

Houghton Mifflin Reading © 2001
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Grade Three

correlated to

New York City Primary Literacy Standards
Reading and Writing
Grade Three

New York City Primary Literacy Standards	<i>Houghton Mifflin Reading © 2001</i>
Reading Standard 1: Reading Habits	
Reading a Lot We expect third-grade students to:	
<ul style="list-style-type: none"> ◆ read 30 chapter books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult; 	<p>Reading Written Texts, 3.1: SB: 16–17, 18–45, 48–51, 54–55, 56–85, 88–91, 92–93, 94–115, 118–121, 130–131, 132–151, 154–157, 160–161, 162–179, 182–185, 186–187, 190–201, 204–205, 206–207, 208–227, 230–231, 234–253, 262–263, 264–283, 286–287, 290–291, 292–309, 312–315, 316–317, 318–341, 344–347, 348–349, 350–367, 370–371; 3.2: SB: 16–17, 18–33, 36–39, 44–45, 46–63, 66–69, 70–71, 72–93; 3.2: 96–99, 108–109, 110–131, 134–137, 140–141, 142–161, 164–167, 168–169, 170–199, 202–205, 208–233, 242–243, 244–271, 274–277, 280–281, 282–301, 304–307, 308–309, 310–333, 336–339</p> <p>Personal Response to Literature, 3.1: TE1: 47, 87, 117; TE2: 129C, 153, 159V, 181, 203, 229; TE3: 285, 311, 341, 343, 369, 371; 3.2: TE4: 15C, 35, 43V, 65, 69X, 95; TE5: 107C, 133, 139J, 139L, 139N, 139V, 167X, 201, R3, R5, R7; TE6: 163, 241C, 273, 279V, 303, 307V, 335</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

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<p>◆ read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays;</p>	<p>Narrative Text, 3.1: TE1: 14A–15C, 19–45, 53S–53V, 57–85, 91U–91X, 94–115; TE2: 132–151, 162–179, 188–201, 205U–205X, 208–227, R2–R3, R4–R5, F236–F241, F242–F247, F248–F253; TE3: 260A–261C, 264–283, 289S–289V, 293–309, 315U–315X, 319–341, 347U–347X, 351–367; 3.2: TE4: 14A–15C, 46–63, 72–93, R2–R3, R4–R5, R6–R7</p> <p>Student Writing, 3.1: TE1: 53E; TE2: 159E; TE3: 289E, 3.2: TE4: 43E; TE5: 139E; TE6: 279E</p> <p>Article, 3.1: SB: 118–121, 154–157, 312–315; TE1: 118–121; TE2: 128A–128C, 154–157, 159S–159V, 185U–185X; TE3: 312–315; 3.2: SB: 66–69, 164–167; TE4: 14A–15C, 43S–43U, 66–69, 69U–69V; TE5: 164–167</p> <p>Nonfiction, 3.1: TE1: 15A–15C; 3.2: SB: 18–33, 36–39, 134–137; TE4: 18–33, 36–39; TE5: 134–137</p> <p>Poems in Anthology, 3.1: SB: 48–50; TE4: 48–51; 3.2: SB: 97–99, 274–277; TE4: 69M–69N, 96–99; TE5: 102K; TE6: 274–277, R19</p> <p>Play, 3.1: SB: 48–50; TE1: 48–50; 3.2: SB: 97–99, 274–277, 336–339; TE4: 97–99; TE6: 274–277, 336–339</p>
<p>◆ read multiple books by the same author and be able to identify differences and similarities among them;</p>	<p>Meet the Author, 3.1: SB: 18, 56, 115, 132, 162, 188, 208, 264, 292, 318, 350; 3.2: SB: 18, 46, 93, 110, 142, 170, 244, 282, 310</p>
<p>◆ reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;</p>	<p>Rereading for Comprehension, 3.1: TE1: 71, 76; TE2: 230, R10, R12, R14, R16; TE3: 261A, 283, 315A, 315X, 3.2: TE4: 71B, 75, 76, 82, 83, 86, 90, 93</p>
<p>◆ read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;</p>	<p>Reading Own Writing, 3.1: TE1: 51, 51N; TE2: 138, 157O, 159G; 3.2: TE4: 43G</p> <p>Read Others’ Writing, 3.1: TE1: 53E; TE2: 159E; TE3: 289E, 3.2: TE4: 43E; TE5: 139E; TE6: 279E</p>

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<p>◆ read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school;</p>	<p>Functional Print, 3.1: TE1: 48–51, 88–91, 118–121; TE2: 204–205; 3.2: TE4: 66–69; TE6: 339C–339D</p> <p>Bulletin Board Display, 3.1: TE1: 51N, 53A; TE3: 289A, 289G; 3.2: TE4: 43A</p> <p>Classroom Display, 3.2: TE4: 99N</p> <p>Symbols, 3.1: TE1: 80, 84, 88–91; TE2: 198, 199</p>
<p>◆ listen to and discuss at least one chapter read to them every day; and</p>	<p>Teacher Read Aloud, 3.1: TE1: 15A–15C, 53S–53V, 91U–91X; TE2: 128A–129C, 159S–159V, 185U–185X, 205U–205X; TE3: 260A–261C, 289S–289V, 315U–315X, 247U–247X; 3.2: TE4: 14A–15C, 43S–43V, 69U–69V; TE5: 106A, 107A–107C, 139S–139V, 167U–167X; TE6: 240A, 241A–241C, 279S–279V, 307U–307V</p>
<p>◆ voluntarily read to each other, signaling their sense of themselves as readers.</p>	<p>Paired Reading, 3.1: TE1: 37, 105; TE2: 139, 182, 221; TE3: 269, 297, 301, 333, R3, R5, R7, R9; 3.2: TE4: 21, 51, 89</p>
<p>Literature We expect third-grade students to:</p>	
<p>◆ read good children’s literature every day;</p>	<p>Daily Routines for Reading, 3.1: TE1: 10E–10F, 12A–13A, 14A, 51E, 51K, 53Q–53R, 53S, 91E, 91K, 91S–91T, 91U, 121E, 121K; TE2: 124E–124F, 126A–127A, 157E, 157K, 159Q–159R, 159S, 185E, 158K, 185S–185T, 185U, 205E, 205K, 205S–205T, 205U, 231E, 231K; TE3: 258A–259A, 260A, 287E, 287K, 289Q–289R, 289S, 315E, 315K, 315Q–315R, 315U, 347E, 347K, 347Q–347R, 247U, 373E, 373K; 3.2: TE4: 10E–10F, 12A–13A, 14A, 39E, 39K, 43Q–43R, 43S, 69E, 69K, 69S–69T, 69U, 99E, 99K</p>
<p>◆ have worthwhile literature read to them to model the language and craft of good writing.</p>	<p>Teacher Read Aloud, 3.1: TE1: 15A–15C, 53S–53V, 91U–91X; TE2: 128A–129C, 159S–159V, 185U–185X, 205U–205X; TE3: 260A–261C, 289S–289V, 315U–315X, 247U–247X; 3.2: TE4: 14A–15C, 43S–43V, 69U–69V; TE5: 106A, 107A–107C, 139S–139V, 167U–167X; TE6: 240A, 241A–241C, 279S–279V, 307U–307V</p>

