40-45 <i>Changes Through Time</i> 40-45 <i>Connections with the Land</i> 60-67 <i>Living with the Land</i> 58-67 <i>Theme Reader</i> 5-70, 71-132, 133-194, 195-256, 257-318, 319-382, 383-444, 445-505</p> <p>Teacher Edition: Unit 1: 234 Unit 2: 234 Unit 3: 234 Unit 4: 234 Unit 5: 234 Unit 6: 234 Unit 7: 234 Unit 8: 234</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 Resources: <i>Fascinating Science</i> 76-88 <i>Science In Our Lives</i> 36-45, 77-88 <i>Surprising Science</i> 38-45, 80-88 <i>The Science of Fun</i> 38-45, 76-88 <i>Theme Reader</i> 5-70, 118-132, 181-194, 195-256, 289-303, 383-444, 445-505</p> <p>Teacher Edition: Unit 1: 98, 163 Unit 2: 98-101, 164 Unit 3: 26, 36, 38, 98, 168, 174 Unit 4: 26, 50, 174 Unit 5: 12-13, 151-159 Unit 6: 86 Unit 7: 26, 36, 38, 98, 174, 177 Unit 8: 38, 86, 174, 188, 236-237</p>

STANDARDS	PAGE REFERENCES
<p>3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).</p>	<p>Student Resources: <i>Connections with the Land</i> 60-67 <i>Fascinating Science</i> 76-88 <i>Impacts of the Land</i> 58-67 <i>Living with the Land</i> 58-67 <i>Making a Difference Every Day</i> 58-65 <i>Making a Difference Here and Now</i> 68-65 <i>Making a Difference in the World</i> 58-65 <i>Making a Difference in Others’ Lives</i> 58-65 <i>Science In Our Lives</i> 36-45, 77-88 <i>Surprising Science</i> 38-45, 80-88 <i>The Diversity of the Land</i> 60-67 <i>The Science of Fun</i> 38-45, 76-88 <i>Theme Reader</i> 37-70, 118-132, 165-194, 447-505</p> <p>Teacher Edition: Unit 1: 176, 202-203, 213 Unit 2: 37, 38, 97, 98, 101-105, 165, 224, 238-239, 240-243, 276 Unit 3: 176, 178-183, 235 Unit 5: 248, 268-271, 276 Unit 6: 86, 248-249, 268-275 Unit7: 178-183, 248, 268-269 Unit 8: 176</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 Resources: <i>A World of Changes</i> 6-15, 28-37, 48-55, 68-79 <i>Changes All Around</i> 6-15, 28-39, 48-55, 68-77 <i>Exploring Earth</i> 6-15, 26-37, 48-55, 68-77 <i>Extremes All Around</i> 6-13, 28-39, 50-59, 70-79 <i>Heroes for All</i> 6-15, 30-37, 50-59, 70-81 <i>Heroes of the Past and Present</i> 6-15, 30-39, 50-59, 70-81 <i>Hidden Secrets of Earth</i> 6-13, 26-35, 48-55, 68-79 <i>Impacts of the Land</i> 6-13, 28-39, 50-57, 70-81 <i>Investigating Earth</i> 6-13, 26-35, 48-55, 68-77 <i>Journey to Extremes</i> 6-11, 28-37, 50-57, 70-79 <i>Living with the Land</i> 6-15, 28-35, 50-57, 70-77 <i>Making a Difference Every Day</i> 6-13, 26-35, 48-57, 68-77 <i>Making a Difference Here and Now</i> 6-13, 26-35, 48-57, 68-77 <i>Science in Our Lives</i> 6-13, 26-35, 48-57, 68-76 <i>Surprising Science</i> 6-17, 26-37, 48-59, 68-79 <i>The Diversity of the Land</i> 6-16, 28-37, 50-59, 70-81 <i>The Power of New Ideas</i> 6-15, 26-37, 48-59, 68-77 <i>The Science of Fun</i> 6-17, 26-37, 48-57, 68-75 <i>Theme Reader</i> 5-70, 118-132, 181-194, 195-256, 289-303, 383-444, 445-505</p> <p>Teacher Edition: Unit 1: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 2: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 164, 166, 168, 170, 171, 226, 228, 230, 231, 294 Unit 3: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 4: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 5: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 6: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 7: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 8: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231</p>

