

READER'S HANDBOOK © 2004

correlated to

**Ohio**

**Language Arts Framework**

**Grade 3**

**GRaT SouRCe®**

EDUCATION GROUP

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**CHUCK MAYS**

(Northern Ohio)

**800-289-4490, OPTION 4**

**Chuck\_Mays@hmco.com**

**PAT LESTER**

(Southern Ohio)

**800-289-4490, OPTION 4**

**Pat\_Lester@hmco.com**



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**Ohio Language Arts Framework**  
**Grade 3**

**P h o n e m i c   A w a r e n e s s ,   W o r d   R e c o g n i t i o n   a n d   F l u e n c y**

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
1. Identify rhyming words with the same or different spelling patterns.	<p><b>Student Handbook:</b> 300, 341</p> <p><b>Teacher's Guide:</b> 415</p> <p><b>Applications Book:</b> 204, 205, 210, 215</p>
2. Use letter-sound knowledge and structural analysis to decode words.	<p><b>Student Handbook:</b> 75, 78, 80-81, 82, 83-85, 86-89, 90, 428-432</p> <p><b>Teacher's Guide:</b> 136, 135, 136-137, 138-139, 140-141, 142-143, 148, 150, 151</p> <p><b>Applications Book:</b> 30, 31, 32, 33, 34, 35, 38, 39, 40</p>
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	<p><b>Student Handbook:</b> 78, 428, 431-432</p> <p><b>Teacher's Guide:</b> 139</p> <p><b>Applications Book:</b> 33, 215, 220</p>
4. Demonstrate a growing stock of sight words.	<p><b>Student Handbook:</b> 69, 76, 78-79, 86-89, 93, 104-105, 106-107, 108, 115, 299, 327, 340, 341, 428-439</p> <p><b>Teacher's Guide:</b> 45, 48, 60, 72, 84, 96, 136, 138, 139, 140, 148, 150, 151, 153, 154, 155, 214, 223, 264, 288, 312, 324, 360, 370, 384, 396, 408, 420, 432, 444, 448, 456</p> <p><b>Applications Book:</b> 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 45, 46, 47, 48, 49, 204-239</p>

<b>Grade-Level Indicators, Grade 3</b>	<b>Reader's Handbook, Grade 3</b>
5. Read text using fluid and automatic decoding skills.	<b>Student Handbook:</b> 69, 76, 78-79, 80-81, 86-89, 93, 104-105, 108, 115, 299, 327, 340, 341, 428-439 <b>Teacher's Guide:</b> 362, 406 <b>Applications Book:</b> 30, 204-239
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.	<b>Student Handbook:</b> 71, 342 <b>Teacher's Guide:</b> 125, 127, 129 <b>Applications Book:</b> 29

**A c q u i s i t i o n o f V o c a b u l a r y**

<b>Grade-Level Indicators, Grade 3</b>	<b>Reader's Handbook, Grade 3</b>
<i>Contextual Understanding</i> 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	<b>Student Handbook:</b> 98-104 <b>Teacher's Guide:</b> 170, 171, 172, 174-175, 176-177, 180 <b>Applications Book:</b> 29, 33, 34, 35, 36, 37, 38, 39, 43, 45, 46, 47, 48-49, 50-51, 52, 53, 54, 55, 57-60
2. Use context clues to determine the meaning of homophones, homonyms and homographs.	<b>Student Handbook:</b> 86-87, 88-89, 94 <b>Teacher's Guide:</b> 152, 153, 154, 155, 157, 160, 163 <b>Applications Book:</b> 38, 239
<i>Conceptual Understanding</i> 3. Apply the meaning of the terms synonyms and antonyms.	<b>Student Handbook:</b> 94, 98-100, 106-107 <b>Teacher's Guide:</b> 162, 171, 172-173, 177, 179 <b>Applications Book:</b> 45, 48, 49
4. Read accurately high-frequency sight words.	<b>Student Handbook:</b> 69, 76, 77, 78-79, 86-89, 93, 104, 108, 115, 299, 327, 340, 341, 428-439 <b>Teacher's Guide:</b> 45, 48, 60, 72, 84, 96, 136, 140, 148, 150, 151, 153, 154, 155, 214, 223, 228, 264, 288, 312, 324, 360, 370, 384, 396, 408, 420, 432, 444, 448, 456 <b>Applications Book:</b> 29, 32, 33, 34, 35, 36, 38, 39, 40, 42, 45, 46, 48, 49, 204-239

