**Houghton Mifflin Reading © 2005**  
Houghton Mifflin Company  
Level Three  
correlated to  
State of Maryland  
Reading Grade Three  
Voluntary Curriculum

### General Reading Processes

**Phonics:** Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.  
**Indicator Statement:** Use a variety of phonetic skills to read unfamiliar words  
**Objective(s):**

- **Apply phonics skills – Assessment Limit:**
  - **Hard and Soft Consonants:** 3.1: TE2: 237; TE3: 393D, 403; 3.2: TE4: 57; TE5: 295M; TE6: 399D
  - **Vowel patterns:** VC, 3.1: TE1: 49D, 121C  
    VCC, 3.1: TE1: 121D; TE2: 175; TE3: 397  
    VCCV, 3.2: TE5: 243, 251C, 251N, 267G, R18; TE6: 343; PB2: 125  
    VCCCC, 3.2: TE6: 337C, 413F, R14; PB2: 172  
  - **Integrated Theme Tests:** 3.1: 38; 3.2: 36, 57, 58  
  - **“R” controlled vowels:** R-Controlled Vowels, 3.1: TE1: 151D; 3.2: TE4: 39D  
  - **Final consonants:** Final Consonants, 3.1: TE2: 233D, R22  
    Integrated Theme Tests 3.1: 37  
  - **Initial consonant blends (2 letters):** Initial Clusters, 3.1: TE2: 175; 3.2: TE4: 69D, 69N, 73; TE5: 169  
  - **Short vowels:** Short a, e, i, 3.1: TE1: 49D  
    Short o and u, 3.1: TE1: 89D, 89N  
  - **Digraphs:** Digraphs Ch, Sh, Th, Tch, Wh, Wr, 3.2: TE4: 99D; TE5: 157, 194  
  - **Diphthongs:** Diphthong Ow, 3.1: TE1: 73; TE3: 333D  

**Indicator Statement:** Decode words in grade-level texts  
**Objective(s):**

- **Sound out common word parts**
### Level Three

**Break words into familiar parts**  –  – **Assessment Limit:**


**Indicator Statement:** Read sight words

**Objective(s):**

- Increase sight words read fluently


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### Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.  
**Indicator Statement:** Read orally from familiar text at an appropriate rate  
**Objective(s):**

**Listen to models of fluent reading**  

**Read familiar text at a rate that is conversational and consistent**  

**Read independent level text at a rate of 110 words read correctly per minute**  
Related: Fluency Assessment, 3.1: TE1: 137Q; TE2: 279Q; TE3: 439Q; 3.2: TE4: 119Q; TE5: 267Q; TE6: 413Q  

**Read instructional level text at a rate of 115–140 words read correctly per minute**  
Related: Fluency Assessment, 3.1: TE1: 137Q; TE2: 279Q; TE3: 439Q; 3.2: TE4: 119Q; TE5: 267Q; TE6: 413Q  

**Reread and self-correct while reading**  

**Decode words automatically**  

**Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction**  
**Indicator Statement:** Read grade-level text accurately  
**Objective(s):**

**Demonstrate appropriate use of phrasing**  
**Vocabulary:** Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

**Indicator Statement:** Develop and apply vocabulary through exposure to a variety of texts

**Objective(s):**

- **Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts**

- **Discuss words and word meanings daily as they are encountered in text, instruction, and conversation**

- **Collect 12–20 new words for deeper study each week**
  - My Study List for Spelling, **J. J.** PB1: 282, 284, 286, 288, 290, 292, 294; PB2: 238, 240, 242, 244, 246, 248

**Indicator Statement:** Develop a conceptual understanding of new words

**Objective(s):**

- **Identify and sort common words into conceptual categories, such as general to specific, lesser to greater**
**Identify and explain word relationships to determine the meanings of words** – Assessment Limit:

<table>
<thead>
<tr>
<th>Antonyms, synonyms, homophones, and homographs</th>
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<tr>
<td>Antonyms, 3.1: TE1: R19; TE2: R17; TE3: 361M, R19, R23; 3.2: TE4: R17; TE5: R15; TE6: 367G; PB2: 196; T: 6-12</td>
</tr>
<tr>
<td>Homographs, 3.2: TE4: 39F</td>
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</table>

**Identify and use correctly new words acquired through study of their relationships to other words**

| Antonyms, 3.1: TE1: R19; TE2: R17; TE3: 361M, R19, R23; 3.2: TE4: R17; TE5: R15; TE6: 367G; PB2: 196; T: 6-12 |
| Homographs, 3.2: TE4: 39F |