STANDARDS	PAGE REFERENCES
<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 Resources: <i>A World of New Ideas</i> 6-23, 26-45, 48-65, 68-88 <i>Connections with the Land</i> 6-25, 28-35, 36-47, 50-67, 70-88 <i>Diversity of the Land</i> 28-37, 38-47, 50-67, 70-88 <i>Exploring Earth</i> 6-15, 16-23, 26—45, 48-65, 68-88 <i>Extremes All Around</i> 6-25, 28-47, 50-67, 70-88 <i>Extremes of the Land and Sea</i> 6-25, 28-47, 50-67, 70-88 <i>Fascinating Science</i> 16-23, 38-45, 56-65, 68-88 <i>Hidden Secrets of Earth</i> 6-23, 26-45, 48-65, 68--88 <i>Impacts of the Land</i> 14-25, 28-39, 40-47, 50-57, 58-67, 70-81, 82-88 <i>Investigating Earth</i> 6-23, 26-45, 48-65, 68--88 <i>Journey to Extremes</i> 6-25, 28-47, 50-67, 70-88 <i>Living with the Land</i> 28-47, 50-67, 70-88 <i>New Ideas for New Challenges</i> 6-23, 26-45, 48-65, 68-88 <i>Science In Our Lives</i> 68-76, 77-88 <i>Surprising Science</i> 6-17, 26-45, 60-65, 80-88 <i>The Power of New Ideas</i> 6-23, 26-45, 48-65, 68-88 <i>Theme Reader</i> 71-132, 133-194, 195-256, 257-318, 319-382, 445-505</p> <p>Teacher Edition: Unit 2: 31, 164, 188 Unit 3: 25, 26, 28-29, 30-31, 32, 33, 49, 52, 54-55, 56, 57, 85, 88-89, 90-91, 92, 93 Unit 5: 26 Unit 6: 25, 26, 28-29, 30-31, 32, 33 Unit 8: 25, 26-27</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 Resources: <i>A World of Changes</i> 6-15, 28-37, 48-55, 68-79 <i>Changes All Around</i> 6-15, 28-39, 48-55, 68-77 <i>Exploring Earth</i> 6-15, 26-37, 48-55, 68-77 <i>Extremes All Around</i> 6-13, 28-39, 50-59, 70-79 <i>Heroes for All</i> 6-15, 30-37, 50-59, 70-81 <i>Heroes of the Past and Present</i> 6-15, 30-39, 50-59, 70-81 <i>Hidden Secrets of Earth</i> 6-13, 26-35, 48-55, 68-79 <i>Impacts of the Land</i> 6-13, 28-39, 50-57, 70-81 <i>Investigating Earth</i> 6-13, 26-35, 48-55, 68-77 <i>Journey to Extremes</i> 6-11, 28-37, 50-57, 70-79 <i>Living with the Land</i> 6-15, 28-35, 50-57, 70-77 <i>Making a Difference Every Day</i> 6-13, 26-35, 48-57, 68-77 <i>Making a Difference Here and Now</i> 6-13, 26-35, 48-57, 68-77 <i>New Ideas, New Frontiers</i> 6-13, 26-33, 48-57, 68-77 <i>Science in Our Lives</i> 6-13, 26-35, 48-57, 68-76 <i>Surprising Science</i> 6-17, 26-37, 48-59, 68-79 <i>The Diversity of the Land</i> 6-16, 28-37, 50-59, 70-81 <i>The Power of New Ideas</i> 6-15, 26-37, 48-59, 68-77 <i>The Science of Fun</i> 6-17, 26-37, 48-57, 68-75 <i>Theme Reader</i> 5-70, 118-132, 181-194, 195-256, 289-303, 383-444, 445-505</p> <p>Teacher Edition: Unit 1: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 2: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 164, 166, 168, 170, 171, 226, 228, 230, 231, 294 Unit 3: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 4: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 5: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 6: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 7: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231 Unit 8: 12, 26, 28, 30, 32, 33, 73, 86, 88, 90, 92, 93, 151, 164, 166, 168, 170, 171, 226, 228, 230, 231</p>

