

Houghton Mifflin Spelling and Vocabulary
Grade 3
 correlated to
Tennessee Language Arts Standards of Learning

| Tennessee Language Arts Standards of Learning | <i>Houghton Mifflin Spelling and Vocabulary</i> |
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| Reading Accomplishments | |
| 3.1.01 Develop oral language. | |
| a. Show evidence of expanding oral language through vocabulary growth. | TE: 32, 37, 55, 91, 97, 109, 115, 151, 175, 187, 205 |
| b. Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions). | This skill is practiced throughout each lesson. See, for example: TE: 115 |
| c. Understand, follow, and give oral directions. | This skill is practiced throughout each lesson. See, for example: TE: 224 |
| d. Respond to questions from teachers and other group members and pose follow-up questions for clarity. | This skill is practiced throughout each lesson. See, for example: TE: 169 |
| e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations). | TE: 37, 55, 61, 67, 91, 97, 103, 109–110, 139, 151, 187, 199, 205, 223 |
| f. Summarize orally what has been learned or accomplished after completing an activity or assignment. | TE: 182 |
| g. Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation. | PE: 83 TE: 83 |
| 3.1.02 Develop listening skills. | |
| a. Listen attentively to speaker for specific information. | TE: 37, 55, 133, 140, 169, 175–176, 182, 212, 217 |
| b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions). | This skill is practiced throughout each lesson. See, for example: TE: 37 |
| c. Listen and respond to a variety of media (e.g., books, audio tapes, videos). | TE: 18B, 24B, 30B, 42B, 60B, 72B, 84B, 102B, 120B, 132B, 150B, 174B, 186B, 222B |
| d. Recognize the difference between formal and informal languages. | PE: 201 TE: 201 |
| e. Follow oral directions. | This skill is practiced throughout each lesson. See, for example: TE: 25, 32, 38 44, 56, 62, 68, 80, 91, 116, 134, 163, 182, 200, 218 |
| 3.1.03 Demonstrate knowledge of concepts of print. | |
| a. Recognize that groups of sentences make a | PE: 189 |

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| paragraph and paragraphs make a story or article. | |
| b. Recognize and use parts of text (e.g., title, table of contents, glossary and index). | PE: 31–32, 44, 56, 62, 68, 80, 98, 110, 116, 128, 140, 152, 164, 170, 176, 182, 200, 206, 218, 224 |
| c. Recognize and use common text features (e.g., headings, key words, graphics). | PE: 35, 38, 56, 92, 98, 128, 164 TE: 38, 56, 92, 98, 128, 164 |
| d. Recognize different forms of text (e.g., poems, plays and stories). | PE: 111, 117, 123, 209, 213 TE: 103 |
| 3.1.04 Develop and maintain phonemic awareness. | |
| a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds). | TE: 18B, 24B, 30B, 42B, 60B, 72B, 84B, 102B, 120B, 132B, 150B, 174B, 186B, 222B |
| b. Add, delete, and change targeted sounds to modify or change words. | PE: 26, 44, 49–50, 62, 85, 121, 192, 200, 235, 238, 239–242, 244–245, 247, 252 TE: 44, 235, 238–242, 244–245, 247, 252 |
| c. Identify and produce rhyming words and original poems. | PE: 25–26, 31, 37, 43–44, 48, 61, 67, 73, 79–80, 97, 103, 115, 117, 128, 133, 139, 169, 182, 193, 199, 205, 217, 224, 236 TE: 26, 44, 91, 103, 109–110, 117, 128, 199, 236 |
| 3.1.05 Develop and use decoding strategies. | |
| a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode. | PE: 18–19, 24–25, 30–31, 36–37, 42–44, 48–50, 54–55, 60–61, 66–68, 72–73, 78–80, 84–86, 90–91, 96–97, 102–103, 108–109, 114–115, 120–122, 132–133, 138–139, 144–148, 150–151, 156–158, 162–163, 168–169, 174–175, 180–182, 186–187, 192–194, 198, 200, 204, 206, 210–212, 216–217, 222–223, 228–230 TE: 18, 24, 30, 36, 42, 44, 54, 60, 66, 72, 75, 78, 90, 93, 96, 98–99, 102, 108, 111, 114, 132–133, 135, 138, 141, 144–147, 150, 162, 168, 174, 177, 180, 183, 186, 198, 201, 204, 210, 216, 222 |
| b. Decode multi-syllabic words not yet known as sight words. | PE: 198, 204, 222 TE: 198, 204, 222 |