**Use context to determine the meanings of words** – Assessment Limit:

<table>
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<th>Words with multiple meanings</th>
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**Grade-appropriate idioms and figurative expressions**

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<tr>
<th>Idioms/Expressions, 3.1: TE1: 317, R7; 3.2: TE4: 78; TE5: 260</th>
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<tr>
<td>Above grade-level words used in context</td>
</tr>
<tr>
<td>Above Level Vocabulary, 3.1: TE1: 49Q, 89Q, 121Q, 151Q; TE2: 185Q, 213Q, 233Q, 259Q, 301Q; TE3: 333Q, 361Q, 393Q, 419Q; 3.2: TE4: 39Q, 69Q, 99Q, 147Q; TE5: 183Q, 213Q, 251Q, 295Q; TE6: 337Q, 367Q</td>
</tr>
</tbody>
</table>

**Connotations versus denotations**

| Connotations, 3.2: TE5: 295M; R26 |

**Use word structure to determine the meaning of words** – Assessment Limit:

<table>
<thead>
<tr>
<th>Grade-appropriate roots and base words</th>
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**Grade-appropriate compound words**


**Prefixes and suffixes**


**Grade-appropriate inflectional endings**


**Use resources to determine the meanings of words** – Assessment Limit:
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<tr>
<td><strong>Thesauruses</strong></td>
<td>Using a Thesaurus, 3.1: TE2: R17, R19, R21; TE3: 419G, 439I, R23; TE4: 73; TE5: 183G; TE6: 413H–413I</td>
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<td><strong>Glossaries</strong></td>
<td>Using a Glossary, 3.1: TE1: 121H, G1–G3; TE2: G1–G3; TE3: G1–G3; 3.2: TE4: G1–G3; TE5: G1–G3; TE6: G1–G3</td>
</tr>
</tbody>
</table>

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

**Indicator Statement:** Develop comprehension skills through exposure to a variety of texts

**Objective(s):**

- 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

| Literature By and About Native Americans, 3.1: TE1: 89O, 89R; TE2: 213CC–213DD, 233O, (continued) |

- 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 (continued)

| Gender Diversity, 3.1: TE1: 51S–51T, 57–85; TE2: 217–229 |

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**Maryland Reading Voluntary Curriculum**

- Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres

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<td><strong>Leveled Theme Paperbacks, 3.1:</strong> TE1: R2–R7; TE2: R2–R7; TE3: R2–R7; 3.2: TE4: R2–R7; TE5: R2–R7; TE6: R2–R7</td>
<td></td>
</tr>
</tbody>
</table>

- Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations


**Indicator Statement:** Use strategies to prepare for reading (before reading)

**Objective(s):**

- Set a purpose for reading the text

**Purpose Setting for Reading, 3.1:** TE1: 19, 55, 125, 131, 141; TE2: 161, 191, 217, 237, 283, 288, 294; TE3: 339, 365, 397, R2, R4, R6; 3.2: TE4: 19, 47, 69H, 73; TE5: 157, 189, 202; TE6: 305, 343, 371 |