STANDARDS	PAGE REFERENCES
<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 Resources: <i>Exploring the Earth</i> 6-15 <i>Extremes All Around</i> 60-67 <i>Extremes Around the World</i> 58-67 <i>Extremes of the Land and Sea</i> 60-67 <i>Journey to the Extremes</i> 60-67 <i>Theme Reader</i> 165-180, 445-505</p> <p>Teacher Edition: Unit 3: 151, 154-159, 164 Unit 4: 31 Unit 5: 38, 151, 154-159, 175 Unit 6: 178-183 Unit7: 202-203 Unit 8: 176, 236, 268-271</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 Resources: <i>Fascinating Science</i> 76-88 <i>Science In Our Lives</i> 36-45, 77-88 <i>Surprising Science</i> 38-45, 80-88 <i>The Science of Fun</i> 38-45, 76-88 <i>Theme Reader</i> 71-132, 133-194, 257-318, 344-350, 838-444</p> <p>Teacher Edition: Unit 2: 37, 38, 97, 98, 100-101, 103, 104, 105, 238-239, 242, 243 Unit 3: 235 Unit 5: 248 Unit 6: 86, 248-249 Unit7: 248</p>
<p>3.2.7 Follow simple multiple-step written instructions.</p>	<p>Student Resources: <i>Practice Companion</i> 85, 86, 153, 268 <i>Resource Master</i> 25 <i>Writing Models Chart</i> 3</p> <p>Teacher Edition: Unit 1: 142, 269 Unit 2: 200 Unit 3: 268-283 Unit 5: 278</p>

STANDARDS	PAGE REFERENCES
<p>3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.</p>	<p>Student Resources: <i>Connections with the Land</i> 60-67 <i>Earth: Layers of Discovery</i> 6-23, 35, 38-45 <i>Exploring Earth</i> 16, 28 <i>Fascinating Science</i> 76-88 <i>Impacts of the Land</i> 58-67 <i>Living with the Land</i> 58-67 <i>Making a Difference Every Day</i> 58-65 <i>Making a Difference Here and Now</i> 68-65 <i>Making a Difference in the World</i> 58-65 <i>Making a Difference in Others' Lives</i> 58-65 <i>Practice Companion</i> 288, 306 <i>Resource Master</i> 14 <i>Science In Our Lives</i> 36-45, 77-88 <i>Surprising Science</i> 38-45, 80-88 <i>The Diversity of the Land</i> 60-67 <i>The Science of Fun</i> 38-45, 76-88 <i>Theme Reader</i> 37-70, 118-132, 165-194, 447-505</p> <p>Teacher Edition: Unit 1: 176, 202-203, 213 Unit 2: 37, 38, 97, 98, 101-105, 165, 224, 238-239, 240-243, 276 Unit 3: 176, 178-183, 235 Unit 4: 37, 40, 42, 44, 45, 56, 81, 97, 99-102, 105, 117 Unit 5: 81, 248, 268-271, 276 Unit 6: 86, 248-249, 268-275 Unit7: 178-183, 248, 268-269 Unit 8: 159, 176</p>

STANDARDS	PAGE REFERENCES
<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 Resources: <i>A World of Changes</i> 14-25, 38-45 <i>Changes All Around</i> 16-25, 36-45, 40-45 <i>Changes Every Day</i> 16-25, 61-65 <i>Changes Through Time</i> 16-25, 40-45 <i>Making a Difference Every Day</i> 14-23 <i>Making a Difference Here and Now</i> 6-23 <i>Making a Difference in Others’ Lives</i> 14-23 <i>Making a Difference in the World</i> 6-23 <i>Practice Companion</i> 12, 196 <i>Science in Our Lives</i> 6-23 <i>Theme Reader</i> 5-70, 71-132, 133-194, 195-256, 257-318, 319-382, 383-444, 445-505</p> <p>Teacher Edition: Unit 1: 21, 37, 40, 42, 44-45, 80, 97, 100, 102, 104-105, 139, 155, 179, 236 Unit 2: 55, 236, 237 Unit 3: 236 Unit 4: 17, 236 Unit 5: 236 Unit 6: 25, 236 Unit 7: 37, 40, 42, 44-45, 53, 55, 236 Unit 8: 236</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>Student Resources: <i>Exploring the Earth</i> 6-15 <i>Extremes All Around</i> 60-67 <i>Extremes Around the World</i> 58-67 <i>Extremes of the Land and Sea</i> 60-67 <i>Journey to the Extremes</i> 60-67 <i>Theme Reader</i> 165-180, 445-505</p> <p>Teacher Edition: Unit 3: 151, 154-155, 156-157, 164 Unit 4: 31 Unit 5: 38, 151, 154-155, 158, 159, 176, 180-183, 190 Unit 6: 178-179, 180-183 Unit 7: 202-203 Unit 8: 176, 236, 268-271</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 Resources: <i>Exploring Earth</i> 48-65 <i>Heroes for All</i> 60-67 <i>Heroes in Action</i> 62-67 <i>Heroes of the Past and Present</i> 60-67 <i>Heroes on the Move</i> 62-67 <i>The Power of New Ideas</i> 6-23 <i>Theme Reader</i> 37-70, 133-194, 165-180, 257-318</p> <p>Teacher Edition: Unit 3: 155, 175, 176 Unit 5: 176, 178-179, 182, 268-270, 272 Unit 7: 277 Unit 8: 172</p>