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| c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes). | PE: 18–19, 24–25, 30–31, 36–37, 42–44, 48–50, 54–55, 60–61, 66–68, 72–73, 78–80, 84–86, 90–91, 96–97, 102–103, 108–109, 114–115, 120–122, 132–133, 138–139, 144–148, 150–151, 156–158, 162–163, 168–169, 174–175, 180–182, 186–187, 192–194, 198, 200, 204, 206, 210–212, 216–217, 222–223, 228–230 TE: 18, 24, 30, 36, 42, 44, 54, 60, 66, 72, 75, 78, 90, 93, 96, 98–99, 102, 108, 111, 114, 132–133, 135, 138, 141, 144–147, 150, 162, 168, 174, 177, 180, 183, 186, 198, 201, 204, 210, 216, 222 |
| d. Use previously learned strategies to decode and verify word meaning utilizing the context of the selection. | PE: 19, 20, 23, 25, 29, 37, 41, 43, 47, 48–50, 55, 59, 61, 65, 67–68, 71, 73–74, 77, 79, 83, 84, 86, 89, 91, 95, 97, 109, 115, 120–122, 127, 139–140, 145, 151, 156–158, 163, 169, 175, 181, 187, 193–194, 199, 205, 211, 217, 223, 228–230, 233, 236–239, 243–244, 246–248, 250–252 TE: 129, 164, 187, 217, 236–239, 243–244, 246–248, 250, 252 |
| 3.1.06 Read to develop fluency, expression, accuracy and confidence. | |
| a. Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes). | TE: 73 |
| b. Read aloud grade-appropriate narrative and expository text fluently and accurately, using appropriate timing, intonation, and expression. | TE: 73 |
| c. Participate in guided oral reading. | |
| d. Reflect punctuation within written text while reading orally. | TE: 73 |
| e. Demonstrate the automatic recognition of high frequency words. | PE: 18, 24, 30, 36, 42, 48–50, 53, 54, 60, 66, 72, 78, 84–86, 90, 96, 102, 108, 114, 120–122, 126, 132, 138, 144, 150, 156–158, 162, 168, 174, 180, 186, 192–194, 198, 204, 210, 216, 222 TE: 18, 24, 30, 36, 42, 54, 60, 66, 72–73, 78, 90, 96, 102, 108, 114, 126, 132, 138, 144, 150, 162, 168, 174, 180, 186, 198, 204, 210, 216, 222 |
| f. Read daily and independently from a variety of texts. | |
| 3.1.07 Develop and extend reading vocabulary. | |
| a. Build vocabulary by listening to literature and participating in discussion. | |

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| b. Build vocabulary through frequent read-alouds. | |
| c. Determine word meaning using root words, prefixes, and suffixes. | PE: 68, 174–179, 180–185, 186–191, 193–194, 212 TE: 174–179, 180–185, 186–191 |
| d. Recognize and use compound words, contractions, and abbreviations. | PE 20, 32, 68, 104, 126–131, 135, 144–148, 150–155, 156–158, 188 TE: 126–131, 135, 144–147, 150–155 |
| e. Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources. | PE: 19, 20, 23, 25, 29, 37, 41, 43, 47, 48–50, 55, 59, 61, 65, 67–68, 71, 73–74, 77, 79, 83, 84, 86, 89, 91, 95, 97, 109, 115, 120–122, 127, 139–140, 145, 150, 156–158, 163, 169, 175, 181, 187, 193–194, 199, 205, 211, 217, 223, 228–230, 233, 236–239, 243–244, 246–248, 250–252 TE: 129, 164, 187, 217, 236–239, 243–244, 246–248, 250, 252 |
| f. Use antonyms and synonyms to facilitate understanding of words. | PE: 19, 38, 49, 61, 79, 84–85, 92, 120, 133, 192–194, 230, 237, 242, 245, 248–250, 252 TE: 44, 188, 237, 242, 245, 248–250, 252 |
| g. Use context clues to determine meaning of multi-meaning words. | PE: 74, 98, 116, 140, 151, 156–158, 164, 170 TE: 74 |
| h. Manipulate word walls and word sorts. | PE: 12–13, 18, 24, 30, 36, 42, 44, 54, 60, 66, 72, 78, 90, 96, 102, 108, 114, 116, 132, 138, 144, 150, 162, 168, 174, 180, 186, 198, 204, 216, 222 TE: 12, 18, 24, 30, 33, 36, 42, 44, 54, 57, 60, 66, 72, 75, 78, 90, 96, 102, 108, 114, 117, 132, 138, 144, 150, 162–164, 168, 174, 180–181, 186, 198, 204, 216, 219, 222 |
| i. Build vocabulary by reading a wide range of text types inside and outside the classroom. | PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 142, 149, 155, 167, 173, 179, 185, 191, 203, 207, 215, 221, 227 TE: 103 |