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<tr>
<td>Objective(s):</td>
</tr>
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<td><strong>Make predictions and ask questions about the text (continued)</strong></td>
</tr>
<tr>
<td><strong>Predict/Infer Strategy</strong>, 3.1: TE3: (continued) R5, R7; TE6: 342, 346, 348, 352, 356, 357, R4</td>
</tr>
<tr>
<td><strong>Make connections to the text from prior knowledge and experiences</strong></td>
</tr>
<tr>
<td><strong>Reread the difficult parts slowly and carefully</strong></td>
</tr>
<tr>
<td><strong>Use own words to restate the difficult part</strong></td>
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<tr>
<td><strong>Read on and revisit the difficult part</strong></td>
</tr>
<tr>
<td><strong>Look back through the text to search for connections between and among ideas</strong></td>
</tr>
<tr>
<td><strong>Make, confirm, or adjust predictions</strong></td>
</tr>
<tr>
<td><strong>Periodically summarize while reading</strong></td>
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<tr>
<td><strong>Periodically paraphrase important ideas or information</strong></td>
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<tr>
<td><strong>Paraphrasing</strong>, 3.2: TE6: 367L; PB: 201; T: 6-18</td>
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<tr>
<td><strong>Visualize what was read for deeper understanding</strong></td>
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<tr>
<td>Indicator Statement: Use strategies to demonstrate understanding of the text (after reading)</td>
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<tr>
<td><strong>Objective(s):</strong></td>
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<tr>
<td><strong>Identify and explain the main idea</strong> – <strong>Assessment Limit:</strong></td>
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<tr>
<td><strong>Integrated Theme Tests</strong> 3.1: 31; 3.2: 30</td>
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<tr>
<td><strong>Identify and explain what is directly stated in the text</strong> – <strong>Assessment Limit:</strong></td>
</tr>
<tr>
<td>Main ideas, supporting details, and other information stated in the text or a portion of the text</td>
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<tr>
<td><strong>Integrated Theme Tests</strong> 3.1: 31, 32, 33, 36</td>
</tr>
<tr>
<td><strong>Identify and explain what is not directly stated in the text by drawing inferences</strong> – <strong>Assessment Limit:</strong></td>
</tr>
<tr>
<td><strong>Integrated Theme Tests</strong> 3.1: 4–5, 6–7, 8, 9, 11–12; 3.2: 25–26, 27–29, 30, 31, 34, 35</td>
</tr>
<tr>
<td><strong>Draw conclusions based on the text and prior knowledge</strong> – <strong>Assessment Limit:</strong></td>
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<td><strong>Integrated Theme Tests</strong> 3.1: 54, 55; 3.2: 51, 52, 53</td>
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<tr>
<td>Integrated Theme Tests 3.1:</td>
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<tr>
<td>Paraphrase the main idea of the text – Assessment Limit:</td>
</tr>
<tr>
<td>Complete text or a portion of the text</td>
</tr>
<tr>
<td>Sequence of events across the text or a portion of the text, including the characters, the problem, and the solution to the problem</td>
</tr>
<tr>
<td>Prior knowledge or experience that clarifies, extends, or challenges the ideas and information in the text</td>
</tr>
</tbody>
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Comprehension of Informational Text

Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts. Indicator Statement: Develop comprehension skills by reading a variety of self-selected and assigned informational texts.

Objectives:

- Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge – Assessment Limit:
  - Textbooks
  - Personal narratives
  - Biographies
  - Letters


Reading a Friendly Letter, 3.1: T: 1-28; Reading a Thank-You Note, 3.1: T: 3-16

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<td>Reading/Interpret Diaries, and Journals, 3.1: TE2: 185H; 3.2: TE4: 43C; TE5: 213</td>
</tr>
<tr>
<td>Other appropriate content-specific texts</td>
<td>Reading about Art, 3.2: TE5: 210–213; Reading about Careers, 3.1: TE1: 18, 54, 92; TE2: 160, 185, 190, 216, 236; TE3: 329, 338, 361, 364, 396; 3.2: TE4: 36–39, 66–69</td>
</tr>
<tr>
<td>Flyers</td>
<td>See other levels for reading and using flyers.</td>
</tr>
<tr>
<td>Instructional manuals</td>
<td>Related: Writing an Instruction Booklet, 3.1: TE2: 187G</td>
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<td>Pamphlets</td>
<td>Related: Making a Pamphlet, 3.1: TE2: 187A; 3.2: TE4: 43G</td>
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<tr>
<td>Science experiments</td>
<td>Science Experiments, 3.1: SB: 258–259, 332–333</td>
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<td>Forms</td>
<td>Phone Message Form, 3.2: PB: 118</td>
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<tr>
<td>Menus</td>
<td>Related: Writing a Menu, 3.1: TE3: 382; 3.2: TE6: 395</td>
</tr>
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<td>Rules</td>
<td>Related: Writing Rules, 3.2: TE4: 43R; TE6: R13</td>
</tr>
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<td>Invitations</td>
<td>Writing an Invitation, 3.1: TE2: 279BB</td>
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<td>Recipes</td>
<td>Reading a Recipe, 3.1: TE2: 232–233</td>
</tr>
<tr>
<td>Advertisements</td>
<td>Writing an Advertisement, 3.2: TE4: 14B; TE5: 152B</td>
</tr>
</tbody>
</table>

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Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, and web sites


Indicator Statement: Identify and use text features to facilitate understanding of informational texts

Objective(s):

Use print features

Large bold print
Font size/type
Colored print
Italics
Italics for Foreign Words
Italics for Emphasis
Quotation marks
Underlining

