



**Reader's Handbook © 2004**  
**Grade 3**  
 correlated to  
**Maryland Voluntary State Curriculum**  
**Reading/English Language Arts**

**L E A R N I N G   S T A N D A R D   1 . 0**

**General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.**

Standard	Reader's Handbook, Grade 3
<b>A. Phonemic Awareness</b>	<b>SB:</b> 74, 75, 77, 78-79 <b>AB/WW:</b> 31-33 <b>TG:</b> 134-141

**L E A R N I N G   S T A N D A R D   1 . 0**

**General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.**

Standard	Reader's Handbook, Grade 3
<b>B. Phonics</b>	
<b>1. Use a variety of phonetic skills to read unfamiliar words</b>	
a. Apply phonics skills <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Hard and soft consonants</i></li> <li>• <i>Initial consonant blends (2 letters)</i></li> <li>• <i>Vowel patterns</i></li> <li>• <i>Short vowels</i></li> <li>• <i>R-controlled vowels</i></li> <li>• <i>Digraphs</i></li> <li>• <i>Final consonants</i></li> <li>• <i>Diphthongs</i></li> </ul>	<b>SB:</b> 74, 75-77, 78-79, 80, 81 <b>AB/WW:</b> 30-34, 206, 207-211, 212, 213-217, 218, 220, 221, 222, 223 <b>TG:</b> 134-145
<b>2. Decode words in grade-level texts</b>	
a. Sound out common word parts	<b>SB:</b> 78-79, 80-81 <b>AB/WW:</b> 32-34, 224 <b>TG:</b> 140-141
b. Break words into familiar parts <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Compound or other multi-syllabic words</i></li> <li>• <i>Contractions</i></li> <li>• <i>Possessives</i></li> <li>• <i>Inflectional endings</i></li> <li>• <i>Word roots/base words</i></li> <li>• <i>Prefixes</i></li> <li>• <i>Suffixes</i></li> </ul>	<b>SB:</b> 83-85, 88-89, 90-94, 434 <b>AB/WW:</b> 32-37, 205, 224-226, 227-228, 229, 230-232, 233-234, 235-237, 238 <b>TG:</b> 146-157

Standard	Reader's Handbook, Grade 3
<b>B. Phonics (continued)</b>	
c. Use word meanings and order in sentences to confirm decoding efforts	<b>SB:</b> 80-82, 86-87, 88-89, 90-94 <b>AB/WW:</b> 239 <b>TG:</b> 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-169

**L E A R N I N G   S T A N D A R D   1 . 0**

**General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.**

Standard	Reader's Handbook, Grade 3
<b>C. Fluency</b>	
<b>1. Read orally from familiar text at an appropriate rate</b>	
a. Listen to models of fluent reading	<b>SB:</b> 68, 69, 70, 71, 305 <b>AB/WW:</b> 28, 29 <b>TG:</b> 122-133
b. Read familiar text at a rate that is conversational and consistent	<b>SB:</b> 68, 69, 70, 71, 305 <b>AB/WW:</b> 28, 29 <b>TG:</b> 122-133
<b>2. Read grade-level text accurately</b>	
a. Reread and self-correct while reading	<b>SB:</b> 34, 35, 36, 37, 38, 39, 40, 41 <b>AB/WW:</b> 15, 16 <b>TG:</b> 38-49, 50-61, 62-73
b. Decode words automatically	<b>SB:</b> 34, 35, 36, 37, 38, 39, 40, 41 <b>TG:</b> 138-49, 50-61, 62-73
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	<b>SB:</b> 98, 99-100, 101, 102, 103, 104 <b>AB/WW:</b> 45-46 <b>TG:</b> 170-181
d. Increase sight words read fluently	<b>SB:</b> 134, 35, 36, 37, 38, 39, 40, 41 <b>AB/WW:</b> 30-34 <b>TG:</b> 38-49, 50-61, 62-73
<b>2. Read grade level text with expression</b>	
a. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> <li>• Adjust intonation and pitch (rise and fall of spoken voice) appropriately to convey meaning and expression</li> </ul>	<b>SB:</b> 68, 69, 70, 71, 305 <b>AB/WW:</b> 28-29 <b>TG:</b> 122-133

## LEARNING STANDARD 1.0

**General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.**

Standard	Reader's Handbook, Grade 3
<b>D. Vocabulary</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	Each chapter in <b>Reader's Handbook</b> actively involves students in acquiring new vocabulary.
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	<b>SB:</b> 74-81, 82-89, 90-94, 95-97, 98-104, 105-109 <b>AB/WW:</b> 30-49 <b>TG:</b> 134-145, 146-157, 158-169, 170-181
c. Collect 12-20 new words for deeper study each week	<b>SB:</b> 90-94 <b>AB/WW:</b> 40-42 <b>TG:</b> 158-159, 160-161, 162-163
<b>2. Develop a conceptual understanding of new words</b>	
a. Identify and sort common words into conceptual categories, such as general to specific, lesser to greater	<b>SB:</b> 90-94 <b>AB/WW:</b> 40-44 <b>TG:</b> 158-159, 160-161, 162-163
b. Identify and explain word relationships to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Antonyms, synonyms, homophones, and homographs</i></li> </ul>	<b>SB:</b> 82, 86-87, 88-89, 94, 99-100, 106-107 <b>AB/WW:</b> 38, 45, 48-49, 239 <b>TG:</b> 152, 153, 154, 155, 156-157, 162, 163
c. Identify and use correctly new words acquired through study of their relationship to other words	<b>SB:</b> 90-94 <b>AB/WW:</b> 39, 46 <b>TG:</b> 158-159, 160-161, 162-163
<b>3. Understand, acquire, and use new vocabulary</b>	
a. Use context to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Above grade-level words used in context</i></li> <li>• <i>Words with multiple meanings</i></li> <li>• <i>Connotations versus denotations</i></li> <li>• <i>Grade-appropriate idioms and figurative expressions</i></li> </ul>	<b>SB:</b> 98, 99-100, 101, 102, 103, 104 <b>AB/WW:</b> 45-47, 49 <b>TG:</b> 170-181
b. Use word structure to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Prefixes and suffixes</i></li> <li>• <i>Grade-appropriate roots and base words</i></li> <li>• <i>Grade-appropriate compound words</i></li> <li>• <i>Grade-appropriate inflectional endings</i></li> </ul>	<b>SB:</b> 82, 83, 84, 85 <b>AB/WW:</b> 32-37, 226, 227-228, 229-232, 233-234, 235-237 <b>TG:</b> 146-147, 148-149, 150-151
c. Use resources to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Dictionaries</i></li> <li>• <i>Glossaries</i></li> <li>• <i>Thesauruses</i></li> </ul>	<b>SB:</b> 95, 96, 97, 98 <b>AB/WW:</b> 43, 44 <b>TG:</b> 158-159, 164-165, 166-167, 168-169