◆ discuss underlying themes or messages when interpreting fiction;	Lesson or Moral, 3.1: TE1: 36; TE2: F241, F247, F253; 3.2: TE4: 17B, 54, 55, 60
◆ read and respond to poems, stories, memoirs and plays written by peers;	Read and Respond to Writing of Peers, 3.1: TE1: 53E; TE2: 159E; TE3: 289E, 3.2: TE4: 43E; TE5: 139E; TE6: 279E
◆ identify and discuss recurring themes across works;	Lesson or Moral, 3.1: TE1: 36; TE2: F241, F247, F253; 3.2: TE4: 17B, 54, 55, 60
◆ evaluate literary merit and participate informatively in peer talk about selecting books to read;	Evaluate Strategy, 3.1: TE2: 131B, 133, 137, 138, 140, 141, 144, 146, 151, R2; TE3: 263B, 264, 269, 270, 274, 275, 278, 282, 283, 284, R2; 3.2: TE4: 17B, 22, 23, 24, 25, 28, 29, 33, 97, R2; TE6: 243B, 247, 250, 258, 260, R2
◆ examine the reasons for a character’s actions, accounting for situation and motive;	Character’s Motives, 3.1: TE1: 81; TE2: 136, 164, 174, 178; TE3: 294, 298, 300, 308, 323, 326, 354 Character Traits Revealed through Actions, 3.1: TE1: 25, 28, 38, 42, 62, 70, 76, 78; TE2: 170, 212, 224, F239; TE3: 322, 323, 328, 341, 353, 356, 362, 363, 364
◆ read multiple books by the same author and be able to identify differences and similarities among them;	Reading Another Book by Author, 3.1: TE3: 370
◆ recognize genre features, understand differences among genres and compare works by different authors in the same genre; and	Characteristics of Literary Genres: Interview, 3.1: TE3: 372; Biography, 3.1: TE2: 184; 3.2: TE5: F219; Expository Nonfiction, 3.1: TE2: 215; Fantasy, 3.1: TE1: 33; Folktales, 3.1: TE3: 307; Historical Fiction, 3.2: TE5: 117; Legend, 3.1: TE1: 59; Magazine Article, 3.1: TE3: 314; 3.2: TE4: 68; Narrative Nonfiction, 3.2: TE5: 197; Nonfiction Magazine Article, 3.2: TE4: 38; Photo Essay, 3.1: TE1: 120; Play, 3.2: TE6: 338; Poetry, 3.1: TE1: 50; 3.2: TE4: 98; TE6: 276; Realistic Fiction, 3.2: TE6: 269; Trickster Tales, 3.1: TE2: F237

<p>◆ note and talk about author’s craft: content, point of view, word choice, plot, beginnings and endings, and character development.</p>	<p>Writer’s Craft, 3.1: TE1: 25, 111; TE2: 137, 223, F239, F243, F245, F251; TE3: 279, 323, 363; 3.2: TE4: 85; TE5: 115, 193, F211, F217, F223, F229, 193;</p> <p style="text-align: right;">(continued)</p>
<p>◆ note and talk about author’s craft: content, point of view, word choice, plot, beginnings and endings, and character development. (continued)</p>	<p>Writer’s Craft, 3.2: (continued) TE6: 265, 297, 327</p> <p>Point of View: Third-Person, 3.2: TE4: 66</p> <p>Point of View: First-Person, 3.2: TE4: 88</p> <p>Plot Events, 3.1: TE1: 17B, 17C, 34, 39, 55B, 59, 99, 101, 115; TE3: 298, 327, 347V, 349C, 357, 367, 373A–373B;</p> <p>PB: 4, 188, 190–191; 3.2: TE4: 45B, 80</p> <p>Character, 3.1: TE1: 55B, 59, 99, 101, 115; TE2: F248; TE3: 289, 347V, 347X, 349C, 357, 367, 373A–373B; 3.2: TE6: 285</p>
<p>Discussing Books In discussions of their reading, we expect students finishing third grade to be able to:</p>	
<p>◆ demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning;</p>	<p>Reading Fluency, 3.1: TE1: 37, 83, 105; TE2: 139, 177, 197, 221; TE3: 269, 297, 333, 355; 3.2: TE4: 21, 51, 89; TE5: 123, 147, 195; TE6: 267, 291, 319</p>
<p>◆ note and talk about author’s craft: word choice, beginnings and endings, plot, and character development;</p>	<p>Writer’s Craft, 3.1: TE1: 25, 111; TE2: 137, 223, F239, F243, F245, F251; TE3: 279, 323, 363; 3.2: TE4: 85; TE5: 115, 193, F211, F217, F223, F229, 193; TE6: 265, 297, 327</p> <p>Point of View: Third-Person, 3.2: TE4: 66</p> <p>Point of View: First-Person, 3.2: TE4: 88</p> <p>Plot Events, 3.1: TE1: 17B, 17C, 34, 39, 55B, 59, 99, 101, 115; TE3: 298, 327, 347V, 349C, 357, 367, 373A–373B;</p> <p>PB: 4, 188, 190–191; 3.2: TE4: 45B, 80</p> <p>Character, 3.1: TE1: 55B, 59, 99, 101, 115; TE2: F248; TE3: 289, 347V, 347X, 349C, 357, 367, 373A–373B; 3.2: TE6: 285</p>
<p>◆ use comparisons and analogies to explain ideas;</p>	<p>Compare and Contrast, 3.1: TE1: 51, 74, 86, 87, 116, 121; TE2: 146, 152, 157, 168, 172, 180, 195, 202, 205, 225, 228, F247, F253; TE3: 266, 275, 277, 287, 300, 310, 315, 329, 342, 347, 359, 367;</p> <p>3.2: TE4: 39, 45B, 45C, 49, 50, 54, 63, 64, 69A–69B, 94, 99, R4–R5, R10, R11; TE5: 132, 137, 139V, 162, 167, 167X, 200, 205, F215, F221, F232; TE6: 277, 293, 295, 307, 321, 334, 339; PB3.2: 27</p> <p>Analogies, 3.1: TE2: 231G; 3.2: TE4: 54, 85; TE5: 167I–167J; PB3.2: 90</p>