Use informational aids

Introductions and overviews
Materials lists
Timelines
Captions
Glossed words
Labels
Numbered steps

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<td><strong>Objectives:</strong></td>
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<td><strong>Topic:</strong></td>
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### Objective(s):
- **Use organizational aids – Assessment Limit:**
  - **Titles, chapter titles, and subtitles**
  - **Headings, subheadings**
  - **Tables of contents**
  - **Numbered steps**
  - **Glossaries**
  - **Indices**
  - **Transition words**
    - Signal Words for Cause and Effect, 3.J: TE1: 49A; R8
    - Signal Words for Generalizations, 3.J: TE4: 29; TE5: 197

### Use online features – Assessment Limit:
- **URLs; Hypertext links; Sidebars; Drop down menus; Home pages**

### Identify and explain the contributions of text features to meaning – Assessment Limit:
- **Connections between text features and the main idea and/or the reader’s understanding**

### Indicator Statement:
- Develop knowledge of organizational structure of informational text to understand what is read

### Objective(s):
- **Identify and analyze the organization of texts – Assessment Limit:**
  - **Sequential and chronological order**
    - Nonfiction: Sequence of Events, 3.J: TE4: 22; TE5: 221
  - **Cause/effect**
  - **Problem and solution**
  - **Similarities and differences**
  - **Description**
  - **Main idea and supporting details**

### Identify and use words and phrases associated with common organizational patterns – Assessment Limit:
- **Words that show chronology (first, second, third); description (above, beneath, next to, beside); cause and effect (because, as a result)**
  - Signal Words for Cause and Effect, 3.J: TE1: 49A, R8

### Indicator Statement:
- Determine important ideas and messages in informational text

### Objective(s):
- **Identify and explain the author’s/text’s purpose and intended audience – Assessment Limit:**
  - **Purpose of the author or the text or a portion of the text**
  - **Connections between the text and the intended audience**

### Identify and explain the author’s opinion – Assessment Limit:

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|**Texts or portions of texts in which the author’s opinion is evident**| Nonfiction: Author’s Viewpoint, 3.1: TE2: 157A–157B, 160, 162, 171, 176, 180, 185A–185B, R8; PB: 96, 98–99; T: 2-2; 3.2: TE4: 34
Integrated Theme Tests 3.1: 25–27; 28–30; 3.2: 33|
|**State and support main ideas and messages – Assessment Limit:**| |
Integrated Theme Tests 3.2: 31, 35|
|**Summarize the text or a portion of text – Assessment Limit:**| |
|Main ideas and supporting details across the text or a portion of the text| Nonfiction: Summarize Strategy, 3.2: TE4: 36; TE5: 229, 245; TE6: 402, 404, 405A
Integrated Theme Tests 3.1: 31, 35|
|Information in the text that does not clarify or extend the main idea| Related: Writing an Answer to a Question, 3.2: TE5: 266–267C|
|**Identify and explain relationships between and among ideas – Assessment Limit:**| |
Integrated Theme Tests 3.2: 8, 9, 12|
Integrated Theme Tests 3.1: 8, 10, 13|
|Sequence| Nonfiction: Sequence of Events, 3.2: TE4: 22; TE5: 221
Integrated Theme Tests 3.1: 9, 13|
|Relationships between and among ideas in one or more texts| Connections Between Expository Selections, 3.1: TE2: 213, 233; 3.2: TE4: 39, 69
Integrated Theme Tests 3.2: 12–13, 34–35|
|**Draw conclusions and make generalizations from text to form new understanding – Assessment Limit:**| |
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Conclusions, inferences, generalizations, and predictions from one text or across multiple texts

Nonfiction: Drawing Conclusions, 3.1: TE1: 49; TE2: 164, 166, 168, 170, 174, 179, 180, 185, 213, 238, 250, 252, 254, 256, 259; TE3: 393, 419, 423A; 3.2: TE4: 20, 24, 26, 32, 34, 39, 69, 116; TE5: 218, 220, 222, 234, 236, 244, 251, 264; TE6: 405A

Nonfiction: Making Inferences, 3.1: TE2: 163, 185, 233, 246, 252, 274; TE3: 419; 3.2: TE4: 34; TE5: 183, 222, 228, 234, 244, 251, 264; TE6: 402

Nonfiction: Making a Generalization, 3.1: TE1: 89, 131; TE2: 245, 256; 3.2: TE4: 29, 34; TE5: 183


