

**South Carolina English Language Arts / Houghton Mifflin English
Grade Three**

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
READING PROCESS AND COMPREHENSION	
3-R1 The student will integrate various cues and strategies to comprehend what he or she reads.	
3-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently.	Literature Selections, SB: 9–11, 259–263, 287–291, 327–328, 355–358, 389–392, 423–426; TE: 9, 11, 259, 263, 287, 291, 327, 328, 355, 358, 389, 392, 423, 426
3-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	Suggestions for Reading Independently, TE: 259, 287, 327, 355, 389, 423
3-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	Prior Knowledge, TE: 9, 259, 287, 327, 355, 389, 429 Connect Story to Life Experience, TE: 9, 259, 287, 389
3-R1.4 Begin summarizing texts.	Summarizing Stories, SB: 252, 263; TE: 252, 263 Summarizing Nonfiction, SB: 328, 358, H28; TE: 328, 358, H28
3-R1.5 Demonstrate the ability to recall details in texts.	Noting Details, SB: 9, 11, 27, 263, 265, 295, 327, 328, 356, 358, 362, 363, 394, 396, 397; TE: 9, 11, 27, 268, 327, 328, 358
3-R1.6 Demonstrate the ability to ask and answer questions about texts.	Asking and Answering Questions, SB: 3, 16, 23, 36, 363, 291, 328, 358, 392, 426
3-R1.7 Demonstrate the ability to make predictions about stories.	Making Predictions, SB: 9, 259, 287, 327, 355, 389, 423
3-R1.8 Demonstrate the ability to summarize the main idea of a particular text.	Main Idea, TE: 327, 330, 332, 355, 360, 362, 389, 394, 396, H21
3-R1.9 Demonstrate the ability to draw conclusions and make inferences.	Drawing Conclusions, SB: 263, 358, 392, 393, 426; TE: 263, 358, 392, 393, 426 Making Inferences, SB: 9, 259, 263, 287, 327, 355, 389, 423; TE: 9, 259, 263, 287, 327, 355, 389, 423
3-R1.10 Demonstrate the ability to categorize and classify ideas.	Categorize and Classify, SB: 348–349; TE: 348, 349
3-R1.11 Demonstrate the ability to determine cause and effect.	Cause and Effect, SB: 426; TE: 426, 427
3-R1.12 Demonstrate the ability to distinguish between fact and opinion.	Fact or Opinion, SB: 366–367, 371, 379, 434; TE: 366–367, 371, 379, 434
3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.	Reading Written Directions, SB: 327–328, 330–331, 332–333, 353; TE: 327, 330, 332, 353

South Carolina English Language Arts / Houghton Mifflin English Grade Three

<p>3-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p>	<p>Using Charts, SB: 271, 273, 336–337, 348, 377 Reading Graphs, SB: H24 Venn Diagrams, SB: 349, H50 Think About the Pictures, SB: 263, 291, 328, 358, 392, 426; TE: 213, 291, 328, 358, 392, 426 Graphic Organizers, SB: H46–H50; TE: H46</p>
<p>3-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.</p>	<p>Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431</p>
<p>3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p>	<p>Nonfiction: Comparison and Contrast, SB: 150–151, 346 Comparing Across Stories, SB: 316–317; TE: 316, 317 Comparing Different Sources, SB: 316–317; TE: 316, 317</p>
<p>ANALYSIS OF TEXTS</p>	
<p>3-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.</p>	
<p>3-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work.</p>	<p>Characters, SB: 291, 298–299, 300–301, 310–315, 317; TE: 291, 292, 293, 295 Setting, SB: 291; TE: 292 Plot Events, SB: 287, 289, 290, 291; TE: 287, 291</p>
<p>3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama.</p>	<p>Problem-Solution in a Story, SB: 292, 300, 301–302, 309; TE: 286, 292, 300, 301–302, 309</p>
<p>3-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.</p>	<p>Point of View, SB: 422–423; TE: 422, 423</p>
<p>3-R2.4 Continue summarizing the theme of a particular text.</p>	<p>Lesson or Moral of Story, SB: 291, 312; TE: 291, 312</p>
<p>3-R2.5 Continue identifying elements of style such as word choice and sentence structure (syntax).</p>	<p>Word Choice for Writing, SB: 34, 46, 66–67, 78, 110, 146–147, 156–157, 180–181, 192, 220–221, 264, 277, 292, 305, 329, 341, 359, 373, 393, 407, 441, H11–H15 Sentence Types and Structure, SB: 32–33, 36–37, 38–39, 40–41, 42–43, 49, 53, 54, 60–61, 178–179, 180–181, 204, 239, 277, 305, 341, 373, 407, 441</p>
<p>3-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, and hyperbole and sound devices such as alliteration; begin identifying onomatopoeia.</p>	<p>Figurative Language, SB: 277, H11; TE: H11 Alliteration, SB: 292 Sound Words (Onomatopoeia), SB: 15, 414, 415, 416–417, 418; TE: 15, 414, 415, 416–417, 418</p>