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◆ refer to knowledge built during discussion;	Discussing Books: Refer to Earlier Remarks, 3.1: TE1: 51P; 3.2: TE4: 39P
◆ use information that is accurate, accessible and relevant;	Discussing Books: Using Accurate Information, 3.1: TE1: 51O–51P; 3.2: TE4: 39O–39P
◆ restate their own ideas with greater clarity when a listener indicates noncomprehension;	Discussing Books: Restate Ideas for Listener, 3.1: TE1: 51P; 3.2: TE4: 39P
◆ ask other students questions requiring them to support their claims or arguments; and	Discussing Books: Ask for Supporting Data, 3.1: TE3: 347O
◆ indicate when their own or others’ ideas need further support or explanation.	Discussing Books: Indicate Need for More Information, 3.1: TE1: 51P; 3.2: TE4: 99O
Vocabulary We expect third-grade students to:	
◆ learn new words every day from their reading;	Learn New Vocabulary While Reading, 3.1: TE1: 20, 22, 26, 28, 30, 36, 38, 40, 44, 48, 50, 58, 60, 62, 66, 68, 70, 72, 74, 76, 82, 88, 94, 96, 98, 100, 104, 106, 110, 112, 114, 118, 120; TE2: 134, 136, 138, 140, 142, 148, 156, 164, 166, 168, 172, 174, 176, 182, 184, 190, 192, 194, 197, 198, 210, 212, 216, 218, 220, 222, 226, 230; TE3: 268, 270, 272, 274, 278, 280, 286, 294, 296, 300, 302, 304, 306, 308, 312, 314, 320, 322, 324, 330, 332, 334, 338, 344, 346, 352, 354, 356, 358, 360, 362, 364, 370, 372; 3.2: TE4: 20, 22, 26, 28, 30, 32, 36, 38, 48, 50, 52, 54, 56, 58, 60, 62, 66, 68, 74, 76, 78, 80, 82, 84, 86, 90, 92, 96, 98; TE5: 112, 114, 116, 118, 120, 122, 124, 126, 130, 133, 134, 136, 144, 146, 148, 150, 152, 154, 158, 163; TE6: 172, 174, 176, 180, 182, 184, 186, 188, 190, 192, 194, 196, 204, 246, 248, 250, 254, 256, 258, 268, 270, 274, 276, 284, 286, 288, 290, 292, 294, 296, 298, 300, 306, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 336, 339

<p>◆ recognize when they don't know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere and look for clues there);</p>	<p>Phonics/Decoding Strategy, 3.1: TE1: 17A, 29, 51E, 51F, 55A, 73, 91E, 91F, 93B, 94, 95, 98, 100, 102, 103, 106, 107, 108, 115, 121E, 121F, R2, R3, R4, R5, R6, R7; TE2: 131A, 146, 157E, 157F, 161A, 165, 185E, 185F, 187A, 196, 205E, 205F, 206A, 207A, 213, 231F, R2, R3, R4, R5, R6, R7, R8, R9; TE3: 263A, 272, 287E, 287F, 291A, 298, 313, 315E, 315F, 317A, 317B, 319, 322, 324, 325, 328, 329, 334, 338, 341, 347E, 347F, 349A, 356, 373F, R2, R3, R4, R5, R6, R7, R8; 3.2: TE4: 17A, 30, 39F, 45A, 57, 69F, 69F, 71A, 81, 99F, R2, R3, R4, R5, R6, R7; TE5: 141B, 152, 156, 157; TE6: 281B, 286, 288, 296, 297, R4</p>
<p>◆ know meanings of roots, prefixes and suffixes;</p>	<p>Base Words, 3.1: TE1: 51E, 55A, 121E, R14–R15; TE2: 231F, R19, TE3: 315E, 373E; 3.2: TE4: 39E, 69E</p> <p>Prefixes, 3.1: TE1: 17A, 51E, 55A; TE2: 157J, R23; TE3: 373E; PB: 192; 3.2: TE4: 45A, 99E, 99G–99H, R18, R19; PB: 43, 44, 45</p> <p>Suffixes, 3.1: TE1: 17A; TE2: 157J, 197; TE3: 272, 315E, 347E, 349A; PB: 162, 177; 3.2: TE4: 45A, 81, 99E, 99G–99H, R18, R19; TE5: 137E, R14; PB: 43, 44, 45, 46, 66</p>
<p>◆ talk about the meaning of most of the new words encountered in independent and assisted reading;</p>	<p>Vocabulary Expansion and Skills, 3.1: SB: 16–17, 54–55, 92–93, 130–131, 160–161, 206–207, 262–263, 290–291, 316–317, 348–349; TE1: 51I–51J, 91I–91J, 121I–121J; TE2: 157I–157J, 185I–185J, 205I–205J, 231I–231J; TE3: 287I–287J, 315I–315J, 347I–347J, 373I–373J; 3.2: SB: 16–17, 44–45, 70–71, 108–109, 140–141, 168–169, 242–243, 280–281, 308–309; TE4: 39I–39J, 69I–69J, 99I–99J; TE5: 137I–137J, 167I–167J, 205I–205J; TE6: 277I–277J, 307I–307J, 339I–339J</p>
<p>◆ notice and show interest in understanding unfamiliar words in texts that are read to them;</p>	<p>Vocabulary in Teacher Read-Alouds, 3.1: TE1: 15C, 53V, 91X; TE2: 129C, 159V, 185X, 205X; TE3: 261C, 289V, 315X, 347X; 3.2: TE4: 15C, 43V, 69X; TE5: 107C, 139V, 167X; TE6: 241C, 279V, 207V</p>