Integrated Theme Tests

3.1: 8, 9, 11, 54, 55; 3.2: 8, 9, 10, 13, 30, 31, 32, 34, 35, 51, 52–53

Connections between and among ideas that lead to a new understanding

Connections Between Expository Selections, 3.1: TE2: 213, 233; 3.2: TE4: 39, 69

• Distinguish between a fact and an opinion – Assessment Limit:

Facts versus opinions in one or more texts


Integrated Theme Tests 3.2: 9, 10, 12

• Identify and explain how someone might use the text – Assessment Limit:

Application of the text for personal use or content-specific use


Prior knowledge and experience – Assessment Limit:

Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text


Indicator Statement: Identify and explain the author’s use of language

Objective(s):

• Identify and explain specific words or phrases that contribute to the meaning of a text – Assessment Limit:

Content vocabulary


Similes, personification

Simile, 3.1: TE1: 30, 44; TE2: 251; 3.2: TE4: 54, 85, 104, 116

• Identify and explain specific words and punctuation that create tone – Assessment Limit:

Grade-appropriate words that describe tone

Tone in the text or a portion of the text


• Identify and explain the effect of repetition of words or phrases – Assessment Limit:

Repetition for emphasis of ideas or information

Repetition, 3.1: TE1: 120, 145, 147, 151A; TE2: 221; TE3: 325; 3.2: TE4: 69K

Indicator Statement: Read critically to evaluate informational text

Objective(s):

• Explain whether the text fulfills the reading purpose – Assessment Limit:

Connections between the content of the text and the purpose for reading

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**Identify and explain additions or changes that would make the text easier to understand – Assessment Limit:**

Connections between effectiveness of format and text features in clarifying the main idea of the text

**Identify and explain what makes the text a reliable source of information – Assessment Limit:**

Fiction versus nonfiction texts (real versus fantasy)

**Identify and explain information not included in the text that would have made it easier to understand the author’s point – Assessment Limit:**

Information that would enhance or clarify the reader’s understanding of the main idea of the text or a portion of text

**Identify and explain words that affect the reader’s feelings – Assessment Limit:**

Significant words and phrases that have an emotional appeal

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**Comprehension of Literary Text**

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

**Indicator Statement:** Develop comprehension skills by reading a variety of self-selected and assigned literary texts

**Objective(s):**

- **Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods**


- **Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts**


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**Indicator Statement:** Use text features to facilitate understanding of literary texts

**Objective(s):**

- **Identify and explain how organizational aids contribute to meaning – Assessment Limit:**

  Title of the book, story, poem, or play


- **Identify and explain how graphic aids contribute to meaning – Assessment Limit:**

  Punctuation


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Pictures and illustrations

Print features

Identify and explain how informational aids contribute to meaning – Assessment Limit:
Footnoted words and phrases
May be developed in the Research Report

Captions
Reading Captions, 3.1: TE2: 214; TE3: 358, 360, 391, 392; 3.2: TE4: 66, 68, 70

Indicator Statement: Use elements of narrative texts to facilitate understanding
Objective(s):
Identify and use structural features to distinguish among types of narrative text – Assessment Limit:

Characteristics of the general categories of fiction versus nonfiction

Tall tales
See other levels.

Fables
See other levels.

Biographies

Realistic fiction

Legends
Read/Interpret a Legend, 3.1: TE1: 55–83

Fairy tales
Fairy Tales, 3.2: SB: 269; TE5: 295A–295B

Identify and explain the elements of a story – Assessment Limit:

Narrative text with a main problem, sequence or chronology of events, and solution to the problem


Integrated Theme Tests 3.1: 55, 59, 32: 47–50, 52, 56

Identify and describe the setting – Assessment Limit:

Stories that have settings with a distinct time and place

Identify and analyze the characters – Assessment Limit:
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<tr>
<td>Conclusions about the character’s traits based on the character’s actions and interactions with other characters</td>
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<tr>
<td>Connections between and among characters</td>
<td>18, 34, 39, 42, 49A–49B, 58, 70, 116, 126, R8</td>
<td>192, 268, 284, 293; TE3: 347, 377; PB1: 12, 14–15; T: 1-2; TE5: 192, 196, 205, 208; TE6: 310, 332, 349, 358, 362, 390, 399</td>
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<td>Identify and explain the meaning of words, lines, and stanzas</td>
<td>118–121, 138–151; 3.2: TE4: 96–99; TE6: 334–337</td>
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**Indicator Statement:** Use elements of poetry to facilitate understanding