**South Carolina English Language Arts / Houghton Mifflin English
Grade Three**

3-R2.7 Demonstrate the ability to differentiate between fiction and nonfiction.	Elements of Fiction, SB: 291, 292, 310, 312, 317, 412–413, 423–425; TE: 286, 291, 292, 310, 423, 425 Elements of Nonfiction, SB: 11, 263, 264, 282, 328, 329, 330, 331, 347, 358, 359, 392, 393, 413, 427, 431; TE: 11, 263, 264, 282, 328, 329, 330, 331, 347, 358, 359, 392, 393, 413, 427, 431
3-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.	Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 252; TE: 252–253A; Personal Narrative, SB: 263, 264; TE: 263, 264; Story, SB: 291, 292; TE: 291, 292; Play, SB: 312; TE: 312; Instructions, SB: 328, 329; TE: 328, 329; Compare-Contrast Article, SB: 347; TE: 347; Report, SB: 358, 359; TE: 358, 359; Opinion Essay, SB: 392, 393; TE: 392, 393; Poetry, SB: 413, 415; TE: 413, 415; Persuasive Essay, SB: 426, 427; TE: 426, 427
3-R2.9 Begin identifying elements of poetry such as rhyme scheme, refrain, and stanza.	Elements of Poetry, SB: 61, 161, 215, 414–419; TE: 414
3-R2.10 Continue identifying the author’s purpose in a variety of texts.	Author’s Viewpoint, SB: 252, 263, 266, 268, 291, 294, 296, 328, 331, 333, 358, 361, 363, 392, 395, 393, 426, 429, 431
3-R2.11 Continue comparing and contrasting settings, characters, events, and ideas in a variety of texts.	Related: Comparison and Contrast, SB: 346–351; TE: 346, 347, 348, 349
WORD STUDY AND ANALYSIS	
3-R3 The student will use a knowledge of graphophonics and word analysis to determine the meaning of unfamiliar words and to read texts with understanding.	
3-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.	Using a Dictionary for Word Meanings, SB: H19; TE: H19 Using a Thesaurus, SB: 122, 160, H23, H60–H61, H62–H66, H67–H76
3-R3.2 Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice.	See later levels for word origins and derivatives.
3-R3.3 Begin applying a knowledge of roots and affixes to analyze the meanings of complex words.	Prefixes, SB: H14 Suffixes, SB: H15
3-R3.4 Demonstrate the ability to use word families to generate and decode unfamiliar words.	The ability to use word families is covered at earlier levels.
3-R3.5 Demonstrate the ability to decode polysyllabic words.	Dictionary Syllabication, SB: H17 Literature Selections, SB: 9–11, 259–263, 287–291, 327–328, 355–358, 389–392, 423–426

