

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
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.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
3-R1.2	Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	TE: 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226
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.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
3-R1.4	Begin summarizing texts.	TE: 220
3-R1.5	Demonstrate the ability to recall details in texts.	TE: 46, 154
3-R1.6	Demonstrate the ability to ask and answer questions about texts.	TE: 46, 82, 118, 154, 190, 226
3-R1.7	Demonstrate the ability to make predictions about stories.	TE: 46, 118
3-R1.8	Demonstrate the ability to summarize the main idea of a particular text.	TE: 82, 226
3-R1.9	Demonstrate the ability to draw conclusions and make inferences.	TE: 46, 118, 190
3-R1.10	Demonstrate the ability to categorize and classify ideas.	TE: 19, 44, 49, 68, 79, 80, 103, 110, 114, 116, 121, 151, 170, 193, 229, 230, 234, 240, 242
3-R1.11	Demonstrate the ability to determine cause and effect.	Cause and effect is covered at Level Seven.
3-R1.12	Demonstrate the ability to distinguish between fact and opinion.	This objective might be discussed during any Try This Challenge activity related to true-false statements.
3-R1.13	Demonstrate the ability to follow a logical sequence of written directions to complete a task.	TE: 33, 82–83, 94, 141, 226
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.	This objective might be included with the Literature and Writing lessons. See TE: 46–47, 82–83, 118–119, 154–155, 190–191, and 226–227.
3-R1.15	Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227

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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.	TE: 154–155
ANALYSIS OF TEXTS		
3-R2	The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	
3-R2.1	Demonstrate the ability to analyze characters, setting, and plot in a literary work.	TE: 118–119
3-R2.2	Demonstrate the ability to identify problem and solution in a work of fiction or drama.	TE: 119
3-R2.3	Demonstrate the ability to identify the narrator’s point of view in a work of fiction.	TE: 46
3-R2.4	Continue summarizing the theme of a particular text.	See later levels for theme of texts.
3-R2.5	Continue identifying elements of style such as word choice and sentence structure (syntax).	TE: 46, 82, 118, 154, 190, 226
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.	For figurative language see the Teacher’s Resource Book, page 53.
3-R2.7	Demonstrate the ability to differentiate between fiction and nonfiction.	TE: 46, 82, 118, 154, 190, 226
3-R2.8	Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.	TE: 46, 82, 118, 154, 190, 226
3-R2.9	Begin identifying elements of poetry such as rhyme scheme, refrain, and stanza.	TE: 14, 19, 27, 33, 37, 42, 49–50, 55, 57, 61, 63, 85, 97, 103, 105, 122, 141, 151, 181, 183, 195, 205, 230, 233–234, 237, 240, 244
3-R2.10	Continue identifying the author’s purpose in a variety of texts.	Can be developed from: TE: 46, 82, 118, 154, 190, 226.
3-R2.11	Continue comparing and contrasting settings, characters, events, and ideas in a variety of texts.	TE: 154–155
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.	TE: 14, 26, 38, 39, 50, 56, 74, 75, 86, 98, 110, 111, 128, 140, 158, 170, 200, 208, 219, 279–325

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3-R3.2	Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice.	TE: 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 72A, 84A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 174A, 180A, 192A, 198A, 204A, 210A, 216A
3-R3.3	Begin applying a knowledge of roots and affixes to analyze the meanings of complex words.	TE: 138–139, 138A, 141, 142, 144–145, 144A, 147, 151, 152, 239, 240
3-R3.4	Demonstrate the ability to use word families to generate and decode unfamiliar words.	TE: 45, 81, 117, 153, 189, 225, 272–278
3-R3.5	Demonstrate the ability to decode polysyllabic words.	TE: 158, 168–169, 168A, 171, 174–175, 178, 187, 206, 210–211, 210A, 213, 214, 223, 242, 245
3-R3.6	Demonstrate the ability to use a knowledge of homonyms, antonyms, and synonyms to determine the meaning of unfamiliar words.	TE: 31, 42, 43, 58, 64, 78, 100, 115, 121, 126–130, 150, 186, 188, 193, 199, 220, 232, 233, 235, 238, 241, 243, 244
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.	TE: 138–139, 138A, 141, 142, 144–145, 144A, 147, 151, 152, 156–157, 160, 156A, 159, 162–163, 162A, 165, 166, 186, 239, 240, 241
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.	TE: 12, 13, 17, 18, 19, 23, 24, 25, 28, 29, 30, 31, 35, 36, 37, 41, 42–44, 48, 49, 53, 54, 55, 59, 60, 61, 64, 65, 66, 67, 72, 76, 77, 78–79, 84, 85, 89, 90, 91, 95, 96, 97, 100, 101, 102, 103, 107, 108, 109, 113, 114–116, 120, 121, 125, 126, 127, 131, 132, 133, 137, 138, 139, 143, 144, 145, 149, 150, 151, 152, 156, 157, 161, 162, 167, 168, 169, 172, 174, 175, 179, 180, 181, 185, 186–188, 192, 193, 197, 198, 199, 203, 204, 205, 209, 210, 216, 217, 221, 222–224, 229–233, 235–237, 239–246
3-R3.9	Demonstrate the ability to recognize and use common idioms.	See later levels for common idioms.
3-R3.10	Begin explaining the figurative use of words in context.	For figurative language see the Teacher’s Resource Book, page 53.
3-R3.11	Demonstrate the ability to recognize simple analogies.	See later levels for simple analogies.
Writing Goal (W) The student will write for different audiences and purposes.		