**Objective(s):**

- Use structural features to identify poetry as a literary form – Assessment Limit:
  - Structure, including line(s) and stanzas
  - Form, including lines and stanzas
  - Shape
  - Refrain, chorus

- Identify and explain the meaning of words, lines, and stanzas – Assessment Limit:
  - Specific meaning of words, lines and/or stanzas

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<table>
<thead>
<tr>
<th>Maryland Reading Voluntary Curriculum</th>
<th>Houghton Mifflin Reading © 2005</th>
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<tbody>
<tr>
<td>Level Three</td>
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<tr>
<td><strong>Identify and explain sound elements of poetry – Assessment Limit:</strong></td>
<td></td>
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<tr>
<td>Alliteration and other repetition</td>
<td>Poetry: Alliteration, 3.1: TE1: 120, 147</td>
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<tr>
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<td>Poetry: Repetition, 3.1: TE1: 145, 151A</td>
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</table>

**Indicator Statement:** Identify and explain sound elements of poetry

<table>
<thead>
<tr>
<th>Objective(s):</th>
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<tbody>
<tr>
<td>Use structural features to identify a play as a literary form – Assessment Limit:</td>
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<tr>
<td>List of characters (cast), including narrator</td>
<td>Play: Cast of Characters, 3.2: SB: 396; TE6: 396, 398</td>
</tr>
<tr>
<td>Stage directions</td>
<td>Play: Stage Directions, 3.2: SB: 396; TE6: 396, 397, 398, 399</td>
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<tr>
<td>Introductory information about the setting</td>
<td>Play: Setting, 3.2: SB: 396; TE6: 396, 398</td>
</tr>
<tr>
<td>Dialogue</td>
<td>Play: Dialogue, 3.2: TE6: 398</td>
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</tbody>
</table>

**Identify and explain the action of a scene – Assessment Limit:**

| Specific actions and events that occur in a scene | Play: Acts/Scenes, 3.2: TE6: 398 |

**Identify and explain stage directions that help to create character and movement – Assessment Limit:**

| Connection between the stage directions and the physical movement of the characters | Play: Stage Directions, 3.2: SB: 396; TE6: 396, 397, 398, 399 |

**Identify and explain stage directions and dialogue that help to create character – Assessment Limit:**

| Connections among the stage directions, the character's lines, and how the character delivers those lines | Play: Stage Directions, 3.2: SB: 396; TE6: 396, 397, 398, 399 |

**Indicator Statement:** Use elements of drama to facilitate understanding

<table>
<thead>
<tr>
<th>Objective(s):</th>
<th></th>
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<tr>
<td>Use main ideas and universal themes – Assessment Limit:</td>
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<tr>
<td>Main idea of the text or a portion of the text</td>
<td>Fiction: Main Idea, 3.2: TE4: 75; TE5: 177</td>
</tr>
<tr>
<td>Related: Shades of Meaning, 3.1: TE3: 419G</td>
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</table>

| Message, moral, or lesson learned from the text | Fiction: Lesson or Moral of Story (Theme), 3.1: TE2: 293, 299; 3.2: TE4: 55, 60, 86 |
| Integrated Theme Tests 3.2: 55 |

**Identify and explain main ideas in more than one text – Assessment Limit:**

| Integrated Theme Tests 3.1: 35, 58 |

| Integrated Theme Tests 3.1: 35, 58 |

| Different versions of the same story across eras or cultures | Compare Different Versions of Same Story, 3.1: TE3: 351 |

**Retell the text – Assessment Limit:**

| Restatement of the text or a portion of the text in student's own words | Retelling a Story, 3.1: TE1: 45, 84, 121A; TE2: 279AA, 286, 293, 299; TE3: 361B, 367, R9 |

**Summarize the text – Assessment Limit:**

| Sequence of events across the text or a portion of the text, including the characters, the problem, and the solution to the problem | Fiction: Summarize Strategy, 3.1: TE1: 92, 96, 100, 102, 103, 104, 115, 116, 130; TE2: 216, 219, 222, 223, 226, 228, 229; 3.2: TE4: 46, 50, 52, 54, 55, 59, 60, 63; TE5: 165, 177, 199, 207, 260; TE6: 370, 374, 376, 385, 388, 408 |
| Integrated Theme Tests 3.1: 9, 13 |