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| 3.1.08 Develop and use pre-reading strategies. | |
| a. Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position). | |
| b. Participate in activities to build background knowledge to make meaning from text. | PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 207, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 207, 215, 221, 227 |
| c. Make predictions using text features (e.g., illustrations and graphics). | TE: ix |
| d. Preview text using illustrations, graphics, text format, text structures and skimming. | TE: ix |
| e. Connect life experience to information and events in texts. | PE: 21, 39, 51, 57, 75, 81, 105, 117, 141, 177, 207 |
| 3.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading. | |
| a. Derive meaning while reading by | |
| 1. formulating clarifying questions. | |
| 2. predicting outcomes based upon prior knowledge and adjust as knowledge is gained while reading. | |
| 3. using metacognitive reading strategies to monitor comprehension (e. g., reread, read ahead, adjust reading speed). | |
| 4. creating a mental image. | |
| 5. expressing reactions and personal opinions in response to a selection. | |
| b. Check for understanding after reading | |
| 1. drawing conclusions based on evidence gained while reading. | |
| 2. sequencing story events and/or text information. | PE: 35 TE: 35 |
| 3. recognizing cause and effect relationships in text. | |
| 4. discussing similarities and differences in text events, | |

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| characters, and character actions. | |
| 5. distinguishing between fact and opinion. | |
| 6. recognizing the stated/implied main idea of the text | |
| 7. discussing author's purpose for writing. | |
| 3.1.10 Introduce informational skills to facilitate learning. | |
| a. Use outside resources to access information (e.g., family and community). | PE: 33, 41, 45 TE: 33, 41, 45 |
| b. Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet). | PE: 21–23, 27–29, 33–35, 39–41, 45–47, 51–52, 57–59, 63–65, 69–71, 75–77, 81–83, 87–88, 93–95, 99–101, 105–107, 111–113, 117–119, 123–124, 129–131, 135–137, 141–143, 147–149, 153–155, 159–160, 165–167, 171–173, 177–179, 183–185, 189–191, 195–196, 201–203, 207–209, 213–215, 219–221, 225–227, 231–232 TE: 18A–18B, 23, 24A–24B, 29, 30A–30B, 35, 36A–36B, 41, 42A–42B, 47, 48A–48B, 53, 54A–54B, 59, 60A–60B, 65, 66A–66B, 71, 72A–72B, 77, 78A–78B, 83, 84A–84B, 89, 90A–90B, 95, 96A–96B, 101, 102A–102B, 107, 108A–108B, 113, 114A–114B, 119, 120A–120B, 125, 126A–126B, 131, 132A–132B, 137, 138A–138B, 143, 144A–144B, 149, 150A–150B, 155, 156A–156B, 161, 162A–162B, 167, 168A–168B, 173, 174A–174B, 179, 180A–180B, 185, 186A–186B, 191, 192A–192B, 197, 198A–198B, 203, 204A–204B, 209, 210A–210B, 215, 216A–216B, 221, 222A–222B, 227, 228A–228B, 233 |
| c. Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers). | PE: 32, 56, 68, 98, 104, 116, 128, 134, 140, 164, 188, 212 TE: 44 |
| d. Gather and record information on a topic. | PE: 27, 33, 35, 45, 63, 93 TE: 27, 33, 35, 45, 63, 93 |