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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.	TE: 47, 83, 119, 155, 191, 227
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.	TE: 47, 83, 119, 155, 191, 227
3-W1.3	Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.	TE: 47, 83, 119, 155, 191, 227
3-W1.4	Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.	TE: 47, 83, 119, 155, 191, 227
3-W1.5	Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, and word usage.	TE: 47, 83, 119, 155, 191, 227
3-W1.6	Demonstrate the ability to write and publish in a variety of formats.	TE: 47, 83, 119, 155, 191, 227
3-W1.6.1	Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions.	TE: 15, 19, 21, 27, 33, 39, 47, 51, 57, 63, 69, 75, 83, 87, 93, 99, 105, 111, 119, 123, 129, 135, 141, 147, 155, 159, 165, 171, 177, 183, 191, 195, 201, 207, 213, 219, 227
3-W1.6.2	Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.	See all B-pages in the Teacher's Edition for internet references.
WRITING PURPOSES		
3-W2	The student will write for a variety of purposes.	
3-W2.1	Demonstrate the ability to use writing to explain and inform.	TE: 15, 39, 51, 63, 69, 87, 89, 93, 105, 106, 165, 183, 207, 215
3-W2.2	Continue using writing to learn, entertain, and describe.	TE: 15, 57, 63, 75, 111, 123, 129, 141, 143, 165, 177, 183, 184, 195
RESPONDING TO TEXTS		
3-W3	The student will respond to texts written by others.	
3-W3.1	Demonstrate the ability to respond to texts both orally and in writing.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
3-W3.2	Demonstrate the ability to use literary models to develop and refine his or her own writing style.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
LEGIBILITY		
3-W4	The student will create legible texts.	
3-W4.1	Begin using cursive handwriting.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.		

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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.	TE: 63
3-C1.2	Demonstrate the ability to initiate conversation.	TE: 99, 135, 147
3-C1.3	Demonstrate the ability to respond in complete sentences.	TE: 22, 34, 38, 62, 64, 70, 76, 88, 94, 100, 122, 146, 170, 178, 196, 200, 202, 226. <i>See also</i> all Cooperative Learning Activities and all Learning Center Activities for opportunities to speak in complete sentences.
3-C1.4	Demonstrate the ability to participate in conversations and discussions by responding appropriately.	TE: 16, 22, 28, 34, 40, 52, 64, 70, 76, 88, 94, 100, 106, 112, 124, 130, 136, 142, 148, 160, 166, 172, 184, 196, 208, 214, 220
3-C1.5	Begin giving brief presentations, demonstrations, and oral reports.	TE: 22, 27, 28, 33, 39, 87, 165, 172, 184, 207
3-C1.6	Demonstrate the ability to participate in creative dramatics.	TE: 28, 95, 172, 221
3-C1.7	Demonstrate the ability to give multistep oral directions.	TE: 33, 94, 141
3-C1.8	Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.	TE: 14, 16, 22, 26, 28, 34, 38, 40, 50, 52, 58, 62, 64, 68, 70, 76, 86, 88, 94, 100, 104, 106, 110, 112, 122, 124, 130, 134, 136, 142, 146, 148, 158, 160, 166, 170, 172, 176, 178, 184, 194, 196, 208, 214, 218, 220
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.	This objective might be included with the writing activities which result in the creation of posters. See TE: 27, 113, 137, 197, 227.
3-C1.10	Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	Students write and deliver a variety of presentations using the weekly spelling and vocabulary words.
3-C1.11	Demonstrate the ability to summarize conversations and discussions.	TE: 220
3-C1.12	Demonstrate the ability to participate in interviews and in reading and writing conferences.	TE: 47, 83, 119, 155, 191, 227
3-C1.13	Begin using effective organizational strategies to prepare oral presentations.	See the activities related to spelling and vocabulary words.
3-C1.14	Begin making appropriate statements to communicate agreement or disagreement with others' ideas.	Related: TE: 191

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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.	TE: 33, 82–83, 94, 141, 226
3-C2.2	Demonstrate the ability to listen for meaning in conversations and discussions.	Student implicitly listen for meaning in all discussions.
3-C2.3	Demonstrate the ability to focus attention on a person who is speaking and listen politely without interrupting.	Attending politely to a speaker is an expected behavior.
3-C2.4	Demonstrate the ability to summarize conversations and discussions.	See later levels.
3-C2.5	Demonstrate the ability to listen for main ideas.	TE: 82, 226
3-C2.6	Demonstrate the ability to participate in interviews and in reading and writing conferences.	TE: 47, 83, 119, 155, 191, 227
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.	TE: 46, 118, 190
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.	Viewing and describing pictures from the text is the most closely related activity.
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.	TE: 34, 70, 94, 100, 184, 202, 207, 208
3-C3.3	Demonstrate the ability to summarize information that he or she receives from nonprint sources.	TE: 34, 70, 94, 100, 184, 202, 207, 208
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.	Related: TE: 34, 70, 94, 100, 184, 202, 207, 208
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.	See later levels.
Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.		

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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.	TE: 226–227
3-RS1.2	Demonstrate the ability to construct questions about a topic.	TE: 226–227
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.	TE: 226–227
3-RS2.2	Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.	TE: 226–227
3-RS2.3	Begin organizing information from a variety of sources, including those accessed through the use of technology.	TE: 226–227
3-RS2.2	Demonstrate the ability to document sources by listing titles and authors with teacher assistance.	TE: 226–227
3-RS2.3	Begin conducting independent research using available resources, including technology.	TE: 226–227
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.	TE: 19, 44, 49, 68, 79, 80, 103, 110, 114, 116, 121, 151, 170, 193, 229, 230, 234, 240, 242
3-RS3.2	Demonstrate the ability to organize information on the basis of observation.	TE: 226–227
3-RS3.3	Demonstrate the ability to present his or her research findings in a variety of formats.	TE: 226–227