<b>Grade-Level Indicators, Grade 3</b>	<b>Reader's Handbook, Grade 3</b>
<p><i>Structural Understanding</i></p> <p>5. Apply knowledge of individual words in unknown compound words to determine their meanings.</p>	<p><b>Teacher's Guide:</b> 140</p> <p><b>Applications Book:</b> 226</p>
<p>6. Use knowledge of contractions and common abbreviations to identify whole words.</p>	<p><b>Student Handbook:</b> 434</p> <p><b>Teacher's Guide:</b> 140, 444, 451</p> <p><b>Applications Book:</b> 238</p>
<p>7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, -less determine the meaning of words.</p>	<p><b>Student Handbook:</b> 82, 83, 84, 85, 105, 438</p> <p><b>Teacher's Guide:</b> 140, 146, 147, 148, 149, 156, 178, 312, 324, 372, 384, 396</p> <p><b>Applications Book:</b> 35, 36, 227, 228, 233, 235, 236, 237</p>
<p>8. Decode and determine meaning of words by using knowledge of root words and their various inflections.</p>	<p><b>Student Handbook:</b> 82, 83, 85</p> <p><b>Teacher's Guide:</b> 146, 147, 148, 151, 156, 420, 432</p> <p><b>Applications Book:</b> 35, 37, 236, 237</p>
<p><i>Tools and Resources</i></p> <p>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as footnotes or sidebars.</p>	<p><b>Student Handbook:</b> 91, 95-97, 105</p> <p><b>Teacher's Guide:</b> 142, 158, 159, 161, 164, 165, 166, 167, 168, 169, 266</p> <p><b>Applications Book:</b> 40, 43-44</p>

## Reading Processes

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
<p><i>Comprehension Strategies</i></p> <p>1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p>	<p><b>Student Handbook:</b> 34, 37, 42, 143, 147, 155, 159, 167, 170, 175, 209, 215, 223, 229, 235, 239, 271, 276, 283, 287, 295, 298, 393-405</p> <p><b>Teacher's Guide:</b> 34, 42, 43, 46, 49, 53, 54, 61, 68, 71, 214, 244, 276, 316, 332, 352, 354, 356, 358, 365, 370-371, 414, 416, 418, 424, 428, 434, 436, 438, 441, 443, 446</p> <p><b>Applications Book:</b> 6, 7, 14, 25, 26, 67, 104, 112, 121, 125, 147, 171, 174</p>
<p>2. Predict content events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.</p>	<p><b>Student Handbook:</b> 37, 46-47, 61, 71</p> <p><b>Teacher's Guide:</b> 66, 74, 75, 76, 77, 78-79, 84-85, 97, 98, 99, 104, 105, 131, 332, 398, 410</p> <p><b>Applications Book:</b> 17, 23, 67, 102, 112, 165</p>
<p>3. Compare and contrast information between texts and across subject areas.</p>	<p><b>Student Handbook:</b> 52-53, 71, 129, 138-139</p> <p><b>Teacher's Guide:</b> 76, 86, 87, 90-91, 96-97, 131, 186, 230, 236-237, 362</p> <p><b>Applications Book:</b> 19, 64-65</p>
<p>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</p>	<p><b>Student Handbook:</b> 146, 153, 275, 281, 398-399</p> <p><b>Teacher's Guide:</b> 47, 85, 105, 104, 115, 117, 121, 124, 209, 226, 234, 241, 242, 245, 265, 311, 319, 341, 353, 354, 355, 379, 410, 438, 440</p> <p><b>Applications Book:</b> 67, 71, 86, 137, 140-141</p>
<p>5. Make inferences regarding events and possible outcomes from information in text.</p>	<p><b>Student Handbook:</b> 46, 48-49, 71</p> <p><b>Teacher's Guide:</b> 66, 74, 75, 80-81, 82-83, 84-85, 97, 131, 226, 380, 382, 384, 428</p> <p><b>Applications Book:</b> 18</p>