◆ know how to talk about what nouns mean in terms of function (for example, “Water is for drinking”); features (for example, “Water is wet”) and category (for example, “Water is a liquid”);	Functions of Nouns, 3.1: TE2: 205J Features of Nouns, 3.1: TE1: 91J; TE3: 39K Categories of Nouns, 3.1: TE1: 89, 91; TE2: 159V, 161C, 163, 169, 170, 178, 185A, 185B
◆ know how to talk about verbs as “action words”; and	Action Verbs, 3.1: TE3: 348A; TE5: R19
◆ talk about words as they relate to other words: synonyms, antonyms or which word is more precise.	Synonyms, 3.1: TE3: 373I, 373J; 3.2: TE4: 69G; TE5: 149, R17; TE6: 277I–277J Antonyms, 3.2: TE4: R17; 3.2: TE5: R15; TE6: 307I–307J; PB: 150 Using Exact Nouns, 3.1: TE2: 159E, 205L; PB: 77; Using Exact Verbs, 3.2: TE4: 69N; PB: 37
Reading Standard 2: Getting the Meaning	
Accuracy By the end of the year, we expect third-grade students to be able to:	
◆ independently read aloud unfamiliar Level O books with 90 percent or better accuracy of word recognition (self-correction allowed).	Oral Reading, 3.1: TE1: 50, 105; TE2: 177, 182, 197, 230, F237; TE3: 297, 312, 333, 355, 370–373, 3.2: TE4: 21, 39N, 97
Fluency By the end of the year, we expect third-grade students to:	
◆ independently read aloud from Level O books that have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text;	Rereading with Expression and Intonation, 3.1: TE1: 37, 39, 83, 105; TE2: 139, 177, 197, 221; TE3: 269, 297, 333, 355; 3.2: TE4: 21, 51, 89, 99N
◆ easily read words with irregularly spelled suffixes (for example, <i>-ous</i> , <i>-ion</i> , <i>-ive</i>);	Suffixes, 3.1: TE1: 17A; TE2: 157J, 197; TE3: 272, 315E, 347E, 349A; PB: 162, 177; 3.2: TE4: 45A, 81, 99E, 99G–99H, R18, R19; TE5: 137E, R14; PB: 43, 44, 45, 46, 66
◆ use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read; and	Bold Print, 3.2: TE4: 39N Exclamation Point, 3.1: TE1: 96 Punctuation of Quotation, 3.2: TE5: F229

<p>◆ use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud.</p>	<p>Using Time Words and Phrases, 3.1: TE3: 289B</p> <p>Using Commas with Introductory Phrases, 3.1: TE3: 347N</p>
<p>Self-Monitoring and Self-Correcting Strategies By the end of the year, we expect students to:</p>	
<p>◆ monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense;</p>	<p>Monitor/Clarify Strategy, 3.1: TE1: 55B, 57, 64, 68, 70, 71, 76, 77, 85; TE2: 182, 207B, 209, 212, 214, 216, 217, 221, 222, 227, 230, R8; TE3: 313, 349B, 351, 353, 358, 359, 362, 364, 367, 371, R8; PB: D; 3.2: TE4: 71B, 75, 76, 82, 83, 86, 90, 93, R6; TE5: 169B, 175, 176, 186, 188</p>
<p>◆ use their ear for syntax to help figure out the meaning of new words;</p>	<p>Phonics/Decoding Strategy, 3.1: TE1: 17A, 29, 51E, 51F, 55A, 73, 91E, 91F, 93B, 94, 95, 98, 100, 102, 103, 106, 107, 108, 115, 121E, 121F, R2, R3, R4, R5, R6, R7; TE2: 131A, 146, 157E, 157F, 161A, 165, 185E, 185F, 187A, 196, 205E, 205F, 206A, 207A, 213, 231F, R2, R3, R4, R5, R6, R7, R8, R9; TE3: 263A, 272, 287E, 287F, 291A, 298, 313, 315E, 315F, 317A, 317B, 319, 322, 324, 325, 328, 329, 334, 338, 341, 347E, 347F, 349A, 356, 373F, R2, R3, R4, R5, R6, R7, R8; 3.2: TE4: 17A, 30, 39F, 45A, 57, 69F, 69F, 71A, 81, 99F, R2, R3, R4, R5, R6, R7; TE5: 141B, 152, 156, 157; TE6: 281B, 286, 288, 296, 297, R4</p>
<p>◆ infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading;</p>	<p>Context Clues, 3.1: TE1: 17A, 29, 51F, 55A, 73, 91F, 107, 121E; TE2: 146, 161A, 185F, 187A, 197, 205F, 205J, 207A, 213, R25; TE3: 263A, 287F, 287I, 287J, 291A, 315E, 315F, 323, 347E, 347F, 349A, 356; PB: 3, 10, 38; 3.2: TE4: 17A, 30, 39F, 45A, 57, 69F, 70A, 81, 99E, 99F; TE5: 109A, 123, 137F, 148, 167F, 169A, 205F; TE6: 243A, 277F, 281A, 307F, 309A, 317, 339F; PB: 61, 141</p>
<p>◆ analyze the relations among different parts of a text; and</p>	<p>Wrapping Up Segment 2, 3.1: TE1: 45, 85, 115; TE2: 151, 179, 201, 227; TE3: 283, 309, 341, 367; 3.2: TE4: 33, 63, 93; TE5: 131, 161, 199; TE6: 271, 301, 333</p>

<p>◆ raise questions about what the author was trying to say and use the text to help answer the questions.</p>	<p>Formulating Questions, 3.1: TE1: 27, 30, 44, 51P, 84, 114, 119; TE2: 150, 151B, 163, 164, 170, 171, 175, 176, 178, 179, 183, 185, 200, 204, 226; TE3: 274, 291B, 298, 299, 304, 306, 308, 313, 320, 340, 358, 366, R2, R4; 3.2: TE4: 36, 37, 67, 69D; TE5: 109B, 115, 116, 122, 124</p>
<p>Comprehension By the end of third grade, we expect students to continue to demonstrate the comprehension capabilities they used in second grade. In addition, we expect them to:</p>	
<p>◆ capture meaning from figurative language (for example, similes, metaphors, poetic images) and explain the meaning;</p>	<p>Figurative Language 3.1: TE1: 62, 67, 70, 110, 121J; TE2: 231G; 3.2: TE4: 85; TE6: 275 Simile, 3.1: TE1: 67, 70, 110, 121J; TE2: 223; 3.2: TE4: 85 Metaphors, 3.1: TE1: 66, 67; 3.2: TE6: 275 Imagery, 3.1: TE1: 50; 3.2: TE4: 69N, 85; TE6: 327</p>
<p>◆ cite important details from a text;</p>	<p>Noting Details, 3.1: TE1: 25, 36, 51, 64, 66, 68, 86, 91, 99, 102, 112, 116; TE2: 131C, 134, 135, 143, 147, 157A–157B; TE3: 261C, 263C, 266, 280, 287A, 289, 296, 314, 317C, 332, 350, 352, 353, 361, 368, 373; PB: 62, 65–66; 3.2: TE4: 24, 28, 58, 64, 69, 74, 76, 82, 86, 90, 94, 99; TE5: 119, 132, 165, TE6: 272, 277, 302, 334</p>
<p>◆ compare one text to another text they have read or heard; and</p>	<p>Selection Connections, 3.1: TE1: 11A; TE2: 125A; TE3: 257A; PB: 1–2, 59–60, 135–136; 3.2: TE4: 11A; TE5: 103A; TE6: 237A; PB: 1–2, 59–60, 119–120</p>
<p>◆ discuss why an author might have chosen particular words.</p>	<p>Discuss Author’s Choice of Words, 3.1: TE1: 58, 62, 80, 110; TE2: 223; TE3: 279; 3.2: TE4: 85; TE5: 115; TE6: 265, 297, 327</p>
<p>In addition, when engaging with narratives (whether fiction or nonfiction), we expect third graders to:</p>	
<p>◆ say how a story relates to something in real-life experience;</p>	<p>Connections Between Literature and Life Experience, 3.1: TE2: 140, 160A, 163, 168, 170, 216, 226; TE3: 291C, 346; 3.2: TE4: 15C, 34, 69U; TE5: 107C; TE6: 241C, 272</p>