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| 3.1.11 Develop skills to facilitate reading to learn in a variety of content areas. | |
| a. Develop and maintain content specific vocabulary. | PE: 23, 29, 35, 41, 43, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 189, 191, 203, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 189, 191, 203, 209, 215, 221, 227 |
| b. Use text features to locate information (e.g., charts, tables of contents, maps, illustrations). | PE: 35 |
| c. Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies). | PE: 23, 29, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 215, 221, 227 |
| d. Use self-correction strategies while reading (e.g., pausing, rereading, asking for help). | |
| 3.1.12 Read independently for a variety of purposes. | |
| a. Read for literary experience. | PE: 111, 117, 123, 209, 213 |
| b. Read to gain information. | PE: 23, 29, 41, 47, 59, 65, 71, 77, 83, 87, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 183, 189, 191, 203, 215, 221, 227 TE: 87 |
| c. Read to perform a task. | PE: 87, 177 TE: 87, 177 |
| d. Read for enjoyment. | PE: 111, 117, 123, 209, 213 |
| e. Read to expand vocabulary. | PE: 23, 29, 35, 41, 47, 59, 63, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 207, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 207, 215, 221, 227 |
| f. Read to build fluency. | TE: 73 |

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| 3.1.13 Experience various literary and media genres. | |
| a. Read and view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, video) genres. | PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 111, 113, 117, 119, 123, 131, 137, 143, 149, 155, 167, 173, 179, 185, 189, 191, 203, 209, 213, 215, 221, 227 |
| b. Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs). | PE: 35 TE: 35 |
| c. Define and identify setting. | PE: 123, 209, 213 |
| d. Define and identify the characters. | PE: 123, 209, 213 |
| e. Differentiate between main and minor characters. | |
| f. Determine the problem in a story, discover its solution, and consider alternate solutions. | PE: 123, 209, 213 |
| g. Identify types of stories (e.g., folktales, fables, fairy tales). | PE: 209 |
| h. Compare and contrast different versions/representations of similar stories, legends, lessons or events reflecting different cultures. | |
| i. Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor). | PE: 140, 195 |
| j. Explore the concept of first person point of view. | |
| 3.1.14 Develop and maintain a motivation to read. | |
| a. Visit libraries/media centers and regularly check out materials. | PE: 173 TE: 173 |
| b. Engage in a variety of literacy activities voluntarily (self-select books and stories). | |
| c. Read longer narrative and expository text independently including chapter books. | |
| d. Select literature based on personal needs and interests from a variety of genres and by different authors. | |
| e. Choose works from favorite authors/illustrators and genres. | |
| f. Relate literary experiences (e.g., book discussions, | |

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| literacy circles, writing, oral presentations, artistic representations). | |
| g. Experience daily opportunities to read. | |
| h. Choose to read as a leisure activity. | |
| Performance Indicators State | |
| At Level 1, the student is able to | |
| 3.1.spi.1. identify and/or select rhyming words. | PE: 25–26, 31, 37, 43–44, 48, 61, 67, 73, 79–80, 97, 103, 115, 117, 128, 133, 139, 169, 182, 193, 199, 205, 217, 224, 236 TE: 26, 44, 91, 103, 109–110, 117, 128, 199, 236 |
| 3.1.spi.2. distinguish individual sounds, including consonant blends, within words. | PE: 18–19, 24–28, 30–31, 36–37, 42–43, 48–50, 54–55, 60–62, 66–67, 72–73, 78–80, 84–86, 90–91, 96–97, 103–104, 108–109, 114–115, 120–122, 132–133, 138–139, 151, 163, 169, 175, 181, 187, 193, 199, 206, 210–211, 216–217, 223, 228–230 TE: 18, 24, 30, 36, 42, 54, 60, 63, 66, 75, 78, 90, 93, 96, 98–99, 103, 108, 111, 114, 132–133, 135, 138, 141, 168, 201, 210, 216 |
| 3.1.spi.3. recognize parts of a book (e.g., glossary, table of contents). | PE: 31–32, 62, 68, 80, 98, 110, 116, 128, 152, 164, 170, 176, 200, 206, 218, 224 |
| 3.1.spi.4. identify setting, characters, and plot in a reading selection. | PE: 123, 209, 213 |
| At Level 2, the student is able to | |
| 3.1.spi.5. recognize root words and their various inflections (e.g., walks, walking, walked). | PE: 20, 68, 162–167, 168–173, 192, 197, 212 TE: 162–167, 168–173 |
| 3.1.spi.6. determine word meaning within context using prefixes and suffixes. | PE: 68, 174–179, 180–185, 186–191, 193–194, 197, 212 TE: 174–179, 180–185, 186–191 |
| 3.1.spi.7. recognize grade level compound words, contractions, and common abbreviations within context. | PE: 20, 32, 68, 104, 128–131, 144–149, 150–155, 156–158, 188 TE: 128–131, 144–147, 150–155 |
| 3.1.spi.8. select appropriate synonyms and antonyms within context. | PE: 19, 38, 49, 61, 79, 84–85, 92, 120, 133, 192–194, 230, 237, 242, 245, 248–250, 252 TE: 44, 188, 237, 242, 245, 248–250, 252 |
| 3.1.spi.9. determine word meanings through the use of context clues. | PE: 19, 20, 23, 25, 29, 37, 41, 43, 47, 48–50, 55, 59, 61, 65, 67–68, 71, 73–74, 77, 79, 83, 84, 86, 89, 91, 95, 97, 109, 115, 120–122, 127, 139–140, 145, 151, 156–158, 163, 169, 175, 181, 187, 193–194, 199, 205, 211, 217, 223, 228–230, 233, 236–239, 243–244, 246–248, 250–252 |