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
<p>6. Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension.</p>	<p><b>Student Handbook:</b> 47, 53, 55, 121, 126, 128, 135, 136-137, 138, 139, 162, 215-217, 281, 286, 298, 316, 379, 400-401, 407-426</p> <p><b>Teacher's Guide:</b> 47, 54, 57, 59, 69, 70, 77, 79, 88-89, 91, 93, 94, 95, 97, 164, 181, 186, 189, 190, 197, 199, 201, 203, 211, 215, 227, 232, 233, 235, 237, 238, 239, 241, 245, 247, 251, 253, 260, 284, 292, 302, 305, 306, 308-309, 311, 312, 313, 319, 335, 353, 355, 359, 360, 361, 362, 365, 367, 368-369, 373, 377, 379, 380, 388, 389, 391, 393, 415, 449</p> <p><b>Applications Book:</b> 19, 21, 56, 58, 60, 65, 66, 71, 73, 74, 77, 78, 102, 107, 108-109, 116, 117, 118, 131, 132, 146, 147, 149, 152, 155, 158, 162, 176, 197</p>
<p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p><b>Student Handbook:</b> 37, 38, 54-55, 58, 71, 259, 279, 355, 356-357</p> <p><b>Teacher's Guide:</b> 53, 55, 65, 66, 80-81, 82-83, 84, 92-93, 94-95, 97, 102, 105, 226, 284, 310, 320-321, 325, 328, 333, 334, 337, 339, 344, 346, 348, 352, 358, 364, 381, 382, 426-427, 428, 430, 431, 432, 433, 438, 439</p> <p><b>Applications Book:</b> 18, 21, 22, 23, 67, 72, 73, 75, 80, 81, 82, 83, 110, 111, 112, 113, 116, 118-119, 121, 128, 134, 135, 136, 137, 145, 153, 154, 157, 171, 175, 177, 180, 182-183, 185, 186, 187, 189, 191, 192, 193, 194, 195</p>
<p><i>Self-Monitoring Strategies</i></p> <p>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.</p>	<p><b>Student Handbook:</b> 40, 68-69, 256, 280, 303, 354, 356, 396-397</p> <p><b>Teacher's Guide:</b> 41, 47, 251, 323, 346, 364, 381, 391, 422, 423, 425, 426, 428-429, 430, 432-433</p> <p><b>Applications Book:</b> 180, 184, 185, 188</p>
<p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p><b>Student Handbook:</b> 66, 154-158</p> <p><b>Teacher's Guide:</b> 119, 206, 254, 266</p> <p><b>Applications Book:</b> 13, 26</p>
<p><i>Independent Reading</i></p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p><b>Student Handbook:</b> 66-67</p> <p><b>Teacher's Guide:</b> 173</p> <p><b>Applications Book:</b> 26</p>