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◆ explain the motives of characters; and	Character’s Motives, 3.1: TE1: 81; TE2: 136, 164, 174, 178; TE3: 294, 298, 300, 308, 323, 326, 354
◆ discuss plot and setting.	Plot Events, 3.1: TE1: 17B, 17C, 34, 39, 55B, 59, 99, 101, 115; TE3: 298, 327, 347V, 349C, 357, 367, 373A–373B; PB: 4, 188, 190–191; 3.2: TE4: 45B, 80 Setting, 3.1: TE1: 51O, 54A, 55B, 59, 92A, 96, 97, 99, 101, 115; TE2: 205P, 210, R2; TE3: 266, 307, 326, 347V, 347X, 349C, 353, 357, 367, 368, 373A–373B; 3.2: TE4: 44A, 48, 53, 76; TE5: 193
Further, when they read informational texts, we expect third graders to:	
◆ use the structure of informational text to retrieve information;	Structure of Nonfiction: Description, 3.1: TE3: 312–315; 3.2: TE5: 138–139 Structure of Nonfiction: Compare/Contrast, 3.1: TE1: 88–91; 3.2: TE4: 43S–43V Structure of Nonfiction: Sequence, 3.1: TE1: 14A–15C; TE3: 286–287; 3.2: TE5: F208–F215 Structure of Nonfiction: Question-and-Answer Format, 3.1: TE3: 370–373; 3.2: TE4: 69U–69X
◆ analyze the causes, motivations, sequences and results of events;	Nonfiction: Cause and Effect Relationships, 3.1: TE2: 141, PB: 39, 41–42; 3.2: TE5: 153, 159, 162
◆ understand the concepts and relationships described;	Nonfiction: Summarize Strategy, 3.1: TE2: 182, 187B, 189, 191, 195, 198, 200, 201, R6; 3.2: TE4: 45B, 50, 52, 54, 55, 59, 60, 63, R4; TE5: 107C, 119, 131, 139V, 153, 161; TE6: 309B, 314, 316, 325, 328, R6 Nonfiction: Fact and Opinion, 3.1: TE2: 156, 157; 3.2: TE4: 17B, 17C, 23, 39A–39B, R2–R3; PB: 4, 6–7 Nonfiction: Cause and Effect Relationships, 3.1: TE2: 141, PB: 39, 41–42; 3.2: TE5: 153, 159, 162
◆ use reasoning and information from within and outside the text to examine arguments; and	Reading Arguments, 3.2: SB: 278–279; TE6: 278, 279

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<p>◆ describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge.</p>	<p>Nonfiction: Describing New Information, 3.1: TE2: 182, 187B, 189, 191, 195, 198, 200, 201, R6; 3.2: TE4: 45B, 50, 52, 54, 55, 59, 60, 63, R4; TE5: 107C, 119, 131, 139V, 153, 161; TE6: 309B, 314, 316, 325, 328, R6</p>
<p>Finally, we expect third graders to be able to:</p>	
<p>◆ follow instructions or directions they encounter in the more complicated functional texts they now are reading.</p>	<p>Following Written Directions, 3.1: SB: 230–231; TE1: 47, 121; TE2: 204–205, 230–231; TE3: 287, 291B, 291C, 303, 315A–315B, R4–R5; TE6: 307C–307D; PB: 160, 161, 188, 191 Skills Links, 3.1: SB: 48–51, 88–91, 118–121, 154–157, 182–185, 204–205, 230–231, 286–287, 312–315, 344–347, 370–373; 3.2: SB: 36–39, 66–69, 96–99, 134–135, 164–167, 202–205, 274–277, 304–307, 336–339</p>
<p>Reading Standard 3: Print- Sound Code</p>	
<p>Throughout third grade, they should continue to learn about words—roots, inflections, prefixes, homophones, and word families—as part of vocabulary growth.</p>	<p>Word Roots, 3.1: TE2: 157I Inflected Forms, 3.1: TE1: 121I, 121L; 3.2: TE3: 99I–99J Prefixes, 3.1: TE1: 17A, 51E, 55A; TE2: 157J, R23; TE3: 373E; PB: 192; 3.2: TE4: 45A, 99E, 99G–99H, R18, R19; PB: 43, 44, 45 Suffixes, 3.1: TE1: 17A; TE2: 157J, 197; TE3: 272, 315E, 347E, 349A; PB: 162, 177; 3.2: TE4: 45A, 81, 99E, 99G–99H, R18, R19; TE5: 137E, R14; PB: 43, 44, 45, 46, 66 Homophones, 3.1: TE3: 373F, 373G–373H; PB: 193–195, 223; 3.2: TE5: 205I–205J; PB: 105 Word Families, 3.1: TE1: 521E, 91J; TE2: 157I–157J</p>
<p>Writing Standard 1: Habits and Processes</p>	
<p>We expect third-grade students to:</p>	
<p>◆ write daily;</p>	<p>Daily Language Practice, 3.1: TE1: 51K, 51L, 91K, 91L, 121K, 121L; TE2: 157K, 157L, 185K, 185L, 205K, 205L, 231K, (continued)</p>