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| | TE: 129, 164, 187, 217, 236–239, 243–244, 246–248, 250, 252 |
| 3.1.spi.10. identify different forms of text as poems, plays, or stories. | PE: 111, 115, 123, 209, 213 TE: 103 |
| 3.1.spi.11. identify the stated main idea of a reading selection. | PE: 209 TE: 209 |
| 3.1.spi.12. identify stated cause and effect relationships in text. | |
| 3.1.spi.13. distinguish between fact and opinion within text. | PE: 45, 99, 231 TE: 45, 99, 231 |
| 3.1.spi.14. determine sequence of events in a story. | PE: 51, 87 TE: 51, 87 |
| 3.1.spi.15. recognize basic plot features of fairy tales, folk tales, fables and myths. | PE: 123, 209, 213 |
| 3.1.spi.16. recognize grade appropriate vocabulary within context. | PE: 19, 20, 23, 25, 29, 37, 41, 43, 47, 48–50, 55, 59, 61, 65, 67–68, 71, 73–74, 77, 79, 83, 84, 86, 89, 91, 95, 97, 109, 115, 120–122, 127, 139–140, 145, 151, 156–158, 163, 169, 175, 181, 187, 193–194, 199, 205, 211, 217, 223, 228–230, 233, 236–239, 243–244, 246–248, 250–252 TE: 129, 164, 187, 217, 236–239, 243–244, 246–248, 250, 252 |
| At Level 3, the student is able to | |
| 3.1.spi.17. determine correct meaning/usage of multiple-meaning words. | PE: 74, 98, 116, 140, 164, 170 TE: 74 |
| 3.1.spi.18. select questions used to focus or clarify thinking while reading. | PE: 159 TE: 159 |
| 3.1.spi.19. determine appropriate inferences from text. | PE: 37, 55, 67, 73, 85, 103, 109, 115, 145, 163, 211, 238, 241–242 TE: 238, 241–242 |
| 3.1.spi.20. recognize how illustrations support the text. | PE: 35 |
| 3.1.spi.21. select information using available text features (e.g., maps, charts, and graphics). | PE: 35, 71 |
| 3.1.spi.22. determine the problem in a story and recognize its solution. | PE: 123, 209, 213 |
| Performance Indicators Teacher | |
| At Level 1, the student is able to | |
| 3.1.tpi.1. observe established rules of conversation | This skill is practiced throughout each lesson. See, for |