## Reading Applications: Informational, Technical and Persuasive Text

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and to comprehend texts.	<p><b>Student Handbook:</b> 143-145, 217, 261, 262, 263, 264, 267, 273</p> <p><b>Teacher's Guide:</b> 44, 266, 288, 298, 300, 301, 304-305</p> <p><b>Applications Book:</b> 52, 68, 76, 100-101, 141, 148</p>
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.	<p><b>Student Handbook:</b> 146, 149, 153, 395, 412</p> <p><b>Teacher's Guide:</b> 47, 54, 245, 248, 253</p> <p><b>Applications Book:</b> 69, 70, 71, 112, 116, 147, 148, 164</p>
3. Identify and list the important central ideas and supporting details of informational text.	<p><b>Student Handbook:</b> 112, 117, 126, 132, 161, 168, 191</p> <p><b>Teacher's Guide:</b> 42</p> <p><b>Applications Book:</b> 62, 63</p>
4. Draw conclusions from information in maps, charts, graphs and diagrams.	<p><b>Student Handbook:</b> 19, 182-183, 184-185, 187, 188-190, 192, 196, 198, 199, 200-201, 265</p> <p><b>Teacher's Guide:</b> 284, 287, 288, 290, 293, 294-295, 300</p> <p><b>Applications Book:</b> 70, 92, 93, 94, 95, 96-98</p>
5. Analyze a set of directions for proper sequencing, clarity and completeness.	<p><b>Student Handbook:</b> 129, 130-131</p> <p><b>Teacher's Guide:</b> 221, 222-223, 224-225</p> <p><b>Applications Book:</b> 61, 62</p>

## Reading Applications: Literary Text

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
1. Recognize and describe similarities and differences of plot across literary works.	<p><b>Student Handbook:</b> 287, 306-312, 338-339, 416</p> <p><b>Teacher's Guide:</b> 90, 224, 369, 398, 452</p> <p><b>Applications Book:</b> 156-158</p>
2. Use concrete details from the text to describe characters and setting.	<p><b>Student Handbook:</b> 112, 117, 126, 132, 161, 168, 191</p> <p><b>Teacher's Guide:</b> 362, 366, 368, 373, 386, 387, 388-389, 392-393, 394-395, 396, 397</p> <p><b>Applications Book:</b> 149, 156, 161, 165</p>
3. Retell the plot sequence.	<p><b>Student Handbook:</b> 41, 402-403, 416</p> <p><b>Teacher's Guide:</b> 374, 376-377, 378-379, 384</p> <p><b>Applications Book:</b> 157-158</p>
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	<p><b>Student Handbook:</b> 270, 294, 327-347, 400-401</p> <p><b>Teacher's Guide:</b> 45, 47, 133, 254, 262, 272, 350, 351, 352, 354, 356, 358, 359, 360-361, 362, 375, 385, 392, 400, 401, 402, 404, 405, 406, 410, 415, 424</p> <p><b>Applications Book:</b> 100-101, 137, 144, 145, 148, 169, 170, 173, 181-183</p>
5. Explain how an author's choice of words appeals to the senses.	<p><b>Student Handbook:</b> 331-333, 336, 344, 346</p> <p><b>Teacher's Guide:</b> 401, 403, 404-405, 406-407, 417</p> <p><b>Applications Book:</b> 46, 58, 61, 62, 63, 64, 65, 166-170, 173</p>
6. Identify stated and implied themes.	<p><b>Student Handbook:</b> 120-121, 318, 347</p> <p><b>Teacher's Guide:</b> 200, 295, 374, 375, 382-383, 384, 391, 409</p> <p><b>Applications Book:</b> 55, 154, 160, 163</p>

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).	<p><b>Student Handbook:</b> 127, 301, 329</p> <p><b>Teacher's Guide:</b> 381, 384, 401</p> <p><b>Applications Book:</b> 46, 50, 58, 59, 61, 62, 63, 64, 65, 159</p>

## Writing Processes

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
<i>Prewriting</i>	<b>Student Handbook:</b> 41, 281, 293, 305, 312, 319
1. Generate writing ideas through discussions with others and from printed material.	<p><b>Teacher's Guide:</b> 349, 385</p> <p><b>Applications Book:</b> 179</p>
2. Develop a clear main idea for writing.	<p><b>Student Handbook:</b> 379, 380</p> <p><b>Teacher's Guide:</b> 205, 208, 451</p> <p><b>Applications Book:</b> 198</p>
3. Determine a purpose and audience for writing.	<p><b>Student Handbook:</b> 376-377, 378</p> <p><b>Teacher's Guide:</b> 448</p> <p><b>Applications Book:</b> 179</p>
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	<p><b>Student Handbook:</b> 53, 121, 126, 128, 135, 136-137, 138, 139, 162, 215-217, 281, 286, 298, 316, 379, 382, 400-401, 407-426</p> <p><b>Teacher's Guide:</b> 237, 239, 241, 245, 247, 253, 260, 284, 292, 361, 385, 449, 457</p> <p><b>Applications Book:</b> 71, 72, 74, 107, 108-109, 116, 117, 118, 147, 149, 152, 197</p>
<i>Drafting, Revising and Editing</i>	<b>Student Handbook:</b> 380, 381
5. Organize writing by providing a simple introduction, body and a clear sense of closure.	<p><b>Teacher's Guide:</b> 451</p> <p><b>Applications Book:</b> 197</p>