<p>◆ write daily; (continued)</p>	<p>Daily Language Practice, TE2: (continued) 231L; TE3: 287K, 287L, 315K, 315L, 347K, 347L, 373K, 373L; 3.2: TE4: 39K, 39L, 69K, 69L, 99K, 99L; TE5: 137K, 137L, 167K, 167L, 205K, 205L, TE6: 277K, 307K, 339K</p>
<p>◆ generate their own topics and spend necessary amount of time to revisit and refine their writing;</p>	<p>Choosing a Topic, 3.1: TE1: 53A; TE2: 159A, 185N; TE3: 289A; 3.2: TE4: 40, 43A</p>
<p>◆ extend and rework pieces of writing (for example, turn a paragraph from a memoir into a fully developed piece);</p>	<p>Rewrite Scene from a New Perspective, 3.1: TE3: 273; 3.2: TE4: 60, 88 Writing New Ending, 3.2: TE6: R25</p>
<p>◆ routinely rework, revise, edit and proofread their work;</p>	<p>Revising, 3.1: TE1: 53E; TE2: 159E; TE3: 289E; PB: 18, 76, 136, 192, 193; 3.2: TE4: 43E; TE5: 139E; TE6: 279E; PB: 18, 76, 152 Proofreading, 3.1: SB: 52–53, 158–159, 288–289; TE1: 53E; TE2: 159E; TE3: 289F; PB: 22, 80, 156; 3.2: SB: 40–43, 138–139, 278–279; TE4: 43F; TE5: 139F; TE6: 279F; PB: 18, 76, 136, 192</p>
<p>◆ over the course of the year, polish 10 or 12 pieces for an audience in and beyond the classroom;</p>	<p>Writing Lessons, 3.1: TE1: 51M–51N, 91M–91N, 121M–121N; TE2: 157M–157N, 185M–185N, 205M–205N, 231M–231N; TE3: 287M–287N, 315M–315N, 347M–347N, 373M–373N; PB: 16, 36, 51, 74, 94, 124, 150, 170, 185, 200; 3.2: TE4: 39M–39N, 69M–69N, 99M–99N; TE5: 137M–137N, 167M–167N, 205M–205N, F233; TE6: 277M–277N, 307M–307N, 339M–339N; PB: 16, 36, 51, 74, 94, 109, 169 Reading-Writing Workshop (process writing), 3.1: SB: 52, 288–289; TE1: 52–53G; TE2: 158–159G; TE3: 288–289G; TE4: 40–43G; TE5: 138–139, 139A–139G; TE6: 278–279, 279A–279G</p>
<p>◆ write for specific purposes of their own (for example, writing a thank-you letter, writing a birthday card for a parent or friend);</p>	<p>Writing a Thank You Note, 3.1: SB: 334; TE3: 315M–315N; PB: 170 Writing a Postcard, 3.1: SB: 229, 310 Writing a Friendly Letter or a Postcard, 3.1: SB: 86, 310; TE1: 51M–51N, 86; TE3: 310, 315M–315N; 3.2: TE4: R24; PB: 16</p>

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◆ consciously appropriate specific elements of a favorite author’s craft to refine the quality of their own work; and	Using Figurative Language in Writing, 3.1: TE1: 70, 110; 3.2: TE4: 85 Using Colorful Adjectives, 3.1: TE3: 384, 385
◆ apply criteria (both public and personal) to judge the quality of their writing.	Scoring Rubric, 3.1: TE1: 10G, 53G; TE2: 159G TE3: 289G; 3.2: TE4: 43G
Writing Standard 2: Writing Purposes and Resulting Genres	
Sharing Events, Telling Stories: Narrative Writing By the end of the year, we expect third-grade students to produce narrative accounts (fictional or autobiographical) that:	
◆ orient or engage the reader (set the time, indicate the location where the story takes place, introduce the character or enter immediately into the story line);	Creating Setting, 3.1: SB: 288–289; TE3: 288, 289B, 289C, 289D
◆ create a believable world and introduce characters through the precise choice of detail;	Introducing Characters and Their World, 3.1: SB: 288–289; TE3: 288, 289B, 289C, 289D
◆ create a sequence of events that unfolds naturally;	Using Order in Writing, 3.1: TE1: 52, 53B Using Exact Nouns, 3.1: TE2: 159E, 205L; PB: 77; Using Exact Verbs, 3.2: TE4: 69N; PB: 37 Sequencing, 3.1: SB: 153; TE2: 158, 159, 159B, 159C
◆ provide pacing;	Varying Sentence Types, 3.2: TE4: 99N
u develop a character, often by providing motivation for action and having the character solve the problem;	Develop Character, 3.1: SB: 288–289; TE3: 288, 289B, 289C, 289D Character Sketch, 3.1: TE2: 185M–185N, 205H; TE5: R23, R25; TE6: R23
◆ develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies;	Writing a Story, TE1: 51H, 121H; TE2: R31; TE3: 342; 3.2: TE4: 35, 95; TE5: 134, 190, 200, R13 Narrative Writing, 3.1: SB: 52–53, 152, 202, 254, 288–289, 342; TE1: 51H, 91; TE2: 138, 185M–185N, R31, F254; TE3: 288–289G, 296, 318, 342, 343, 369, 373M–373N; PB: 94, 200; 3.2: SB: 234, 302; TE4: 35, 60, 88, 95, R25 Writing a Beginning, Middle, End, 3.1: SB: 52–53; TE3: 289C

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◆ add reflective comments (especially in an autobiographical narrative); and	Narrative Writing: Reflective Comments, 3.1: SB: 52–53; TE1: 53
◆ provide some kind of conclusion.	Narrative Writing: Conclusions, 3.1: SB: 53, 289; TE1: 52; TE3: 289, 289C, 343; 3.2: SB: 302
Informing Others: Report or Informational Writing By the end of the year, we expect third-grade students to produce reports that:	
◆ introduce the topic, sometimes providing a context;	Writing Topic and Supporting Sentences, 3.1: TE1: 121M, 121N; TE3: 347N; PB: 52, 185; 3.2: TE4: 40, 43, 43D
◆ have an organizational structure that is useful to the reader;	Organization of Report/Informational Writing, 3.1: TE2: 157, 231M, 231N; PB: 124, 125; 3.2: TE4: 43B, 43D, 99M
◆ communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;	Writing an Informational Piece, 3.1: TE2: 157, 231M–231N, R31; TE3: 287H, 347H, 372; ; PB: 124, 125; 3.2: SB: 40–43; TE4: 38, 40–43G, 99M–99N, R23; TE5: R23; TE6: 277N, R25; PB: 18–19
◆ use diagrams charts or illustrations appropriate to the text;	Using Graphic Aids in Report / Informational Writing, 3.1: TE2: R31; 3.2: TE4: 43G
◆ have a concluding sentence or section; and	Conclusion Sentence, 3.1: TE3: 347N; 3.2: SB: 42; TE4: 43B, 43D
◆ employ a straightforward tone of voice.	Tone in Report / Informational Writing, 3.2: TE6: 279A, 279C, 279D
Getting Things Done: Functional and Procedural Writing By the end of the year, we expect third-grade students to produce functional writings that:	
◆ engage the reader by establishing a context for the piece;	Writing Directions / Procedures: Engaging Reader, 3.1: TE2: 159A
◆ identify the topic;	Writing Directions / Procedures: Topic, 3.1: TE2: 159A
◆ provide a guide to action;	Writing Directions / Procedures: Action, 3.1: TE2: 157H, 157B; TE3: 303
◆ show the steps in an action in considerable detail;	Writing Directions / Procedures: Steps, 3.1: SB: 46, 159; TE2: 158, 159, 159B, 159C; 3.2: TE4: R23