Standard	Reader's Handbook, Grade 3
<b>D. Vocabulary (continued)</b>	
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	<b>SB:</b> 74-81, 82-89, 90-94, 95-97, 98-104, 105-109 <b>AB/WW:</b> 30-49 <b>TG:</b> 134-145, 146-157, 158-169, 170-181

## L E A R N I N G   S T A N D A R D   1 . 0

**General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).**

Standard	Reader's Handbook, Grade 3
<b>E. General Reading Comprehension</b>	
<b>1. Develop comprehension skills through exposure to a variety of texts</b>	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	<b>SB:</b> 270-281 <b>AB/WW:</b> 96-101, 166-170 <b>TG:</b> 350-361
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	Using the strategies taught in <b>Reader's Handbook</b> , students can read a minimum of 25 books. <b>SB:</b> 34, 35, 36, 37, 38, 39, 40, 41 <b>AB/WW:</b> 10, 26 <b>TG:</b> 38-49, 50-61, 62-73
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	<b>SB:</b> 39, 40, 41 <b>TG:</b> 62-73
<b>2. Use strategies to prepare for reading (before reading)</b>	
a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs	<b>SB:</b> 35 <b>AB/WW:</b> 10, 11, 12, 27, 68-71, 76, 103, 113, 138, 172, 190, 193 <b>TG:</b> 38-39, 44-45
b. Set a purpose for reading the text	<b>SB:</b> 34 <b>AB/WW:</b> 11, 12, 67, 75, 102, 112, 121, 137, 147, 171, 180 <b>TG:</b> 38-49
c. Make predictions and ask questions about the text	<b>SB:</b> 46-47, 71 <b>AB/WW:</b> 11, 12, 17 <b>TG:</b> 74-75, 76-77, 78-79
d. Make connections to the text from prior knowledge and experiences	<b>SB:</b> 38 <b>AB/WW:</b> 11, 12 <b>TG:</b> 56-61
<b>3. Use strategies to make meaning from text (during reading)</b>	
a. Reread the difficult parts slowly and carefully	<b>SB:</b> 37-38 <b>AB/WW:</b> 13, 14, 73 <b>TG:</b> 50-61
b. Use own words to restate the difficult part	<b>SB:</b> 37-38 <b>AB/WW:</b> 13, 14 <b>TG:</b> 50-61
c. Read on and revisit the difficult part	<b>SB:</b> 37-38 <b>AB/WW:</b> 13, 14, 73 <b>TG:</b> 50-61

Standard	Reader's Handbook, Grade 3
<b>E. General Reading Comprehension (continued)</b>	
d. Look back through the text to search for connections between and among ideas	<b>SB:</b> 38 <b>AB/WW:</b> 13, 14, 71, 72, 78, 108, 116-118 <b>TG:</b> 56-61
e. Make, confirm, or adjust predictions	<b>SB:</b> 46-47, 71 <b>AB/WW:</b> 13, 14 <b>TG:</b> 74-75, 76-77, 78-79
f. Periodically summarize while reading	<b>SB:</b> 146-153, 275, 281, 398-399 <b>AB/WW:</b> 13, 14, 71, 72 <b>TG:</b> 242-243, 244-253
g. Periodically paraphrase important ideas or information	<b>SB:</b> 146-153, 275, 281, 398-399 <b>AB/WW:</b> 13, 14, 150-151, 173-174 <b>TG:</b> 242-243, 244-253
h. Visualize what was read for deeper understanding	<b>SB:</b> 28-29 <b>AB/WW:</b> 13, 14, 127 <b>TG:</b> 70-71
i. Explain personal connections to the ideas or information in the text	<b>SB:</b> 38 <b>AB/WW:</b> 13, 14, 72, 80, 109, 119, 128, 143, 177 <b>TG:</b> 56-61
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	
a. Identify and explain the main idea <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>In the text or a portion of the text</i></li> </ul>	<b>SB:</b> 116-117, 118-119, 120-123, 197 <b>AB/WW:</b> 15, 16, 53-56, 120 <b>TG:</b> 194-205
b. Identify and explain what is directly stated in the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 116-117, 118-119, 120-123, 197 <b>AB/WW:</b> 15, 16, 53, 54, 82 <b>TG:</b> 194-205
c. Identify and explain what is not directly stated in the text by drawing inferences <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Implied information from the text or a portion of the text</i></li> </ul>	<b>SB:</b> 48-49 <b>AB/WW:</b> 15, 16, 18, 55 <b>TG:</b> 74-75, 80-81, 82-83, 84-85
d. Draw conclusions based on the text and prior knowledge <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Stated or implied information from the text</i></li> </ul>	<b>SB:</b> 50-51 142-153 <b>AB/WW:</b> 15, 16, 19, 72 <b>TG:</b> 86-87, 88-89, 242-243, 248
e. Confirm, refute, or make predictions and form new ideas <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Stated and/or implied information from the text</i></li> </ul>	<b>SB:</b> 46-47, 71 <b>AB/WW:</b> 15, 16 <b>TG:</b> 74-75, 76-77, 78-79
f. Paraphrase the main idea <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Complete text or a portion of the text</i></li> </ul>	<b>SB:</b> 116-117, 118-119, 120-123, 197 <b>AB/WW:</b> 15, 16 <b>TG:</b> 194-205