STANDARDS	PAGE REFERENCES
<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>Student Resources: <i>A World of Changes</i> 14-25, 38-45 <i>Changes All Around</i> 16-25, 36-45, 40-45 <i>Changes Every Day</i> 16-25, 61-65 <i>Changes Through Time</i> 16-25, 40-45 <i>Making a Difference Every Day</i> 14-23 <i>Making a Difference Here and Now</i> 6-23 <i>Making a Difference in Others' Lives</i> 14-23 <i>Making a Difference in the World</i> 6-23 <i>Practice Companion</i> 12, 196 <i>Science in Our Lives</i> 6-23 <i>Theme Reader</i> 5-70, 71-132, 133-194, 195-256, 257-318, 319-382, 383-444, 445-505</p> <p>Teacher Edition: Unit 1: 21, 37, 40, 42, 44-45, 80, 97, 100, 102, 104-105, 139, 155, 179, 236 Unit 2: 55, 236, 237 Unit 3: 236 Unit 4: 17, 236 Unit 5: 236 Unit 6: 25, 236 Unit 7: 37, 40, 42, 44-45, 53, 55, 236 Unit 8: 236</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 Resources: <i>Theme Reader</i> 103-132</p> <p>Teacher Edition: Unit 2: 151 Unit 8: 277</p>
<p>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.</p>	<p>Student Resources: <i>Impacts of the Land</i> 50-67</p> <p>Teacher Edition: Unit 3: 139, 193, 237 Unit 5: 165 Unit 7: 138, 139, 274-276</p>

STANDARDS	PAGE REFERENCES
<p>3.3.7 Compare and contrast versions of the same stories from different cultures.</p>	<p>Student Resources: <i>A World of New Ideas</i> 48-59 <i>Changes Through Time</i> 14-25, 68-81, 82-88 <i>Connections with the Land</i> 6-15 <i>Heroes for All</i> 6-27, 30-37, 38-47, 70-81 <i>Heroes in Action</i> 6-27, 30-37, 38-47, 70-79 <i>Heroes of the Past and Present</i> 6-27, 30-39, 40-47, 50-59, 70-81 <i>Heroes on the Move</i> 6-27, 30-39, 40-47, 70-79 <i>Impacts of the Land</i> 6-13, 40-47 <i>Living With the Land</i> 6-15 <i>New Ideas for New Challenges</i> 6-15, 16-23 <i>Resource Master</i> 13, 17 <i>The Diversity of the Land</i> 50-57 <i>Theme Reader</i> 133-194, 262-271, 278-283, 289-303, 383-444, 492-505</p> <p>Teacher Edition: Unit 1: 43, 228, 229, 240 Unit 3: 12, 16, 17, 18, 24, 25, 46, 79, 86, 102, 170 Unit 5: 17, 31, 58, 77, 94, 106, 156, 166, 172, 220, 232 Unit7: 24 Unit 8: 30, 43, 219, 225</p>

STANDARDS	PAGE REFERENCES
<p>3.3.8 Identify the problem and solutions in a story.</p>	<p>Student Resources: <i>Connections with the Land</i> 60-67 <i>Fascinating Science</i> 76-88 <i>Impacts of the Land</i> 58-67 <i>Living with the Land</i> 58-67 <i>Making a Difference Every Day</i> 58-65 <i>Making a Difference Here and Now</i> 68-65 <i>Making a Difference in the World</i> 58-65 <i>Making a Difference in Others' Lives</i> 58-65 <i>Science In Our Lives</i> 36-45, 77-88 <i>Surprising Science</i> 38-45, 80-88 <i>The Diversity of the Land</i> 60-67 <i>The Science of Fun</i> 38-45, 76-88 <i>Theme Reader</i> 37-70, 118-132, 165-194, 447-505</p> <p>Teacher Edition: Unit 1: 176, 202-203, 213 Unit 2: 37, 38, 97, 98, 101-105, 165, 224, 238-239, 240-243, 276 Unit 3: 176, 178-183, 235 Unit 5: 248, 268-271, 276 Unit 6: 86, 248-249, 268-275 Unit7: 178-183, 248, 268-269 Unit 8: 176</p>
<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>	
<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.</p>	<p>Student Resources: <i>Practice Companion</i> 36, 37 <i>Writing Models Chart</i> 2, 3</p> <p>Teacher Edition: Unit 1: 130-131, 273, 277 Unit 2: 139 Unit 3: 130-131, 139 Unit 4: 132-133 Unit 5: 134 Unit7: 132, 270 Unit 8: 270-271</p>