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◆ include relevant information;	Writing Directions / Procedures: Including Information, 3.1: SB: 159; TE2: 159A, 159
◆ use language that is straightforward and clear; and	Writing Directions / Procedures: Clear Language, 3.1: SB: 46; TE2: 158, 159, 159B, 159C
◆ may use illustrations detailing steps in the procedure.	Writing Directions / Procedures: Illustrating, 3.1: TE2: 157H, 159A
Producing and Responding Literature	
Producing Literature	
By the end of the year, we expect third-grade students to be able to:	
◆ write stories, songs, memoirs, poetry and plays — conforming to appropriate expectations for each form;	Writing a Story, TE1: 51H, 121H; TE2: R31; TE3: 342; 3.2: TE4: 35, 95; TE5: 134, 190, 200, R13 Writing a Personal Narrative, 3.2: TE5: 162 Writing Poetry, 3.1: TE1: 51, 91H; 3.2: TE4: 69M–69N, 99, R17; PB: 36–37
◆ produce a piece that incorporates elements appropriate to the genre after engaging in a genre study; and	Write from a Model After Genre Study, 3.1: SB: 254; TE2: F234–F235, F236–F241, F242–F247, F248–F253, F254–F255; 3.2: SB: 234; TE5: F208–F209, F210–F215, F216–F221, F222–F227, F228–F233, F234–F235
◆ build on the thread of a story by extending or changing the story line.	Rewrite Scene from a New Perspective, 3.1: TE3: 273; 3.2: TE4: 60, 88 Writing New Ending, 3.2: TE6: R25 Description of an Alternative Story Setting, 3.2: TE4: 53
Responding to Literature	
By the end of the year, we expect third-grade students to be able to:	
◆ support an interpretation by making specific references to the text;	Cites Evidence from Text, 3.1: TE1: 29, 46, 51, 51A, 65, 86, 116; TE3: 281, 284, 287, 310, 368; 3.2: TE4: 34, 64, 94, 99A

◆ provide enough detail from the text so the reader can understand the interpretation	Interpreting Literature, 3.1: TE1: 30, 44, 46, 47, 51O–51P, 70, 84, 86, 87, 102, 114, 116, R3, R5, R7; TE2: 140, 150, 152, 153, 178, 180, 181, 194, 200, 202, 203, 216,226, 228, 229, R3, R5, R7, R9; (continued)
◆ provide enough detail from the text so the reader can understand the interpretation; (continued)	Interpreting Literature, 3.1: (continued) TE3: 261C, 274, 282, 284, 300, 308, 310, 315X, 328, 340, 342, 358, 366, 368, R3, R5, R7, 3.2: TE4: 24, 32, 34, 54, 62, 64, 82, 92, 94
◆ go beyond retelling;	Connecting/Comparing, 3.1: TE1: 46, 47, 86, 116; TE2: 152, 180, 202, 228; TE3: 284, 296, 310, 342, 368; 3.2: TE4: 34, 64, 94; TE5: 132, 162, 200; TE6: 272, 302, 334
◆ compare two works by an author;	Reading Another Book by Author, 3.1: TE3: 370
◆ discuss several works that have a common idea or theme; and	Theme Connections, 3.1: TE1: 14A, 15C, 16A, 46, 53S, 53V, 54A, 86, 91U, 92A; TE2: 128A, 129C, 130A, 152, 157, 159S, 159V, 160A, 180, 185, 185U, 185X, 202, 205, 205U, 205X, 206A, 207B, 228, 231; TE3: 260A, 261C, 262A, 284, 289S, 290A, 310, 315U, 316A, 347U, 347X, 348A; 3.2: TE4: 14A, 16A, 39, 43S, 44A, 64, 69U, 70A, 94, 99; TE5: 106A, 108A, 139S, 140A, 167U, 168A; TE6: 240A, 242A, 279S, 280A, 307U, 308A
◆ make connections between the text and their own ideas and lives.	Connections Between Literature and Life Experience, 3.1: TE2: 140, 160A, 163, 168, 170, 216, 226; TE3: 291C, 346; 3.2: TE4: 15C, 34, 69U; TE5: 107C; TE6: 241C, 272
Writing Standard 3: Language Use and Conventions	
Style and Syntax Using one’s own language – By the end of the year, we expect third-grade students to:	
◆ use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences, subordination in complex sentences) to show relationships of ideas;	Sentence Types and Sentence Structure, 3.1: TE1: 91K–91L, 121K–121L, R22–R23, R24–R25; TE2: 157N, 205N; PB: 33; 3.2: TE4: 99N; PB: 52
◆ incorporate transitional words and phrases appropriate to thinking; and	Signal Words for Cause and Effect, 3.1: TE1: 121B Signal Words for Following Directions, 3.1: TE2: 231; TE3: 303, 315B (continued)