**South Carolina English Language Arts / Houghton Mifflin English
Grade Three**

3-R3.6 Demonstrate the ability to use a knowledge of homonyms, antonyms, and synonyms to determine the meaning of unfamiliar words.	Homophones, SB: 158–159, 163, 176, 228–229, 230, 247; TE: 158, 159 Antonyms, SB: H13, H60 Synonyms, SB: 122, 160, H12
3-R3.7 Demonstrate the ability to identify common prefixes such as <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i> and suffixes such as <i>-er</i> , <i>-est</i> , <i>-ful</i> to determine the meanings of words.	Prefixes, SB: H14, H59 Suffixes, SB: H15, H59 Inflected Forms, SB: 68–71, 74–77, 95, 100–107, 130–134, 150–151, 152–153, 173, 174, H58–H59; TE: 59B, 68, 69, 70, 71, 74, 75, 76, 77, 91, 93, 95, 97B, 100, 101, 102, 103, 104, 105, 106, 107, 130–134, 150–151, 152–153, 173, 174, H58–H59
3-R3.8 Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar words and to recognize multiple-meaning words.	Sentence Types and Structure, SB: 32–33, 36–37, 38–39, 40–41, 42–43, 49, 53, 54, 60–61, 178–179, 180–181, 204, 239; WP: 1–2, 5–6, 7–8, 9–10, 11–12, 17–18, 80–81, 82–83 Context Clues, SB: 78, 122, 160, 230; TE: 259, 287, 327, 355, 389, 423 Multi-meaning Words, SB: H20
3-R3.9 Demonstrate the ability to recognize and use common idioms.	See other levels for common idioms.
3-R3.10 Begin explaining the figurative use of words in context.	Figurative Language, SB: 277, H11; TE: H11
3-R3.11 Demonstrate the ability to recognize simple analogies.	See later levels for analogies.
Writing Goal (W) The student will write for different audiences and purposes.	
THE WRITING PROCESS	
3-W1 The student will apply a process approach to writing.	
3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	Prewriting, SB: 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; TE: 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; I: GS-3, 7-2, 8-2, 9-2, 10-2, 11-2, 12-2; A: 1, 29, 33, 37, 45, 49 Choosing a Topic, SB: 12–13, 334, 364, 398; TE: 12, 13, 334, 364, 398 <p style="text-align: right;">(continued)</p>
3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	Generate Topic Together, TE: 31, 59, 97, 141, 177, 213, 258, 286, 326, 354, 388, 422

South Carolina English Language Arts / Houghton Mifflin English Grade Three

<p>3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic.</p>	<p>Drafting, SB: 18, 19, 272–274, 301–302, 337–338, 369–370, 403–404, 437–438; TE: 18, 19, 272, 273, 274, 301, 302, 337, 338, 369, 370, 403, 404, 437, 438; I: GS-5, 7-1A, 7-1B, 8-1A, 8-1B, 9-1A, 9-1B, 10-1A, 10-1B, 11-1, 12-1A, 12-1B</p> <p>Purpose and Audience for Writing, SB: 12–13, 269, 297, 334, 364, 398, 432; TE: 12, 269, 297, 334, 364, 398, 432</p> <p>Choosing Order of Events with Drafting, SB: 256, 264, 271, 275, 292, 301, 303; I: 7-3, 8-3, 9-3, 12-3</p> <p>Drafting Beginnings/Openings, SB: 18, 264, 272, 275, 292, 301, 303, 329, 338, 339, 359, 370, 371, 393, 404, 405, 427, 437, 439; I: 8-3, 9-3, 10-3; A: 33, 39</p> <p>Drafting Endings or Closings, SB: 253, 264, 274, 275, 292, 302, 303, 329, 338, 339, 359, 370, 371, 393, 404, 405, 427, 437, 439; I: 7-1B, 8-3, 9-3, 10-3; A: 33</p>
<p>3-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</p>	<p>Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431</p> <p>Supporting Details, SB: 14–19, 254, 255, 256, 257, 305, 322, 324–325, 337, 373, 384, 386–387, 401, 441; A: 43</p> <p>Using Details for Drafting, SB: 270–271, 277, 305, 337, 341, 373, 401–403, 441; I: 7-2</p> <p>Using Details, SB: 255, 264, 270–271, 275, 277, 292, 298–299, 303, 305, 329, 337, 339, 341, 351, 369, 371, 373, 393, 401–402, 403, 405, 407, 441; A: 27, 31, 43</p> <p>Details Explaining Opinion, SB: 385–386; A: 43</p> <p>Writing Report Details, SB: 358, 359, 362, 363, 366, 371; TE: 358, 359, 362, 363, 366, 371</p>
<p>3-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p>	<p>Revising Writing, SB: 13, 20–21, 68–69, 75–78, 140–143, 149–152, 217–220, 233, 275–277, 279–282, 292–293, 303–305, 334–341, 353, 367–368, 371–373, 405–407, 439–441, H28 (continued)</p>