STANDARDS	PAGE REFERENCES
<p>3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</p>	<p>Student Resources: <i>Practice Companion</i> 221, 268 <i>Resource Master</i> 11, 12, 23, 25, 27, 37</p> <p>Teacher Edition: Unit 1: 131, 277 Unit 2: 135 Unit 4: 268, 270 Unit 5: 134-135, 270 Unit7: 134, 271 Unit 8: 130, 136</p>
<p>3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.</p>	<p>Student Resources: <i>Practice Companion</i> 312 <i>Resource Master</i> 25, 27</p> <p>Teacher Edition: Unit 1: 66, 134-135, 278-279 Unit 2: 141, 136, 138 Unit 3: 131 Unit 4: 130, 134, 274, 277 Unit 5: 269 Unit 6: 136 Unit7: 136</p>
<p>3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.</p>	<p>Student Resources: <i>Practice Companion</i> 312 <i>Resource Master</i> 22, 27</p> <p>Teacher Edition: Unit 1: 131-132, 269, 272-273 Unit 2: 130, 138, 277 Unit 3: 136, 276 Unit 4: 130, 134 Unit 6: 130-131 Unit7: 136</p>

STANDARDS		PAGE REFERENCES
Research Process and Technology		
3.4.4	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	<p>Student Resources: <i>Practice Companion</i> 15, 32, 61, 108, 199, 291, 309, 371, 372 <i>Resource Master</i> 33, 35</p> <p>Teacher Edition: Unit 1: 121-123, 201, 258 Unit 2: 61, 120-123, 132, 264 Unit 3: 61, 63, 120-123, 200-201, 258-261 Unit 4: 61-63, 120-123, 198-201 Unit 5: 61-53, 120-123, 132, 135, 198-201 Unit 6: 61-63, 120-123, 198-201 Unit7: 61-63, 120-123, 198-201 Unit 8: 61-63, 120-123, 198-201</p>
3.4.5	Use a computer to draft, revise, and publish writing.	<p>Student Resources: <i>Practice Companion</i> 37, 373</p> <p>Teacher Edition: Unit 1: 137, 142, 145 Unit 2: 198-199, 201, 283 Unit 3: 201, 283 Unit 4: 145, 282 Unit 6: 145, 201, 283 Unit7: 145, 198, 199, 283 Unit 8: 198, 199, 283</p>
Evaluation and Revision		
3.4.6	Review, evaluate, and revise writing for meaning and clarity.	<p>Student Resources: <i>Practice Companion</i> 37, 314 <i>Writing Models Chart</i> 6, 16-17, 24-27, 32-35, 36-39, 52-55</p> <p>Teacher Edition: Unit 1: 142, 143, 278 Unit 3: 136, 275, 278 Unit 4: 140, 278 Unit 5: 142, 278 Unit 6: 139 Unit7: 141, 278 Unit 8: 140, 278</p>