<p>◆ incorporate transitional words and phrases appropriate to thinking; and (continued)</p>	<p>Signal Words for Generalizations, 3.2: TE4: 29</p> <p>Signal Words for Sequence, 3.1: TE1: 15A, 39, 51A, 83; TE3: 315B; 3.2: TE4: 57</p>
<p>◆ embed phrases and modifiers that make their writing lively and graphic.</p>	<p>Using Time Words and Phrases, 3.1: TE3: 289B</p> <p>Using Commas with Introductory Phrases, 3.1: TE3: 347N</p> <p>Adjectives, 3.1: TE2: 185J; TE3: 315E; 3.2: TE6: 277K–277L, 307K–207L; PB: 131–133, 151–153</p> <p>Adverbs, 3.2: TE6: 339K–339L; PB: 166–168</p>
<p>Taking on language of authors – By the end of the year, we expect third-grade students to:</p>	
<p>◆ use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;</p>	<p>Varying Sentence Types, 3.2: TE4: 99N</p>
<p>◆ embed literary language where appropriate; and</p>	<p>Literary Language and Terms, 3.1: TE1: 21, 27, 33, 39, 50, 120; TE2: 137, 184, 215, 223, F237, F239, F243, F245; TE3: 261C, 279, 323</p>
<p>◆ reproduce sentence structures from various genres they are reading.</p>	<p>Creating Story Sentence Strips, 3.1: TE1: 46</p> <p>Using Poetic Devices in Writing a Poem, 3.1: TE1: 51</p> <p>Rewriting Metaphors, 3.1: TE1: 85, 116</p> <p>Rewrite / Compare Repetition, 3.1: TE2: 193</p> <p>Replicate Recipe Writing, 3.1: TE2: 205</p>
<p>Vocabulary and Word Choice Using one’s own language – By the end of the year, we expect third-grade students to:</p>	
<p>◆ use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and</p>	<p>Using New Vocabulary in Sentences, 3.1: TE3: 287L, 287M</p> <p>Writing a Report, 3.1: TE2: 157, R31; TE3: 347H; TE5: R23</p> <p>Guidelines for Using Effective Vocabulary/Word Choice, 3.1: TE2: 231O, 231P</p>

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<p>◆ make word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words).</p>	<p>Using Exact Nouns, 3.1: TE2: 159E, 205L; PB: 77; Using Exact Verbs, 3.2: TE4: 69N; PB: 37</p> <p>Exact Words, 3.1: TE2: 159E, 205L, 185G</p> <p>Vivid Verbs Chart, 3.2: TE4: 97, 99</p> <p>Using Vivid Words, 3.1: SB: 86; TE1: 86</p>
<p>Taking on language of authors – By the end of the year, we expect third-grade students to:</p>	
<p>◆ extend their writing vocabulary by using specialized words related to the topic or setting of their writing (for example, the names of breeds of dogs if they are writing about dogs).</p>	<p>Family Words, 3.2: TE5: 167J</p> <p>Farm Words, 3.1: TE3: 347J</p> <p>Garden Words, 3.1: TE3: 373J</p> <p>Health Terms: Food Words, 3.1: TE2: 231J</p> <p>Historical Terms, 3.1: TE1: 53T</p> <p>Words Describing Night Noises, 3.2: TE6: 307J</p> <p>Restaurant Words, 3.2: TE6: 339J</p> <p>Travel Words, 3.1: TE2: 205J</p>
<p>Spelling By the end of the year, we expect third-grade students to be able to:</p>	
<p>◆ notice when words do not look correct and use strategies to correct the spelling (for example, experiment with alternative spellings, look the word up in a dictionary or word list);</p>	<p>Proofreading Spelling, 3.1: TE1: 51H, 53F, 91H; TE2: 157H, 159F, 185H, 205H, 231H, 231L; TE3: 287H, 289F, 315H, 347H, 373G; PB: 11, 22, 31, 46, 69, 80, 89, 104, 119, 145, 156, 165, 180, 195;</p> <p>3.2: TE4: 39H, 69H, 99H; TE5: 137H, 167H, 205H; TE6: 277H, 307H, 339H; PB: 11, 22, 31, 46, 69, 80, 89, 104, 129, 140, 149, 164</p>
<p>◆ correctly spell all familiar high-frequency words;</p>	<p>Frequently Misspelled Words, 3.1: TE1: 53F; TE2: 159F; TE3: 289F; 3.2: TE4: 43F; TE5: 139F; TE6: 279F</p>
<p>◆ correctly spell words with short vowels and common endings;</p>	<p>Spelling Short Vowels, 3.1: TE1: 51G–51H, 91G–91H; PB: 9–11, 29–31</p>
<p>◆ correctly spell most inflectional endings, including plurals and verb tenses;</p>	<p>Spelling Inflectional Endings, 3.2: TE4: 69G–69H; PB: 29, 31</p>
<p>◆ use correct spelling patterns and rules such as consonant doubling, dropping <i>e</i> and changing <i>y</i> to <i>i</i>; and</p>	<p>Doubling the Final Consonant, 3.2: TE4: 69G–69H; PB: 30, 31</p> <p style="text-align: right;">(continued)</p>

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◆ use correct spelling patterns and rules such as consonant doubling, dropping <i>e</i> and changing <i>y</i> to <i>i</i> ; and (continued)	Dropping the Final <i>e</i>, 3.2: TE4: 69G–69H; PB3.2: 29 Changing Final <i>y</i> to <i>i</i>, 3.2: TE4: 69G–69H; PB3.2: 29, 31
◆ correctly spell most derivational words (for example, <i>-tion</i> , <i>-ment</i> , <i>-ly</i>).	Spelling Prefixes and Suffixes <i>re-</i>, <i>un-</i>, <i>-ful</i>, <i>-ly</i>, <i>-er</i>, 3.2: TE4: 81, 99E, 99G–99H, R18, R19; PB: 44–46
Punctuation, Capitalization and Other Conventions By the end of the year, we expect third-grade students to:	
◆ use capital letters at the beginnings of sentences;	Capitalizing the First Word in a Sentence, 3.1: TE1: 51K, 91L, 121N; TE2: 205N; TE3: 373M, 373N; PB: 35
◆ use periods and other end punctuation correctly nearly all of the time;	End Marks, 3.1: TE2: 205N; TE3: 373M, 373N; PB: 34, 35; 3.2: TE4: 99N
◆ approximate the use of quotation marks;	Periods, 3.1: TE1: 51K, 91K, 91L, 121N Quotation Marks, 3.1: TE3: 342, 373M, 373N; PB: 200–201
◆ approximate the use of commas;	Commas with Introductory Phrases, 3.1: TE3: 347N Commas in a Series, 3.1: TE2: 157L; PB: 73 Commas in Dates and Places, 3.1: TE1: 51N; PB: 17 Commas in Direct Address, 3.1: TE3: 315N
◆ use question marks;	Question Mark, 3.1: TE1: 51K, 91K, 91L, 121N; PB: 33, 34, 35
◆ use capital and lowercase letters; and	Capitalization, 3.1: TE1: 51K, 53F, 91L, 121N; TE2: 159F, 185K–185L, 205N; TE3: 287L, 289F, 373M, 373N; PB: 35, 91, 92, 93, 201; 3.2: TE4: 43F; TE5: 139F; TE6: 279F
◆ use contractions.	Apostrophes in Contractions, 3.1: TE2: 205E; PB: 101 Contractions, 3.1: TE2: 205E, R21, R22; 3.2: TE6: 339E, R18; PB: 161