<b>Grade-Level Indicators, Grade 3</b>	<b>Reader's Handbook, Grade 3</b>
6. Use a wide range of simple, compound and complex sentences.	<b>Student Handbook:</b> 381 <b>Applications Book:</b> 11, 13, 34, 42
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.	<b>Student Handbook:</b> 112, 113, 202-203, 381 <b>Teacher's Guide:</b> 184, 187, 451 <b>Applications Book:</b> 50
8. Use language for writing that is different from oral literature, mimicking writing style of books when appropriate.	<b>Student Handbook:</b> 402-403
9. Use available technology to compose text.	<b>Student Handbook:</b> 31, 381 <b>Teacher's Guide:</b> 61, 73, 451 <b>Applications Book:</b> 11, 15, 23, 24, 26, 46, 57, 73, 74, 81, 85, 93, 95, 110, 111, 126, 127, 132, 133, 175, 178, 179, 186, 188, 189, 192, 195, 198, 200, 201
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	<b>Student Handbook:</b> 381 <b>Teacher's Guide:</b> 451 <b>Applications Book:</b> 198
11. Add descriptive words and details and delete extraneous information.	<b>Teacher's Guide:</b> 451
12. Rearrange words, sentences and paragraphs to clarify meaning.	<b>Student Handbook:</b> 381 <b>Teacher's Guide:</b> 451
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	<b>Student Handbook:</b> 91, 95-97 <b>Teacher's Guide:</b> 158, 159, 161, 164, 165, 166, 167, 168, 169 <b>Applications Book:</b> 40-42, 43, 44
14. Proofread writing and to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	<b>Student Handbook:</b> 31, 259, 378, 381 <b>Teacher's Guide:</b> 40, 61, 451 <b>Applications Book:</b> 198

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<b>Student Handbook:</b> 381 <b>Teacher's Guide:</b> 451 <b>Applications Book:</b> 198
<i>Publishing</i> 16. Rewrite and illustrate writing samples for display and for sharing with others.	<b>Student Handbook:</b> 31 <b>Teacher's Guide:</b> 40, 61, 73, 275, 295, 457 <b>Applications Book:</b> 202

## Writing Applications

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.	<b>Student Handbook:</b> 30-31, 376-381 <b>Teacher's Guide:</b> 370 <b>Applications Book:</b> 198
2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.	<b>Student Handbook:</b> 297 <b>Teacher's Guide:</b> 353, 371, 448-449, 450-451 <b>Applications Book:</b> 141, 142, 143, 144, 145, 153, 154, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 172, 174, 175, 176, 177, 178, 179, 186
4. Write informational reports that include the main ideas and significant details from the text.	<b>Student Handbook:</b> 379-381 <b>Teacher's Guide:</b> 275 <b>Applications Book:</b> 198