STANDARDS	PAGE REFERENCES
<p>3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.</p>	<p>Student Resources: <i>Practice Companion</i> 38, 86, 130, 178, 222, 270, 314, 362 <i>Writing Models Chart</i> 3</p> <p>Teacher Edition: Unit 1: 142, 278, 279 Unit 2: 141 Unit 3: 278, 279 Unit 4: 140, 141, 278, 279 Unit 5: 142, 278 Unit 6: 140, 278 Unit 7: 140, 278, 279 Unit 8: 140, 141, 278</p>
<p>3.4.8 Revise writing for others to read, improving the focus and progression of ideas.</p>	<p>Student Resources: <i>Practice Companion</i> 85, 177, 314 <i>Writing Models Chart</i> 12-13, 16-17, 24-27, 28-31, 40-43, 60-63</p> <p>Teacher Edition: Unit 1: 142, 143, 275, 278 Unit 2: 137, 272, 273 Unit 3: 136, 137, 278 Unit 4: 140, 278 Unit 5: 278 Unit 6: 140 Unit 7: 278 Unit 8: 140, 278, 279</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> 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>Student Resources: <i>Practice Companion</i> 85 <i>Resource Master</i> 22 <i>Writing Models Chart</i> 4-7</p> <p>Teacher Edition: Unit 1: 266-283</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>Student Resources: <i>Practice Companion</i> 36, 37, 360, 361 <i>Resource Master</i> 15, 22, 14 <i>Writing Models Chart</i> 16-17, 18-19, 20-23, 28-31, 32-35, 52-55</p> <p>Teacher Edition: Unit 2: 130-145 Unit 3: 130-145, 266-283 Unit 4: 266-283 Unit 5: 130-145, 266-283 Unit 6: 266-283 Unit7: 266-283</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 Resources: <i>Practice Companion</i> 128, 313 <i>Resource Master</i> 25, 27 <i>Writing Models Chart</i> 24-27,40-45</p> <p>Teacher Edition: Unit 4: 130-145 Unit 6: 130-145 Unit7: 130-145</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>Student Resources: <i>Practice Companion</i> 313 <i>Resource Master</i> 11 <i>Writing Models Chart</i> 56-59</p> <p>Teacher Edition: Unit 8: 130-145</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>Student Resources: <i>Practice Companion</i> 38, 221 <i>Writing Models Chart</i> 2</p> <p>Teacher Edition: Unit 1: 132, 133, 137 Unit 3: 139 Unit 4: 274 Unit 5: 139 Unit 6: 279 Unit 7: 137 Unit 8: 275</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 Resources: <i>Practice Companion</i> 129, 221, 361 <i>Resource Master</i> 14, 23 <i>Writing Models Chart</i> 8-9, 15, 16-17, 18-19, 20-23, 40-45, 52-55, 60-63</p> <p>Teacher Edition: Unit 2: 130-145 Unit 3: 130-145, 266-283 Unit 4: 130-145 Unit 6: 130-145 Unit 7: 130-145, 266-283 Unit 8: 266-283</p>

STANDARDS	PAGE REFERENCES
<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>Student Resources: <i>Changes Through Time</i> 40-45 <i>Earth: Layers of Discovery</i> 14-23 <i>Practice Companion</i> 12 <i>Science In Our Lives</i> 57, 77-88 <i>The Diversity of the Land</i> 6-25 <i>Theme Reader</i> 15, 35, 152-157, 214-219</p> <p>Teacher Edition: *the pages cited in Unit 1 are representative of writing responses that are present in each of the eight units Unit 1: 17, 10, 20, 21, 29, 31, 32, 33, 41, 43, 44, 45, 53, 55, 56, 57, 77, 89, 91, 92, 93, 101, 103, 104, 105, 113, 115, 116, 117, 155, 157, 158, 159, 167, 169, 170, 171, 179, 181, 182, 183, 191, 192, 194, 195, 215, 217, 218, 219, 227, 229, 230, 231, 239, 241, 242, 243, 251, 253, 254,</p>
Research Application	
<p>3.5.8 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>Teacher Edition: Unit 3: 128-145 Unit 5: 128-145</p>

STANDARDS		PAGE REFERENCES
<p>Standard 6 WRITING: English Language Conventions Students write using Standard English conventions appropriate to this grade level.</p>		
<p>Handwriting</p>		
3.6.1	Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	<p>Student Resources: <i>Writing Models Chart 2</i></p> <p>Teacher Edition: Unit 1: 136, 145</p>
<p>Sentence Structure</p>		
3.6.2	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. <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>Student Resources: <i>Practice Companion</i> 39-40, 41-42, 88, 129, 268 <i>Writing Models Chart 2</i>, 20-21, 44-47</p> <p>Teacher Edition: Unit 1: 135, 143, 273, 275, 278 Unit 3: 138, 276 Unit 4: 275 Unit 5: 138 Unit 6: 138-139, 280 Unit 7: 136, 276 Unit 8: 137</p>
<p>Grammar</p>		
3.6.3	Identify and use subjects and verbs that are in agreement (<i>we are</i> instead of <i>we is</i>).	<p>Student Resources: <i>Practice Companion</i> 134, 315, 317</p> <p>Teacher Edition: Unit 1: 277, 279 Unit 6: 143, 281 Unit 8: 135, 137</p>
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.	<p>Student Resources: <i>Practice Companion</i> 226, 272</p> <p>Teacher Edition: Unit 3: 143, 275, 281</p>

STANDARDS	PAGE REFERENCES
<p>3.6.5 Identify and correctly use pronouns (<i>it, him, her</i>), adjectives (<i>brown eyes, two younger sisters</i>), compound nouns (<i>summertime, snowflakes</i>), and articles (<i>a, an, the</i>) in writing.</p>	<p>Student Resources: <i>Practice Companion</i> 88, 133, 134, 179, 180</p> <p>Teacher Edition: Unit 1: 281 Unit 2: 141, 143, 273, 275, 279, 281 Unit 3: 275 Unit 5: 275 Unit 6: 141, 143, 273, 275, 277, 279, 281 Unit 7: 135</p>
Punctuation	
<p>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).</p>	<p>Student Resources: <i>Resource Master</i> 25</p> <p>Teacher Edition: Unit 5: 139 Unit 8: 134</p>
Capitalization	
<p>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>)</p>	<p>Student Resources: <i>Resource Master</i> 25</p> <p>Teacher Edition: Unit 8: 134</p>