Standard	Reader's Handbook, Grade 3
<b>E. General Reading Comprehension (continued)</b>	
g. Summarize <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>The text or a portion of the text</i></li> </ul>	<b>SB:</b> 146-153, 275, 281, 398-399 <b>AB/WW:</b> 15, 16, 130 <b>TG:</b> 242-243, 244-253
h. Connect the text to prior knowledge or personal experience <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i></li> </ul>	<b>SB:</b> 39, 40, 41 <b>AB/WW:</b> 15, 16, 18 <b>TG:</b> 62-73

## L E A R N I N G   S T A N D A R D   2 . 0

**Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.**

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Informational Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</b>	
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Textbooks</i></li> <li><i>Appropriate reference materials</i></li> <li><i>Personal narratives</i></li> <li><i>Diaries and journals</i></li> <li><i>Biographies</i></li> <li><i>Newspapers</i></li> <li><i>Letters</i></li> <li><i>Articles</i></li> <li><i>Web sites and other online materials</i></li> <li><i>Other appropriate content-specific texts</i></li> </ul>	<b>SB:</b> 140-141, 142-153, 154-165, 166-173, 174-180, 181-187, 188-205, 206-207, 208-221, 222-233, 234-245, 246-252, 253-259, 260-267 <b>AB/WW:</b> 67-74, 75-82, 83-87, 88-91, 100-101, 102-111, 112-120, 121-130 <b>TG:</b> 242-253, 254-265, 266-277, 278-289, 290-301, 302-313, 314-325, 326-337, 338-349
b. Read, use, and identify the characteristics of functional documents <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Sets of directions</i></li> <li><i>Science investigations</i></li> <li><i>Atlases</i></li> <li><i>Posters</i></li> <li><i>Flyers</i></li> <li><i>Forms</i></li> <li><i>Instructional manuals</i></li> <li><i>Menus</i></li> <li><i>Pamphlets</i></li> <li><i>Rules</i></li> <li><i>Invitations</i></li> <li><i>Recipes</i></li> <li><i>Advertisements</i></li> <li><i>Other functional documents</i></li> </ul>	<b>SB:</b> 222-233, 348-349, 350-361, 362-368, 369-375, 376-382, 383-391 <b>AB/WW:</b> 48-49, 180-189, 190-192, 193-195, 196-198, 199-202 <b>TG:</b> 314-325, 422-433, 434-445, 446-457
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, and web sites	<b>SB:</b> 142-153, 166-173, 174-180, 181-187, 204, 205 <b>AB/WW:</b> 88-95 <b>TG:</b> 242-253, 266-277, 278-289

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Informational Text (continued)</b>	
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	
<p>a. Use print features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Large bold print</i></li> <li>• <i>Font size/type</i></li> <li>• <i>Italics</i></li> <li>• <i>Colored print</i></li> <li>• <i>Quotation marks</i></li> <li>• <i>Underlining</i></li> </ul>	<p><b>SB:</b> 166-173  <b>AB/WW:</b> 68, 113  <b>TG:</b> 266-277</p>
<p>b. Use graphic aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Illustrations and pictures</i></li> <li>• <i>Photographs</i></li> <li>• <i>Drawings</i></li> <li>• <i>Sketches</i></li> <li>• <i>Cartoons</i></li> <li>• <i>Maps (key, scale, legend)</i></li> <li>• <i>Graphs</i></li> <li>• <i>Charts/tables</i></li> <li>• <i>Diagrams</i></li> </ul>	<p><b>SB:</b> 181-187, 189, 190, 192, 196, 198, 199, 200-201, 204, 205  <b>AB/WW:</b> 68, 92-98, 103, 113  <b>TG:</b> 278-289, 292-293, 294-295, 300-301, 314-325</p>
<p>c. Use informational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Introductions and overviews</i></li> <li>• <i>Materials lists</i></li> <li>• <i>Timelines</i></li> <li>• <i>Captions</i></li> <li>• <i>Glossed words</i></li> <li>• <i>Labels</i></li> <li>• <i>Numbered steps</i></li> <li>• <i>Pronunciation key</i></li> <li>• <i>Transition words</i></li> <li>• <i>Boxed text</i></li> </ul>	<p><b>SB:</b> 131, 165, 200-201, 216, 222-233, 423  <b>AB/WW:</b> 43, 44  <b>TG:</b> 218-219, 220-221, 222-223, 294-295</p>
<p>d. Use organizational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Titles, chapter titles, and subtitles</i></li> <li>• <i>Headings, subheadings</i></li> <li>• <i>Tables of content</i></li> <li>• <i>Numbered steps</i></li> <li>• <i>Glossaries</i></li> <li>• <i>Indices</i></li> <li>• <i>Transition words</i></li> </ul>	<p><b>SB:</b> 208-221, 261, 262, 263, 264, 267  <b>AB/WW:</b> 68, 76, 100, 101, 103, 113, 122  <b>TG:</b> 298-299, 300-301, 302-313</p>
<p>e. Use online features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>URLs</i></li> <li>• <i>Hypertext links</i></li> <li>• <i>Sidebars</i></li> <li>• <i>Drop down menus</i></li> <li>• <i>Home pages</i></li> </ul>	<p><b>SB:</b> 174-180  <b>AB/WW:</b> 81-91  <b>TG:</b> 278-289</p>