**South Carolina English Language Arts / Houghton Mifflin English
Grade Three**

<p>3-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. (continued)</p>	<p>Revising Writing, (continued) I: GS-5, 7-4, 8-4, 9-4, 10-4, 11-4, 12-4; A: 2, 27, 31, 35, 39, 43, 47</p> <p>Revising for Good Word Choice, SB: 78, 122, 160, 230, 277, 305, 341, 373, 441</p> <p>Revising for Clear and Smooth Writing, SB: 66–67, 78, 110–111, 122, 146–147, 156–157, 160, 180–181, 192–193, 220–221, 277, 305, 341, 373, 407, 441; A: 27, 35, 43</p> <p>Revising for Sentence Fluency, SB: 34–35, 46–47, 66–67, 110–111, 146–147, 156–157, 180–181, 192–193, 220–221, 277, 305, 341, 373, 441</p> <p>Collaborate with Others in Writing, SB: 14–25, 70, 77, 150–151, 155, 281</p> <p>Holding a Writing Conference, SB: 22–23, 276, 304, 340, 351, 372, 406, 440; I: GS-4, 7-5, 8-5, 9-5, 10-5, 11-5, 12-5</p> <p>Evaluating Composition, SB: 275, 303, 339, 371, 405, 439; I: GS-4, 7-4, 8-4, 9-4, 10-4, 11-4, 12-4</p>
<p>3-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, and word usage.</p>	<p>Proofreading Spelling, SB: 25, 278, 306, 342, 374, 408, 442; A: 28, 32, 36, 40, 44, 48</p> <p>Proofreading Capitalization, SB: 37, 45, 63, 179, 183, 185, 187, 188, 201, H52–H55; TE: 37, 45, 63, 179, 183, 185, 187, 188, 201, H52–H55; A: 28, 40</p> <p>Proofreading Punctuation, SB: 50, 126, 179, 187, 188, 189, 191, 195, 197, 201, 227, 233, 278, 342, 442; A: 28, 32, 36</p> <p>Proofreading Grammar and Usage, SB: 37, 39, 45, 50, 63, 69, 70, 71, 75, 77, 82, 101, 103, 107, 113, 117, 119, 126, 149, 151, 159, 163, 179, 183, 185, 187, 188, 191, 195, 197, 201, 217, 223, 227, 229, 233, 278, 306, 342, 442; A: 32, 36, 40, 44, 48</p>
<p>3-W1.6 Demonstrate the ability to write using a variety of formats.</p>	
<p>3-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions.</p>	<p>Expository Composition, SB: 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330–333, 334–335, 336–339, 340–343, 344, 345, 346–347, 348–351, 364–365, 413; I: 9-1A, 9-1B, 9-2, 9-3, 9-4, 9-5; A: 35–38</p> <p style="text-align: right;">(continued)</p>