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
<p>5. Produce informal writings (e.g., messages, journals, note and poems) for various purposes.</p>	<p><b>Student Handbook:</b> 275, 276, 281, 286, 288, 290, 297, 298, 311, 316</p> <p><b>Teacher's Guide:</b> 41, 43, 50, 53, 55, 58, 65, 66, 71, 81, 165, 208, 215, 237, 253, 254, 265, 275, 321, 328, 331, 332, 349, 357, 359, 370, 371, 373, 383, 394, 405, 407, 415, 417, 419, 446, 448, 449, 451, 457</p> <p><b>Applications Book:</b> 6, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 28, 33, 34, 36, 42, 43, 44, 45, 46, 48, 51, 52, 53, 54, 55, 56, 57, 59, 62, 67, 68, 72, 73, 74, 75, 80, 81, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 103, 107, 109, 110, 111, 112, 113, 117, 118, 119, 120, 121, 126, 127, 128, 129, 130, 132, 133, 135, 136, 137, 138, 141, 142, 143, 145, 146, 166, 180, 187, 188, 189, 190, 192, 194, 195, 196, 197, 198, 199, 200, 201, 205, 208, 209, 211, 217</p>

## Writing Conventions

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
<p><i>Spelling</i></p> <p>2. Spell multi-syllabic words correctly.</p>	<p><b>Student Handbook:</b> 78, 79, 80</p> <p><b>Teacher's Guide:</b> 48, 134, 135, 140, 141, 142-143, 165, 223, 276, 288</p> <p><b>Applications Book:</b> 32, 33, 34, 198, 205, 224-225</p>
<p>3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.</p>	<p><b>Student Handbook:</b> 76-77, 78-79, 86-89, 93, 428-439</p> <p><b>Teacher's Guide:</b> 45, 48, 60, 72, 84, 96, 108, 120, 132, 134, 137, 139, 140, 142, 143, 156, 204, 288, 370, 384, 396, 408, 420, 432, 444, 448, 451, 456</p> <p><b>Applications Book:</b> 31, 32, 33, 36, 38, 39, 40, 42, 45, 46, 48, 49, 198, 207-211, 213, 216, 218, 239</p>
<p>4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly.</p>	<p><b>Student Handbook:</b> 82, 86-87, 88-89, 94, 434</p> <p><b>Teacher's Guide:</b> 140, 152-155, 444, 456</p> <p><b>Applications Book:</b> 226, 238</p>

<b>Grade-Level Indicators, Grade 3</b>	<b>Reader's Handbook, Grade 3</b>
5. Use correct spelling of words with common suffixes such as -ion, -ment and -ly.	<b>Student Handbook:</b> 82, 84, 105, 439 <b>Teacher's Guide:</b> 140, 146, 147, 148, 149, 156, 384 <b>Applications Book:</b> 36, 233, 234, 235
6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).	<b>Student Handbook:</b> 75-76 <b>Teacher's Guide:</b> 60, 216 <b>Applications Book:</b> 198, 225
7. Use resources to check spelling (e.g., a dictionary, spell check).	<b>Student Handbook:</b> 91, 95-97 <b>Teacher's Guide:</b> 142, 158, 159, 161, 164, 165, 166, 167, 168, 169 <b>Applications Book:</b> 40, 41, 43, 44
<i>Punctuation and Capitalization</i> 8. Use end punctuation marks correctly.	<b>Student Handbook:</b> 381 <b>Applications Book:</b> 198
9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.	<b>Student Handbook:</b> 329, 434 <b>Teacher's Guide:</b> 444 <b>Applications Book:</b> 238
10. Use correct capitalization.	<b>Student Handbook:</b> 381
<i>Grammar and Usage</i> 11. Use nouns, verbs and adjectives correctly.	<b>Applications Book:</b> 193
13. Use irregular plural nouns.	<b>Applications Book:</b> 229