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Informational Text (continued)</b>	
f. Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between text features and the main idea and/or the reader's understanding</i></li> </ul>	<b>SB:</b> 174-180 <b>AB/WW:</b> 43, 44 <b>TG:</b> 278-289
<b>3. Develop knowledge of organizational structure of informational text to understand what is read</b>	
a. Identify and analyze the organization of texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Sequential and chronological order</i></li> <li>• <i>Cause/effect</i></li> <li>• <i>Problem/solution</i></li> <li>• <i>Similarities/ differences</i></li> <li>• <i>Description</i></li> <li>• <i>Main idea and supporting details</i></li> </ul>	<b>SB:</b> 116-123, 129, 130-131, 132-133, 134-135, 136-137, 138-139 <b>AB/WW:</b> 61, 65-66 <b>TG:</b> 194-205, 218-229, 230-241
b. Identify and use words and phrases associated with common organizational patterns <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Words that show chronology (first, second, third)</i></li> <li>• <i>Words that show description (above, beneath, next to, beside)</i></li> <li>• <i>Words that show cause and effect (because, as a result)</i></li> <li>• <i>Words that show sequence (next, then, finally)</i></li> </ul>	<b>SB:</b> 116-123, 129, 130-131, 132-133, 134-135, 136-137, 138-139 <b>AB/WW:</b> 61-63 <b>TG:</b> 194-205, 218-229, 230-241
<b>4. Determine important ideas and messages in informational texts</b>	
a. Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Purpose of the author or the text or a portion of the text</i></li> <li>• <i>Connections between the text and the intended audience</i></li> </ul>	<b>SB:</b> 142-153, 154-165 <b>AB/WW:</b> 59, 60 <b>TG:</b> 242-253, 254-265
b. Identify and explain the author's opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Texts or portions of texts in which the author's opinion is evident</i></li> </ul>	<b>SB:</b> 195 <b>TG:</b> 296, 297
c. State and support main ideas and messages <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>The whole text or a portion of the text</i></li> </ul>	<b>SB:</b> 142-153, 154-165 <b>AB/WW:</b> 53-56 <b>TG:</b> 242-253, 254-265
d. Summarize or paraphrase <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<b>SB:</b> 142-153, 154-165 <b>AB/WW:</b> 86 <b>TG:</b> 242-253, 254-265

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Informational Text (continued)</b>	
e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Information in the text that is peripheral to the main idea</i></li> </ul>	<b>SB:</b> 142-153, 154-165 <b>TG:</b> 242-253, 254-265
f. Identify and explain relationships between and among ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Comparison/ contrast</i></li> <li>• <i>Cause/effect</i></li> <li>• <i>Sequence/ chronology</i></li> <li>• <i>Relationships between and among ideas in one or more texts</i></li> <li>• <i>Relationships between and among ideas and prior knowledge in one or more texts</i></li> </ul>	<b>SB:</b> 116-123, 129, 130-131, 132-133, 134-135, 136-137, 138-139 <b>AB/WW:</b> 61-63, 64-66 <b>TG:</b> 194-205, 218-229, 230-241
g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>From one text or across multiple texts</i></li> <li>• <i>Connections between and among ideas that lead to a new understanding</i></li> </ul>	<b>SB:</b> 46-47, 48-49, 50-51, 71, 142-153 <b>AB/WW:</b> 192 <b>TG:</b> 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 242-243, 248
h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>In one or more texts</i></li> </ul>	<b>SB:</b> 195 <b>AB/WW:</b> 99 <b>TG:</b> 296-297
i. Identify and explain how someone might use the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Application of the text for personal use or content-specific use</i></li> </ul>	<b>SB:</b> 166-173 <b>TG:</b> 266-277
j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 142-143, 144-145, 146, 154, 155, 156-157, 158, 166, 167, 170 <b>AB/WW:</b> 72, 80, 109, 118-119, 128 <b>TG:</b> 242, 243, 244-245, 254-255, 256-257
<b>5. Identify and explain the author's use of language</b>	
a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning</i></li> <li>• <i>Similes, metaphors, personification</i></li> <li>• <i>Content vocabulary</i></li> <li>• <i>Denotations of above-grade-level words in context</i></li> </ul>	<b>SB:</b> 90-94, 301 <b>AB/WW:</b> 40-44 <b>TG:</b> 158-169, 416

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Informational Text (continued)</b>	
<p>b. Identify and explain specific words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Grade-appropriate words that describe tone</i></li> <li>• <i>Tone in the text or a portion of the text</i></li> <li>• <i>Specific punctuation that contributes to the tone of a text or a portion of the text</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>SB:</b> 127  <b>AB/WW:</b> 40-44  <b>TG:</b> 206-207, 212-213</p>
<p>c. Identify and explain the effect of repetition of words or phrases</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Repetition for emphasis of ideas or information</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>SB:</b> 136-137, 138-139  <b>AB/WW:</b> 47  <b>TG:</b> 230-231, 232-235, 236-239</p>
<b>6. Read critically to evaluate informational text</b>	
<p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the content of the text and the purpose for reading</i></li> </ul>	<p><b>SB:</b> 54-55, 142-153, 154-165  <b>AB/WW:</b> 73, 81, 119, 129-130  <b>TG:</b> 92-93, 94-95, 96-97, 242-253, 254-265</p>
<p>b. Identify and explain additions or changes to format or features that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between effectiveness of format and text features in clarifying the main idea of the text</i></li> </ul>	<p><b>SB:</b> 54-55, 166-173  <b>TG:</b> 92-97, 266-277</p>
<p>c. Identify and explain what makes the text a reliable source of information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Fiction versus nonfiction text (real versus fantasy)</i></li> </ul>	<p><b>SB:</b> 166-173, 194, 330  <b>TG:</b> 266-277</p>
<p>d. Explain whether or not the author's opinion is presented fairly</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Evidence that the author has presented all sides of the issue or topic</i></li> </ul>	<p><b>SB:</b> 195  <b>TG:</b> 296, 297</p>
<p>e. Identify and explain information not included in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i></li> <li>• <i>Connections between the main idea and information not included in the text</i></li> </ul>	<p><b>SB:</b> 166-173  <b>TG:</b> 266-277</p>