South Carolina English Language Arts / Houghton Mifflin English Grade Three

<p>3-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions. (continued)</p>	<p>Expressive Composition, SB: 39, 46, 61, 63, 69, 75, 77, 105, 107, 115, 179, 185, 215, 231, 282–283, 383–387, 398–409, 412–413; I: 11-1, 11-2, 11-3, 11-4, 11-5; A: 27–30, 43–46</p> <p>Writing a Narrative Composition, SB: 37, 43, 61, 63, 99, 153, 159, 189, 191, 215, 217, 223, 253–257, 296–280, 297–308, 310, 313; I: 7-1A, 7-1B, 7-2, 7-3, 7-4, 7-5, 8-1A, 8-1B, 8-2, 8-3, 8-4, 8-5; A: 27–30, 31–34</p> <p>Writing Friendly Letters, SB: 41, 75, 159, 179, 282–284</p>
<p>3-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.</p>	<p>Using the Internet, SB: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 275, 296, 300, 303, 306, 333, 336, 339, 363, 365, 371, 374, 397, 400, 402, 408, 423, 431, 442, H39–H40</p>
WRITING PURPOSES	
<p>3-W2 The student will write for a variety of purposes.</p>	
<p>3-W2.1 Demonstrate the ability to use writing to explain and inform.</p>	<p>Expository Composition, SB: 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330–333, 334–335, 336–339, 340–343, 344, 345, 346–347, 348–351, 364–365, 413; I: 9-1A, 9-1B, 9-2, 9-3, 9-4, 9-5; A: 35–38</p> <p>Writing to Explain, SB: 103, 145, 183, 189, 334–344, 346–351</p> <p>Writing to Inform, SB: 33, 39, 70, 101, 109, 117, 121, 149, 155, 191, 197, 321, 364–376; A: 39–42</p> <p>Writing an Informational Paragraph, SB: 321–325</p>
<p>3-W2.2 Continue using writing to learn, entertain, and describe.</p>	<p>Learning Log/Writer’s Notebook, SB: H44–H45</p> <p>Note Taking, SB: 304, 367, 378, H26</p> <p>Writing to Entertain, SB: 310–313</p> <p>Writing to Describe, SB: 13, 41, 65, 119, 143, 225, 229; I: GS-3, GS-4, GS-5; A: 1–2</p> <p>Writing a Descriptive Paragraph, SB: 219, 225</p>
RESPONDING TO TEXTS	
<p>3-W3 The student will respond to texts written by others.</p>	
<p>3-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p>	<p>Personal Response, SB: 263, 291, 328, 358, 392, 426</p> <p style="text-align: right;">(continued)</p>

**South Carolina English Language Arts / Houghton Mifflin English
Grade Three**

3-W3.1 Demonstrate the ability to respond to texts both orally and in writing. (continued)	Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431 Discussing Literature, SB: 11, 263, 267, 268, 291, 292, 296, 328, 331, 333, 358, 361, 392, 395, 397, 426, 429, 431; TE: 259, 263, 265, 267, –268, 287, 291, 292, 293, 295, 296, 327, 328, 330, 331, 332, 333, 355, 358, 360, 361, 389, 392, 394, 395, 396, 397, 423, 426, 428, 429, 430, 431
3-W3.2 Demonstrate the ability to use literary models to develop and refine his or her own writing style.	Literature Models, SB: 259–263, 287–291, 326–327, 355–358, 389–392, 423–426; TE: 263, 291, 327, 358, 392, 426
LEGIBILITY	
3-W4 The student will create legible texts.	
3-W4.1 Begin using cursive handwriting.	Handwriting can be emphasized at all times, but especially during the Publishing step of the writing process. See for example, SB: 27.
Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.	
COMMUNICATION: SPEAKING	
3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.	
3-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level.	Making Eye Contact, SB: 5, 378, H6, H8; TE: 285, H6, H8 Speaking Loudly and Clearly, SB: 285, 315, 378, H4–H6 Using Correct Rate/Volume/Pitch/Tone, SB: 285, 315, 378, H4–H6
3-C1.2 Demonstrate the ability to initiate conversation.	Having Discussions, SB: 3–5; TE: 3, 4, 5 Asks Questions in Conversations, TE: 36
3-C1.3 Demonstrate the ability to respond in complete sentences.	Speaking in Sentences, SB: 32, 36, 38, 40, 44; TE: 31, 32, 44
3-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	Having Discussions, SB: 3–5; TE: 3, 4, 5 Holding a Conversation, SB: 4–5; TE: 3, 4, 5
3-C1.5 Begin giving brief presentations, demonstrations, and oral reports.	Prepare and Deliver Oral Presentations, SB: 1, 285, 314–315, 352, 377–378; TE: 1, 285, 314, 315, 352, 377, 378 Giving Oral Reports, SB: 377–378; TE: 377, 378
3-C1.6 Demonstrate the ability to participate in creative dramatics.	Dramatic Activities, SB: 37, 45, 179, 195, 310–313, 314–315, 352, H8
3-C1.7 Demonstrate the ability to give multistep oral directions.	Giving Instructions, SB: 352