## R e s e a r c h

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.	<p><b>Student Handbook:</b> 166, 167</p> <p><b>Teacher's Guide:</b> 268-269, 270</p> <p><b>Applications Book:</b> 83, 87</p>
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	<p><b>Student Handbook:</b> 167, 194</p> <p><b>Teacher's Guide:</b> 266, 272, 273, 274</p> <p><b>Applications Book:</b> 83-86</p>
3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMS, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.	<p><b>Student Handbook:</b> 36, 174-180, 194, 204-205</p> <p><b>Teacher's Guide:</b> 242, 266, 274-275, 278, 280-281, 282-283, 288, 289, 302</p> <p><b>Applications Book:</b> 83, 87, 88-91, 102-106</p>
4. Identify important information found in the sources and summarize the important findings.	<p><b>Student Handbook:</b> 166-167</p> <p><b>Teacher's Guide:</b> 208, 242, 263, 265, 311, 367, 440</p> <p><b>Applications Book:</b> 86</p>
5. Sort relevant information into categories about the topic.	<p><b>Student Handbook:</b> 169, 170, 171</p> <p><b>Teacher's Guide:</b> 249</p>
6. Understand the importance of citing sources.	<p><b>Student Handbook:</b> 172, 173, 178</p>
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	<p><b>Student Handbook:</b> 59, 62, 405</p> <p><b>Teacher's Guide:</b> 79, 103, 121, 157, 163, 225, 275, 295, 379, 393, 407</p> <p><b>Applications Book:</b> 29, 202</p>

## C o m m u n i c a t i o n – O r a l a n d V i s u a l

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
<p><i>Listening and Viewing</i></p> <p>1. Ask questions for clarification and explanation, and respond to others' ideas.</p>	<p><b>Student Handbook:</b> 70</p> <p><b>Teacher's Guide:</b> 212-213, 265, 272, 284, 285, 322, 325, 328, 334, 337, 339, 344, 347, 379</p> <p><b>Applications Book:</b> 8, 9, 10, 75, 81, 83, 85, 88, 102, 110, 112, 121, 129, 137, 171</p>
<p>2. Identify the main idea, supporting details and purpose of oral presentations and visual media.</p>	<p><b>Student Handbook:</b> 116-123, 197, 202-203</p> <p><b>Teacher's Guide:</b> 196-197, 198-199, 200, 202-203, 204, 206, 212-213, 226, 244, 248, 251, 276, 414, 416, 418, 424, 428</p> <p><b>Applications Book:</b> 10, 22, 53, 54, 55, 56</p>
<p>3. Identify the difference between facts and opinions in presentations and visual media.</p>	<p><b>Student Handbook:</b> 195</p> <p><b>Teacher's Guide:</b> 212, 261, 291, 296-297</p> <p><b>Applications Book:</b> 99</p>
<p><i>Speaking Skills and Strategies</i></p> <p>4. Demonstrate an understanding of the rules of the English language.</p>	<p><b>Teacher's Guide:</b> 212, 251, 265, 451</p> <p><b>Applications Book:</b> 193</p>
<p>5. Select language appropriate to purpose and audience.</p>	<p><b>Student Handbook:</b> 70</p> <p><b>Teacher's Guide:</b> 212, 265</p>
<p>6. Use clear diction and tone, adjusting volume and tempo to stress important ideas.</p>	<p><b>Student Handbook:</b> 69, 71</p> <p><b>Teacher's Guide:</b> 127, 265</p> <p><b>Applications Book:</b> 29</p>
<p>7. Adjust speaking content according to the needs of the needs of the audience.</p>	<p><b>Student Handbook:</b> 69</p> <p><b>Teacher's Guide:</b> 265, 356</p> <p><b>Applications Book:</b> 29</p>

Grade-Level Indicators, Grade 3	Reader's Handbook, Grade 3
<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations that:</p> <p>a. present events or ideas in logical sequence and maintain a clear focus;</p>	<p><b>Teacher's Guide:</b> 251, 265, 355</p> <p><b>Applications Book:</b> 83-85</p>
<p>b. demonstrate an understanding of the topic;</p>	<p><b>Teacher's Guide:</b> 251, 265, 355</p> <p><b>Applications Book:</b> 83-84</p>
<p>c. include relevant facts and details from multiple sources to develop a topic;</p>	<p><b>Teacher's Guide:</b> 265</p> <p><b>Applications Book:</b> 83</p>
<p>d. organize information, including a clear introduction, body and conclusion;</p>	<p><b>Teacher's Guide:</b> 265</p>
<p>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p>	<p><b>Teacher's Guide:</b> 265</p>
<p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	<p><b>Teacher's Guide:</b> 265, 272, 390</p>



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