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Informational Text (continued)</b>	
f. Identify and explain words and other techniques that affect the reader's feelings <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases that have an emotional appeal</i></li> </ul>	<b>SB:</b> 154-265 <b>AB/WW:</b> 72, 109, 152-153 <b>TG:</b> 254-265

**L E A R N I N G   S T A N D A R D   3 . 0**

**Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.**

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Literary Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b>	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	<b>SB:</b> 270-281, 293 <b>AB/WW:</b> 139-140, 150-151, 173 <b>TG:</b> 350-361, 362-373
b. Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts	<b>SB:</b> 142-153, 154-165, 166-173, 208-221, 222-233, 270-281, 282-293 <b>AB/WW:</b> 20, 139-140, 150-151, 168-170, 173 <b>TG:</b> 242-253., 254-265, 266-277, 302-313, 314-325, 350-361, 362-373
<b>2. Use text features to facilitate understanding of literary texts</b>	
a. Identify and explain how organizational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Title of the book, story, poem, or play</i></li> </ul>	<b>SB:</b> 270-281, 282-293, 294-305 <b>AB/WW:</b> 148 <b>TG:</b> 350-361, 362-373, 410-421
b. Identify and explain how graphic aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Pictures and illustrations</i></li> <li>• <i>Punctuation</i></li> <li>• <i>Print features</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 270-281, 282-293, 294-305 <b>AB/WW:</b> 138, 148 <b>TG:</b> 350-361, 362-373, 410-421
c. Identify and explain how informational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Footnoted words and phrases</i></li> <li>• <i>Captions</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 270-281, 282-293, 294-305 <b>TG:</b> 350-361, 362-373, 410-421
<b>3. Use elements of narrative texts to facilitate understanding</b>	
a. Identify and distinguish among types of narrative texts <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Characteristics of the general categories of fiction versus nonfiction</i></li> <li>• <i>Realistic fiction</i></li> <li>• <i>Tall tales</i></li> <li>• <i>Legends</i></li> <li>• <i>Fables</i></li> <li>• <i>Fairy tales</i></li> <li>• <i>Biographies</i></li> </ul>	<b>SB:</b> 154-165, 270-281, 282-293 <b>AB/WW:</b> 75, 139-140, 150-151 <b>TG:</b> 254-265, 350-361, 362-373

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Literary Text (continued)</b>	
b. Identify and explain the elements of a story <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Narrative text with a main problem, sequence of chronology of events, and solution to the problem</i></li> </ul>	<b>SB:</b> 270-281, 306-312, 313-319, 320-325, 328, 329, 334, 338, 343, 347 <b>AB/WW:</b> 156-160 <b>TG:</b> 350-361, 374-385, 386-397, 398-409
c. Identify and describe the setting and the mood <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Stories that have settings with a distinct time and place</i></li> </ul>	<b>SB:</b> 320-325, 333, 343 <b>AB/WW:</b> 149, 164-165, 167 <b>TG:</b> 386-397, 400-401
d. Identify and analyze the characters <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Main versus minor characters</i></li> <li>• <i>Conclusions about the characters' traits based on what the character says and does</i></li> <li>• <i>Conclusions about the characters' motivations based on the characters' actions and interactions with other characters</i></li> </ul>	<b>SB:</b> 277, 288, 313-319, 328 <b>AB/WW:</b> 21, 143, 152-153, 161-163 <b>TG:</b> 386-397
e. Identify and explain relationships between and among characters, setting, and events <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between and among characters</i></li> <li>• <i>Connections between and among situations</i></li> <li>• <i>Cause/effect relationships between characters' actions and the results of those actions</i></li> <li>• <i>Cause/effect relationships between and among situations and events</i></li> </ul>	<b>SB:</b> 270-281, 306-312, 313-319, 320-325, 328, 329, 334, 338, 343, 347 <b>AB/WW:</b> 169-170 <b>TG:</b> 350-361, 374-385, 386-397, 398-409
f. Identify and describe the narrator <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Narrator of the story; speaker of the poem</i></li> <li>• <i>First versus third person point of view</i></li> </ul>	<b>SB:</b> 334-335 <b>AB/WW:</b> 168 <b>TG:</b> 398, 399, 402, 403
<b>4. Use elements of poetry to facilitate understanding</b>	
a. Use structural features to identify poetry as a literary form <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Structure, including lines and stanzas</i></li> <li>• <i>Shape</i></li> <li>• <i>Form, including lines and stanzas</i></li> <li>• <i>Refrain, chorus</i></li> <li>• <i>Rhyme scheme</i></li> </ul>	<b>SB:</b> 294-305 <b>AB/WW:</b> 171-179 <b>TG:</b> 410-421
b. Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific meaning of words, lines, and/or stanzas</i></li> </ul>	<b>SB:</b> 294-305 <b>AB/WW:</b> 174-176 <b>TG:</b> 410-421