**Identify and explain personal connections to the text – Assessment Limit:**
### Indicator Statement:
Identify and describe the author’s use of language

**Objective(s):**

- **Identify and explain how the use of dialogue contributes to a story** – Assessment Limit:
  - Character and plot development advanced through dialogue
  - Character Traits Revealed Through Dialogue,

- **Identify and explain specific words and phrases that contribute to the meaning of a text** – Assessment Limit:
  - Significant words and phrases with a specific effect on meaning
  - 3.2: TE4: 85; TE5: 161, 239; TE6: 325, 357, 387
  - Integrated Theme Tests, 3.1: 30

- **Identify and explain words and punctuation that create tone** – Assessment Limit:
  - Grade-appropriate words that describe the tone of a text or a portion of text
  - Tone in the text or portion of the text
  - Specific punctuation that contributes to the tone of a text or a portion of the text

- **Identify and explain figurative language** – Assessment Limit:
  - Simile
  - Personification
  - Onomatopoeia
  - See other levels.

- **Identify and explain repetition and exaggeration** – Assessment Limit:
  - Specific examples of repetition that affect meaning
  - Repetition, 3.1: TE1: 120, 145, 147, 151A; TE2: 221; TE3: 325; 3.2: TE4: 69K
  - Specific examples of exaggeration
  - Related: Writing a Tall Tale, 3.1: TE3: R13
  - Alliteration
  - Related: Alliteration, 3.1: TE1: 120, 147; TE3: 325, 331

**Indicator Statement:** Read critically to evaluate literary texts

**Objective(s):**

- **Identify and explain the believability of the characters’ actions and the story’s events** – Assessment Limit:
  - Realism versus fantasy
  - Integrated Theme Tests 3.1: 56

- **Characters and events that parallel everyday life**
  - Compares Characters with Real People, 3.1: TE3: 310, 312, 320, 323, 330

- **Identify and explain questions left unanswered by the text** – Assessment Limit:
  - Questions and predictions about events, situations, and conflicts that might occur if the text were continued
  - Writing a Story Sequel, 3.1: TE3: 388; 3.2: TE5: 267AA
  - Integrated Theme Tests 3.2: 32
**Writing**

Students will compose effective expressive, informational, and persuasive writing.

**Indicator Statement:** Use the writing process to plan/pre-write, draft, revise, edit, and publish

**Objective(s):**

- **Generate topics**

- **Plan and organize ideas**

- **Write a first draft for a purpose and/or audience**

- **Improve the clarity, focus, and development of writing through revision**

- **Edit and proofread writing**

- **Prepare writing for publication**
  - Publishing Writing, 2.1: TE1: T94; TE2: T100; TE3: T100; 2.2: TE4: T104; TE5: T98; TE6: T102

**Indicator Statement:** Write to express personal ideas

**Objective(s):**

- **Write about topics of personal interest**

- **Write personal narratives**
  - Writing a Personal Narrative, 3.1: TE1: 51A–51I; 3.2: TE5: 208, 265D

- **Write poetry that has form and expresses feelings and ideas**

**Listening**

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

**Indicator Statement:** Demonstrate active listening strategies

**Objective(s):**

- **Attend to the speaker**

- **Ask appropriate questions**
  - Listening to Ask Clarifying Questions, 3.1: TE1: 49N; TE3: 393N; 3.2: TE4: 99N
### Maryland Reading Voluntary Curriculum

**Indicator Statement:** Comprehend and analyze what is heard

**Objective(s):**

- Determine whether a speaker’s general purpose is to inform, to persuade, or to entertain
- Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition
- Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing
- Follow a set of multi-step directions
- Listen carefully to expand and enrich vocabulary
- Make judgments based on information from the speaker

### Speaking

**Indicator Statement:** Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

**Objective(s):**

- Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes
- Speak in a variety of situations to inform and/or relate experiences, including retelling stories
- State a position and support it with reasons
- Participate in dramatic presentations
- Plan and deliver effective oral presentations
- Use props when appropriate

**Speaking:**

- **Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

**Indicator Statement:** Use organization and delivery strategies at an appropriate level

**Objective(s):**

- **Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes**
- **Speak in a variety of situations to inform and/or relate experiences, including retelling stories**
- **State a position and support it with reasons**
- **Participate in dramatic presentations**
- **Plan and deliver effective oral presentations**
- **Use props when appropriate**

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