STANDARDS	PAGE REFERENCES
Spelling	
<p>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>).</p>	<p>Student Resources: <i>Practice Companion</i> 4, 23, 68, 96, 97, 105, 188, 189, 197, 232, 252, 299, 307 307, 336 <i>Resource Master</i> 14, 15, 16, 29</p> <p>Teacher Edition: Unit 1: 14, 27, 39, 66, 74, 87, 99, 126, 152, 166, 177, 204, 212, 264 Unit 2: 14, 66, 74, 126, 152, 204, 212, 213, 225, 264 Unit 3: 14, 27, 66, 74, 87, 126, 152, 165, 204, 212, 213, 225, 264 Unit 4: 14, 66, 74, 87, 99, 126, 152, 177, 204, 212, 213, 225, 264 Unit 5: 14, 66, 74, 126, 152, 204, 212, 213, 225, 264 Unit 6: 14, 27, 39, 51, 66, 74, 126, 152, 204, 212, 213, 225, 264 Unit 7: 14, 27, 39, 66, 74, 126, 152, 204, 212, 213, 225, 264 Unit 8: 14, 66, 74, 126, 152, 204, 212, 213, 225, 264</p>
<p>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>.</p>	<p>Vocabulary and Spelling activities can be expanded to meet this objective.</p>

STANDARDS		PAGE REFERENCES
<p>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.</p>		
<p>Comprehension</p>		
3.7.1	Retell, paraphrase, and explain what a speaker has said.	<p>Student Resources: <i>Resource Master</i> 39, 42</p> <p>Teacher Edition: Unit 3: 65, 283 Unit 4: 145, 264 Unit 5: 58, 61, 145, 264 Unit7: 261, 264 Unit 8: 264</p>
3.7.2	Connect and relate experiences and ideas to those of a speaker.	<p>Student Resources: <i>Assessment Handbook</i> 13-14</p> <p>Teacher Edition: Unit 1: 61 Unit 2: 203, 261 Unit 3: 264 Unit 4: 94, 145, 264 Unit 5: 22, 145, 196, 264 Unit 6: 184, 244, 281 Unit7: 82, 172, 256 Unit 8: 118, 246</p>
3.7.3	Answer questions completely and appropriately.	<p>Teacher Edition: Unit 2: 259, 261 Unit 3: 125 Unit 4: 145 Unit7: 145 Unit 8: 145</p>

STANDARDS	PAGE REFERENCES
<p>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>).</p>	<p>Student Resources: <i>Practice Companion</i> 6, 24, 50, 70, 98, 142, 162-163, 190, 208, 254, 282 <i>Theme Reader</i> 103-132</p> <p>Teacher Edition: Unit 1: 27, 87, 126, 165, 225 Unit 2: 27, 87, 151, 165, 213, 225 Unit 3: 15, 27, 87, 165, 225 Unit 4: 27, 87, 165, 225 Unit 5: 27, 87, 165, 225 Unit 6: 27, 87, 165, 225, 288 Unit 7: 27, 87, 165, 225 Unit 8: 27, 87, 165, 225, 277</p>
<p>3.7.15 Follow three- and four-step oral directions.</p>	<p>Student Resources: <i>Resource Master</i> 25</p> <p>Teacher Edition: Unit 3: 269, 272, 274</p>
<p>Organization and Delivery of Oral Communication</p>	
<p>3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.</p>	<p>Student Resources: <i>Practice Companion</i> 15, 290, 371 <i>Theme Reader</i> 8-36, 74-102, 134-160 <i>Resource Master</i> 36, 37, 39</p> <p>Teacher Edition: Unit 1: 62-63, 122-123, 198-201, 258-261 Unit 2: 62-63, 122-123, 198-201, 258-261 Unit 3: 62-63, 122-123, 198-201, 258-261 Unit 4: 62-63, 122-123, 198-201, 258-261 Unit 5: 62-63, 122-123, 198-201, 258-261 Unit 6: 62-63, 122-123, 198-201, 258-261 Unit 7: 62-63, 122-123, 198-201, 258-261 Unit 8: 62-63, 122-123, 198-201, 258-261</p>