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Literary Text (continued)</b>	
c. Identify and explain sound elements of poetry <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Rhyme, rhyme scheme</i></li> <li>• <i>Rhythm</i></li> <li>• <i>Alliteration and other repetition</i></li> </ul>	<b>SB:</b> 294-295 <b>AB/WW:</b> 169, 175, 178 <b>TG:</b> 410-421
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	<b>SB:</b> 294-295 <b>AB/WW:</b> 171-179 <b>TG:</b> 410-421
<b>5. Use elements of drama to facilitate understanding</b>	
a. Use structural features to identify a play as a literary form <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>List of characters (cast), including narrator</i></li> <li>• <i>Introductory information about the setting</i></li> <li>• <i>Stage directions</i></li> <li>• <i>Dialogue</i></li> <li>• <i>Acts</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 34, 35, 36, 37, 38, 39, 40, 41 <b>TG:</b> 38-49, 50-61, 62-73
b. Identify and explain the action of a scene <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific actions and events that occur in a scene</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 34, 35, 36, 37, 38, 39, 40, 41 <b>TG:</b> 38-49, 50-61, 62-73
c. Identify and explain stage directions that help to create character and movement <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between the stage directions and the physical movement of the characters</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 34, 35, 36, 37, 38, 39, 40, 41 <b>TG:</b> 38-49, 50-61, 62-73
d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections among the stage directions, the character's lines, and how the character delivers those lines</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 34, 35, 36, 37, 38, 39, 40, 41 <b>TG:</b> 38-49, 50-61, 62-73
<b>6. Determine important ideas and messages in literary texts</b>	
a. Identify and explain main ideas and universal themes <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>In the text or a portion of the text</i></li> <li>• <i>Literal versus interpretive meanings of a text or a portion of text</i></li> <li>• <i>Message, moral, or lesson learned from the text</i></li> </ul>	<b>SB:</b> 116-123, 149, 152, 318, 319, 347, 409 <b>AB/WW:</b> 160 <b>TG:</b> 382-383

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Literary Text (continued)</b>	
b. Identify and explain a similar idea or theme in more than one text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Main ideas across texts</i></li> <li>• <i>Messages, morals, or lessons learned across texts</i></li> <li>• <i>Different versions of the same story across eras or cultures</i></li> </ul>	<b>SB:</b> 318, 347 <b>TG:</b> 382-383
c. Retell the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Restatement of the text or a portion of the text in student's own words</i></li> </ul>	<b>SB:</b> 309-311 <b>TG:</b> 374
d. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<b>SB:</b> 275, 281, 398-399 <b>TG:</b> 374
e. Identify and explain personal connections to the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between personal experiences and the theme or main ideas</i></li> </ul>	<b>SB:</b> 318, 347 <b>AB/WW:</b> 143, 153, 177, 186 <b>TG:</b> 374, 375, 382-383
<b>7. Identify and describe the author's use of language</b>	
a. Identify and explain how the use of dialogue contributes to a story <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Character and plot development advanced through dialogue</i></li> </ul>	<b>SB:</b> 329 <b>AB/WW:</b> 159 <b>TG:</b> 374-375, 380-381, 385
b. Identify and explain specific words and phrases that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning</i></li> <li>• <i>Denotations of above-grade-level words used in context</i></li> <li>• <i>Connotations of grade-appropriate words and phrases in context</i></li> <li>• <i>Multiple meaning words</i></li> </ul>	<b>SB:</b> 333, 346 <b>TG:</b> 400-401
c. Identify and explain words and punctuation that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Grade-appropriate words that describe the tone of a text or a portion of text</i></li> <li>• <i>Tone in the text or portion of the text</i></li> <li>• <i>Specific punctuation that contributes to the tone of a text or a portion of the text</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 333, 409 <b>TG:</b> 400-401

Standard	Reader's Handbook, Grade 3
<b>A. Comprehension of Literary Text (continued)</b>	
d. Identify and explain figurative language <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Simile</i></li> <li>• <i>Personification</i></li> <li>• <i>Onomatopoeia</i></li> </ul>	<b>SB:</b> 301, 336, 337, 344 <b>AB/WW:</b> 169-170 <b>TG:</b> 399, 401, 406-407, 409
e. Identify and explain language that appeals to the senses and feelings <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Specific words and phrases that appeal to the senses</i></li> </ul>	<b>SB:</b> 331 <b>AB/WW:</b> 166 <b>TG:</b> 399, 404-405
f. Identify and explain repetition and exaggeration <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Specific examples of repetition that affect meaning</i></li> <li>• <i>Specific examples of exaggeration</i></li> <li>• <i>Alliteration</i></li> </ul>	<b>SB:</b> 327 <b>AB/WW:</b> 169 <b>TG:</b> 399, 406-407, 409
<b>8. Read critically to evaluate literary texts</b>	
a. Identify and explain the believability of the characters' actions and the story's events <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Realism versus fantasy</i></li> <li>• <i>Characters and events that parallel everyday life</i></li> </ul>	<b>SB:</b> 306-312, 313-319 <b>TG:</b> 374-385, 386-397
b. Identify and explain questions left unanswered by the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 306-312, 313-319 <b>TG:</b> 374-385, 386-397

## LEARNING STANDARD 4.0

**Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Standard	Reader's Handbook, Grade 3
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	
a. Generate topics based on discussion of common experiences using techniques, such as graphic organizers, journal writing, listing, webbing, and discussion of prior experiences	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 95, 108-109, 197 <b>TG:</b> 56-57, 105, 357, 405
b. Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast <ul style="list-style-type: none"> <li>• Complete an idea by providing topic, support, and concluding sentence</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>TG:</b> 56-57, 105, 357, 405