South Carolina English Language Arts / Houghton Mifflin English Grade Three

3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.	Giving a Talk, SB: 377–378, H5–H6 Giving an Oral Explanation, SB: 45, 346, 350 Reading a Play, SB: 310–312
3-C1.9 Demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.	Using Visuals, SB: 343, 375, 409, 443, H6, H24–H25, H41 Electronic Multimedia Project, SB: 375, H41–H43
3-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	Formal and Informal Language, SB: 30; TE: 30 Try It Out: Speaking, TE: 5, 32, 36–37, 38–39, 40–41, 42–43, 44–45, 48, 60–61, 62–63, 64–65, 68–69, 72–73, 74–75, 76–77, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, 120–121, 142–143, 144–145, 148–149, 150–151, 152–153, 154–155, 158–159, 178–179, 182–183, 184–185, 186–187, 188–189, 190–191, 194–195, 196–197, 214–215, 216–217, 218–219, 222–223, 224–225, 226–227, 228–229, 257, 285, 320, 352, 377–378, 382, H5–H6, H8
3-C1.11 Demonstrate the ability to summarize conversations and discussions.	Listening to Summarize, SB: H28 Taking and Giving Messages, SB: H4
3-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences.	Interviews, SB: 37, H9–H10 Holding a Writing Conference, SB: 22–23, 276, 304, 340, 351, 372, 406, 440
3-C1.13 Begin using effective organizational strategies to prepare oral presentations.	Organizing an Oral Report, SB: 2, 343, 377–378, H5–H6; TE: 377, 378, H5, H6
3-C1.14 Begin making appropriate statements to communicate agreement or disagreement with others' ideas.	Using Listening Skills in Discussion, SB: 3–5; TE: 3, 4, 5 Agree/Disagree in Persuasive Speaking, SB: 436, 440; TE: 422, 433
COMMUNICATION: LISTENING	
3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
3-C2.1 Demonstrate the ability to follow multistep oral directions.	Listening to Follow Directions, SB: 352; TE: 326A, 327, 330, 332, 352
3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.	Using Listening Skills in Discussion, SB: 3–5; TE: 3, 4, 5
3-C2.3 Demonstrate the ability to focus attention on a person who is speaking and listen politely without interrupting.	Using Listening Skills in Discussion, SB: 3–5; TE: 3, 4, 5
3-C2.4 Demonstrate the ability to summarize conversations and discussions.	Listening to Summarize, SB: H28; TE: 252, 320, 382
3-C2.5 Demonstrate the ability to listen for main ideas.	Listening for Main Ideas, SB: 320, 382