STANDARDS	PAGE REFERENCES
<p>3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.</p>	<p>Student Resources: <i>Resource Master</i> 36, 39</p> <p>Teacher Edition: Unit 1: 120, 122, 198, 199, 258-261 Unit 2: 123, 198-201, 258-261 Unit 3: 122, 198-201, 258-261 Unit 4:, 198-201, 258-261 Unit 5: 123, 198-201, 258-261 Unit 6: 198-201, 258-261 Unit7:, 198-201, 258-261 Unit 8: 198-201, 258-261</p>
<p>3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.</p>	<p>Student Resources: <i>Resource Master</i> 39, 371</p> <p>Teacher Edition: Unit 1: 61, 63, 123, 198-201, 258-261 Unit 2: 120-121, 198-201, 258-261 Unit 3: 121, 198-201, 258-261 Unit 4: 121, 198-201, 258-261 Unit 5: 121, 198-201, 258-261 Unit 6: 61, 198-201, 258-261 Unit7: 198-201, 258-261 Unit 8: 61, 121, 198-201, 258-261</p>
<p>3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.</p>	<p>Student Resources: <i>Practice Companion</i> 16, 108, 292, 373 <i>Resource Master</i> 34, 39</p> <p>Teacher Edition: Unit 1: 258-261 Unit 2: 60, 121, 198, 261 Unit 3: 198 Unit 4: 198, 199, 200, 201 Unit 5: 123, 198 Unit 6: 121, 198 Unit7: 123 Unit 8: 123, 198</p>
<p>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.</p>	<p>Student Resources: <i>Practice Companion</i> 70, 142, 200</p> <p>Teacher Edition: Unit 1: 165, 225 Unit 3: 198 Unit 6: 268-283</p>

STANDARDS		PAGE REFERENCES
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.	Teacher Edition: Unit 1: 122 Unit 2: 130 Unit 3: 237 Unit 4: 61, 200, 263 Unit 8: 61, 219
3.7.11	Distinguish between the speaker's opinions and verifiable facts.	Student Resources: <i>Practice Companion</i> 288, 306 <i>Resource Master</i> 14 <i>Writing Models Chart</i> 8-9 Teacher Edition: Unit 2: 138-139 Unit 4: 37, 97, 99 Unit7: 51
3.7.16	Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.	Student Resources: <i>Practice Companion</i> 372, 373 Teacher Edition: Unit 1: 122, 201 Unit 2: 122, 200 Unit 4: 61, 200 Unit 5: 135 Unit7: 123, 200, 213 Unit 8: 61
Speaking Applications		
3.7.12	Make brief narrative presentations that: <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. 	Student Resources: <i>Practice Companion</i> 16, 62 <i>Resource Master</i> 38 Teacher Edition: Unit 1: 60-63, 120-123, 198-201, 258-261, 264 Unit 2: 60-63, 120-123, 198-201, 258-261, 264 Unit 3: 60-63, 120-123, 198-201, 258-261, 264 Unit 4: 60-63, 120-123, 198-201, 258-261, 264 Unit 5: 60-63, 120-123, 198-201, 258-261, 264 Unit 6: 60-63, 120-123, 198-201, 258-261, 264 Unit7: 60-63, 120-123, 198-201, 258-261, 264 Unit 8: 60-63, 120-123, 198-201, 258-261, 264

STANDARDS	PAGE REFERENCES
<p>3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.</p>	<p>Student Resources: <i>Practice Companion</i> 50, 70, 177, 200, 373 <i>Writing Models Chart</i> 44-47</p> <p>Teacher Edition: Unit 1: 165, 225 Unit 2: 289 Unit 3: 60-63, 120-123, 198-201, 258-261, 264 Unit 4: 289 Unit 6: 268-283, 289 Unit7: 60-63, 120-123, 198-201, 258-261, 264</p>
<p>3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>Student Resources: <i>Practice Companion</i> 108, 373</p> <p>Teacher Edition: Unit 1: 60-63, 120-123, 198-201, 258-261, 264 Unit 2: 60-63, 120-123, 198-201, 258-261, 264 Unit 3: 60-63, 120-123, 198-201, 258-261, 264 Unit 4: 60-63, 120-123, 198-201, 258-261, 264 Unit 5: 60-63, 120-123, 198-201, 258-261, 264 Unit 6: 60-63, 120-123, 198-201, 258-261, 264 Unit7: 60-63, 120-123, 198-201, 258-261, 264 Unit 8: 60-63, 120-123, 198-201, 258-261, 264</p>