Standard	Reader's Handbook, Grade 3
<b>A. Writing (continued)</b>	
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	
a. Compose to express personal ideas to develop fluency using a variety of forms, such as journals, narratives, letters, reports, and paragraphs	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 95, 111, 155, 198 <b>TG:</b> 56-57, 105, 357, 405
b. Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives	<b>SB:</b> 126 <b>TG:</b> 210-211
c. Compose to inform using summary and selection of major points and examples to support a main idea	<b>SB:</b> 125, 127, 153, 169, 171, 178, 244, 245, 305, 349, 422 <b>TG:</b> 115, 311, 341, 353, 355, 413, 425
d. Compose to persuade using significant reasons and relevant support <ul style="list-style-type: none"> <li>• Agree or disagree with an idea and generate convincing reasons with relevant support</li> <li>• Consider effective forms</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 127 <b>TG:</b> 212-213
e. Use writing-to-learn strategies, such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and “think-aloud’s on paper” to connect ideas and thinking about lesson content	<b>SB:</b> 186, 214, 215, 220, 291, 275, 276 <b>TG:</b> 56-57, 93, 105, 113, 131, 237, 357, 395, 405
f. Manage time and process when writing for a given purpose	<b>SB:</b> 376-382 <b>TG:</b> 446, 447, 448-452
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	
a. Revise texts for clarity, completeness, and effectiveness <ul style="list-style-type: none"> <li>• Eliminate words and ideas that do not support the main idea</li> <li>• Clarify meaning by rearranging words within a sentence</li> <li>• Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling <ul style="list-style-type: none"> <li>• Self edit</li> <li>• Peer edit</li> <li>• Dictionary</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451

Standard	Reader's Handbook, Grade 3
<b>A. Writing (continued)</b>	
c. Prepare the final product for presentation to an audience	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	
a. Select words appropriate for audience, situation, or purpose	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
b. Acquire and use new vocabulary	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
c. Consider the effect of word choices on the audience	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing</b>	
a. Assess the effectiveness of choice of details and words/phrases that extend meaning in student's own composing	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
b. Explain how specific words/phrases used by the writer affects reader response	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451

<b>Standard</b>	<b>Reader's Handbook, Grade 3</b>
<b>A. Writing (continued)</b>	
c. Examine and use basic transitions, such as “and,” “but,” “or,” “first,” “second,” and “last”	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>6. Explain how textual changes in a work clarify meaning or fulfill a purpose</b>	
a. Revise own text for word choice	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	
a. Identify and use sources of information on a topic	<b>SB:</b> 166-173, 174-180 <b>TG:</b> 266-277, 278-289
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	<b>SB:</b> 166-173, 174-180 <b>AB/WW:</b> 88-90 <b>TG:</b> 266-277, 278-289
c. Use note taking and organizational strategies to record and organize information <ul style="list-style-type: none"> <li>Participate in teacher-directed note-taking and organization of information</li> </ul>	<b>SB:</b> 154, 158, 165, 169, 222, 228, 394-395 <b>AB/WW:</b> 22-23 <b>TG:</b> 266-277, 178-189
d. Use information to fulfill a given purpose	<b>SB:</b> 166-173, 174-180 <b>AB/WW:</b> 83-86 <b>TG:</b> 266-277, 278-289

## L E A R N I N G   S T A N D A R D   5 . 0

**Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>Reader's Handbook, Grade 3</b>
<b>A. Grammar</b>	
<b>1. Recognize elements of grammar in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451

Standard	Reader's Handbook, Grade 3
<b>A. Grammar (continued)</b>	
<b>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</b>	
a. Identify and use parts of speech, such as nouns, pronouns, verbs, adverbs, adjectives (including articles)	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
b. Identify and incorporate subjects and verbs when composing simple sentences	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
c. Compose complete and correct declarative, interrogative, imperative, and exclamatory sentences	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
d. Identify and use verb forms, such as singular/plural, regular/irregular	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
e. Identify and use verb tenses, such as present, past, and future	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>B. Usage</b>	
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451

Standard	Reader's Handbook, Grade 3
<b>B. Usage (continued)</b>	
<b>2. Comprehend and apply standard English usage in oral and written language**</b>	
a. Use singular subjects with singular verbs and plural subjects with plural verbs	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
b. Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal and possessive; and modifiers	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
c. Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
d. Use available resources to correct or confirm editorial choices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
e. Explain editorial choices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>C. Mechanics</b>	
<b>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451

Standard	Reader's Handbook, Grade 3
<b>C. Mechanics (continued)</b>	
<b>2. Apply standard English punctuation and capitalization in written language**</b>	
a. Use correct end punctuation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
b. Use commas correctly in dates, addresses, city and state, salutations and closings, and items in a series	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
c. Use underlining for titles of books	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
d. Use apostrophes in contractions and singular possessives	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
e. Use quotation marks in simple dialogue	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
f. Use capital letters to begin a sentence and identify a proper noun	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451