**South Carolina English Language Arts / Houghton Mifflin English
Grade Three**

3-C2.6 Demonstrate the ability to participate in interviews and in reading and writing conferences.	Interviews, SB: 37, H9–H10 Holding a Writing Conference, SB: 22–23, 276, 304, 340, 351, 372, 406, 440
3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.	Listening for an Opinion, SB: 382; TE: 382–383A, 389, 394, 396 Listening to Distinguish Between Fact and Opinion, SB: 320, 379, 382; TE: 320–321A, 379, 382–383A Comparison and Contrast, SB: 316–317
COMMUNICATION: VIEWING	
3-C3 The student will comprehend and analyze information he or she receives from nonprint sources.	
3-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.	Make Predictions About Viewed Material, SB: 291, 426
3-C3.2 Demonstrate the ability to recognize details, setting, characters, and cause and effect in material from nonprint sources; begin analyzing details, character, setting, and cause and effect in such material.	Details, Setting, Characters of Nonprint Sources, SB: 6, 317–317, 328, 392, 410; TE: 280, 316, 317, 344
3-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.	Summarizing Nonprint Sources, SB: H26
3-C3.4 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.	Comparing and Contrasting Visual Images, SB: 316–317, 420–421; TE: 316, 317 Interpreting Visual Images, SB: 317, 353, 420–421, 426, 446–447
3-C3.5 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	Interpreting Visual Images, SB: 353, 420–421, 446–447 Think About the Picture, SB: 11, 263, 291, 328, 358, 392, 426 Viewing Art, SB: 280, 344, 410 Viewing an Electronic Multimedia Presentation, SB: H41; TE: H41
Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
SELECTING A RESEARCH TOPIC	
3-RS1 The student will select a topic for exploration.	
3-RS1.1 Begin asking questions to guide his or her research inquiry.	Asking a Research Question, SB: 364–365; TE: 364, 365
3-RS1.2 Demonstrate the ability to construct questions about a topic.	Constructing Research, SB: 364, 365

**South Carolina English Language Arts / Houghton Mifflin English
Grade Three**

GATHERING INFORMATION AND REFINING A TOPIC	
3-RS2 The student will gather information from a variety of sources.	
3-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	Using Reference Resources, SB: 365, 366; TE: 365, 366 Using an Encyclopedia, SB: H23; TE: H23 Using an Atlas, SB: H23 Reading Magazines, SB: 365; TE: 354; WP: 45 Reading Maps, SB: H25 Reading Tables, SB: H24 Using Charts, SB: 271, 273, 336–337, 348, 377 Reading Graphs, SB: H24 Using the Internet, SB: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 275, 296, 300, 303, 306, 333, 336, 339, 363, 365, 371, 374, 397, 400, 402, 408, 423, 431, 442, H39–H40
3-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.	Locating Information, SB: 365, 366, 367, 377–378; TE: 354, 365, 366, 367, 376 Note Taking, SB: 304, 367, 378, H26 Using Technology, SB: 273, 306, 340, 342, 365, 368, 403, 406, 442, H31, H32, H33, H34, H39–H40, H41–H43
3-RS2.3 Begin organizing information from a variety of sources, including those accessed through the use of technology.	Organize Research Information, SB: 359, 364, 365, 366–367, 368, H26–H28; TE: 364, 365, 366, 367, 368, H26, H27, H28
3-RS2.4 Demonstrate the ability to document sources by listing titles and authors with teacher assistance.	Documenting Sources for Research Report, SB: 367; TE: 367; I: 10-1B
3-RS2.5 Begin conducting independent research using available resources, including technology.	Writing and Researching a Report, SB: 364–375; TE: 354, 364, , 365, 366, 376; I: 10-1A, 10-1B, 10-2, 10-3, 10-4, 10-5; A: 39–42
PREPARING AND PRESENTING INFORMATION	
3-RS3 The student will use a variety of strategies to prepare and present selected information.	
3-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.	Categorize and Classify, SB: 348–349; TE: 348, 349
3-RS3.2 Demonstrate the ability to organize information on the basis of observation.	Using Graphic Organizers for Prewriting Observations, SB: 16, 17, 334–336, H46–H50; TE: 16, 17
3-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.	Publishing a Report, SB: 375, H41–H43; TE: 375 Communicating Research, SB: 375, H41–H43; TE: 375

Copyright © Houghton Mifflin Company. All rights reserved.
Education Place: www.eduplace.com