Standard	Reader's Handbook, Grade 3
<b>C. Mechanics (continued)</b>	
g. Indent for paragraphs	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>3. Explain editorial choices involving mechanics</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
<b>D. Spelling</b>	
<b>1. Recognize conventional spelling in and through personal and academic reading</b>	<b>SB:</b> 433-437 <b>AB/WW:</b> 1
<b>2. Apply conventional spelling in written language</b>	
a. Spell non-phonetic high frequency words	<b>SB:</b> 433-437 <b>AB/WW:</b> 1
b. Spell words with common prefixes and suffixes	<b>SB:</b> 83-85 <b>AB/WW:</b> 227-228, 233-234 <b>TG:</b> 146-157
c. Modify spellings when adding inflectional endings and suffixes	<b>SB:</b> 83-85 <b>AB/WW:</b> 229-232, 233-234 <b>TG:</b> 146-157
d. Spell words that follow regular spelling patterns in multi-syllabic words	<b>SB:</b> 78-79 <b>AB/WW:</b> 224-226 <b>TG:</b> 134-145
e. Spell previously studied contractions and possessives	<b>SB:</b> 434 <b>AB/WW:</b> 238
f. Access resources as a spelling aid, such as word wall, dictionary, technology	<b>SB:</b> 91, 95-97 <b>AB/WW:</b> 40-44 <b>TG:</b> 40-44
<b>3. Maintain a personal list of words to use in editing original writing</b>	<b>SB:</b> 90-94 <b>TG:</b> 40-44

<b>Standard</b>	<b>Reader's Handbook, Grade 3</b>
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	
a. Use manuscript fluently when appropriate to the task	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
b. Form upper and lower case letters using cursive writing	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
c. Use connecting strokes to write continuous text for daily assignments	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
d. Use cursive writing for independent assignments to build accuracy and automaticity	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451
e. Use word processing technology when appropriate	The opportunity to address this objective is available on the following pages: <b>SB:</b> 46, 56, 64, 68, 74, 82, 90, 95, 98, 105, 112, 113, 114, 116, 124, 129, 142, 166, 208, 222, 234, 246, 253, 270, 282, 294, 306, 313, 320, 350, 362, 369, 376, 383 <b>AB/WW:</b> 196-198 <b>TG:</b> 41, 61, 93, 211, 237, 451

**L E A R N I N G   S T A N D A R D   6 . 0**

**Listening: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>Reader's Handbook, Grade 3</b>
<b>A. Listening</b>	
<b>1. Demonstrate active listening strategies</b>	
a. Attend to the speaker	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-43, 44-71, 72-109, 110-139, 140-205, 206-267, 268-347, 348-391 <b>TG:</b> 26-37, 38-73, 74-133, 134-181, 182-241, 242-301, 302-349, 350-421, 422-457

Standard	Reader's Handbook, Grade 3
<b>A. Listening (continued)</b>	
b. Ask appropriate questions	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-43, 44-71, 72-109, 110-139, 140-205, 206-267, 268-347, 348-391 <b>TG:</b> 26-37, 38-73, 74-133, 134-181, 182-241, 242-301, 302-349, 350-421, 422-457
c. Respond appropriately to clarify and understand	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-43, 44-71, 72-109, 110-139, 140-205, 206-267, 268-347, 348-391 <b>TG:</b> 26-37, 38-73, 74-133, 134-181, 182-241, 242-301, 302-349, 350-421, 422-457
<b>2. Comprehend and analyze what is heard</b>	
a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-43, 44-71, 72-109, 110-139, 140-205, 206-267, 268-347, 348-391 <b>TG:</b> 26-37, 38-73, 74-133, 134-181, 182-241, 242-301, 302-349, 350-421, 422-457
b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition	<b>SB:</b> 1300, 327, 336 <b>AB/WW:</b> 169, 173, 175, 178, 204-205 <b>TG:</b> 1169, 415
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	<b>SB:</b> 275, 281, 309-311, 312, 398-399 <b>TG:</b> 209, 35-361, 374
d. Follow a set of multi-step directions	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-43, 44-71, 72-109, 110-139, 140-205, 206-267, 268-347, 348-391 <b>TG:</b> 26-37, 38-73, 74-133, 134-181, 182-241, 242-301, 302-349, 350-421, 422-457
e. Listen carefully to expand and enrich vocabulary	<b>SB:</b> 74-81, 82-89, 90-94, 95-97, 98-104, 105-109 <b>AB/WW:</b> 30-34, 35-39, 40-44, 45-49 <b>TG:</b> 134-145, 146-157, 158-169, 170-181
f. Make judgments based on information from the speaker	The opportunity to address this objective is available on the following pages: <b>SB:</b> 127 <b>TG:</b> 212-213

**L E A R N I N G   S T A N D A R D   7 . 0**

**Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

Standard	Reader's Handbook, Grade 3
<b>A. Speaking</b>	
<b>1. Use organization and delivery strategies at an appropriate level</b>	
a. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-43, 44-71, 72-109, 110-139, 140-205, 206-267, 268-347, 348-391 <b>AB/WW:</b> 28-29 <b>TG:</b> 26-37, 38-73, 74-133, 134-181, 182-241, 242-301, 302-349, 350-421, 422-457
b. Use appropriate non-verbal techniques to enhance communication <ul style="list-style-type: none"> <li>• Posture</li> <li>• Eye contact</li> <li>• Facial expressions</li> <li>• Gestures</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-43, 44-71, 72-109, 110-139, 140-205, 206-267, 268-347, 348-391 <b>TG:</b> 26-37, 38-73, 74-133, 134-181, 182-241, 242-301, 302-349, 350-421, 422-457
<b>2. Make oral presentations</b>	
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	<b>SB:</b> 275, 281, 309-311, 312, 398-399 <b>AB/WW:</b> 28-29 <b>TG:</b> 209, 35-361, 374
b. State a position and support it with reasons	The opportunity to address this objective is available on the following pages: <b>SB:</b> 127 <b>TG:</b> 212-213
c. Participate in dramatic presentations	<b>SB:</b> 68-69, 70, 71, 305 <b>TG:</b> 122-133
d. Plan and deliver effective oral presentations	<b>SB:</b> 68-69, 70, 71, 265, 295, 305 <b>TG:</b> 122-133
e. Use props when appropriate	The opportunity to address this objective is available on the following pages: <b>SB:</b> 181-187 <b>TG:</b> 47, 71, 265, 421