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| (taking turns, raising hands when working in small groups). | example: TE: 115 |
| 3.1.tpi.2. use letter-sound knowledge and structural analysis to decode words (e.g., consonant blends, diphthongs). | PE: 18–19, 24, 30–32, 36–37, 42–44, 48–50, 54–55, 60–62, 66–67, 72–73, 78–80, 84–86, 90–91, 96–97, 102–103, 108–109, 114–115, 120–122, 132–133, 138–139, 144–149, 150–155, 156–158, 162–163, 168–169, 174–175, 180–181, 186–187, 192–194, 198–199, 204, 206, 210–212, 216–217, 222–223, 228–230 TE: 18, 24, 30, 36, 42, 44, 54, 60, 63, 66, 72, 78, 90, 96, 98–99, 102, 108, 111, 114, 132–133, 135, 138, 141, 144–147, 150–155, 162, 168, 174, 177, 180, 183, 186, 198, 201, 210, 216 |
| 3.1.tpi.3. associate sounds with appropriate letters. | PE: 18–19, 24, 30–32, 36–37, 42–44, 48–50, 54–55, 60–62, 66–67, 72–73, 78–80, 84–86, 90–91, 96–97, 102–103, 108–109, 114–115, 120–122, 132–133, 138–139, 144–149, 150–155, 156–158, 162–163, 168–169, 174–175, 180–181, 186–187, 192–194, 198–199, 204, 206, 210–212, 216–217, 222–223, 228–230 TE: 18, 24, 30, 36, 42, 44, 54, 60, 63, 66, 72, 78, 90, 96, 98–99, 102, 108, 111, 114, 132–133, 135, 138, 141, 144–147, 150–155, 162, 168, 174, 177, 180, 183, 186, 198, 201, 210, 216 |
| 3.1.tpi.4. track auditorily each word in a sentence and each syllable in a word. | PE: 18–19, 24, 30–32, 36–37, 42–44, 48–50, 54–55, 60–62, 66–67, 72–73, 78–80, 84–86, 90–91, 96–97, 102–103, 108–109, 114–115, 120–122, 132–133, 138–139, 144–149, 150–155, 156–158, 162–163, 168–169, 174–175, 180–181, 186–187, 192–194, 198–199, 204, 206, 210–212, 216–217, 222–223, 228–230 TE: 18, 24, 30, 36, 42, 44, 54, 60, 63, 66, 72, 78, 90, 96, 98–99, 102, 108, 111, 114, 132–133, 135, 138, 141, 144–147, 150–155, 162, 168, 174, 177, 180, 183, 186, 198, 201, 210, 216 |
| 3.1.tpi.5. use root words and their various inflections. | PE: 20, 68, 162–167, 168–173, 192, 212 TE: 162–167, 168–173 |
| 3.1.tpi.6. identify a purpose for reading (e.g., to enjoy content and to locate information). | PE: 21, 51 TE: 21, 51 |
| 3.1.tpi.7. use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (roots, prefixes, and suffixes). | PE: 18–19, 24, 30–32, 36–37, 42–44, 48–50, 54–55, 60–62, 66–67, 72–73, 78–80, 84–86, 90–91, 96–97, 102–103, 108–109, 114–115, 120–122, 132–133, 138–139, 144–149, 150–155, 156–158, 162–163, 168–169, 174–175, 180–181, 186–187, 192–194, 198–199, 204, 206, 210–212, 216–217, 222–223, 228–230 TE: 18, 24, 30, 36, 42, 44, 54, 60, 63, 66, 72, 78, 90, 96, 98–99, 102, 108, 111, 114, 132–133, 135, 138, |

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| | 141, 144–147, 150–155, 162, 168, 174, 177, 180, 183, 186, 198, 201, 210, 216 |
| 3.1.tpi.8. know and use common (e.g., -ill, -ate) and complex (e.g., -ight) word families to decode unfamiliar words. | PE: 26, 44, 80 TE: 26, 44, 80 |
| 3.1.tpi.9. manipulate word sorts to increase awareness of words. | PE: 12–13, 18, 24, 30, 36, 42, 44, 54, 60, 66, 72, 78, 90, 96, 102, 108, 114, 116, 132, 138, 144, 150, 162, 168, 174, 180, 186, 198, 204, 216, 222 TE: 12, 18, 24, 30, 33, 36, 42, 44, 54, 57, 60, 66, 72, 75, 78, 90, 96, 102, 108, 114, 117, 132, 138, 144, 150, 162–164, 168, 174, 180–181, 186, 198, 204, 216, 219, 222 |
| 3.1.tpi.10. build vocabulary through frequent teacher read-alouds, by listening to literature, and by participating in discussions. | |

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| At Level 2, the student is able to | |
| 3.1.tpi.11. demonstrate the ability to follow and give oral/written directions up to three steps. | This skill is practiced throughout each lesson. See, for example: TE: 224 |
| 3.1.tpi.12. demonstrate an awareness of the sounds of language (e.g., rhyme and rhythm). | PE: 25–26, 31, 37, 43–44, 48, 61, 67, 73, 79–80, 97, 103, 117, 133, 139, 169, 181, 193, 199, 211, 217 TE: 26, 44, 91, 103, 109–110, 117, 128, 199 |
| 3.1.tpi.13. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process. | |
| 3.1.tpi.14. read aloud grade appropriate texts fluently and accurately, using appropriate timing and changes in voice and expression. | TE: 73 |
| 3.1.tpi.15. read a variety of texts (e.g., short stories, fairy tales, non-fiction texts, folktales, plays, and chapter books). | PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 111, 113, 117, 119, 123, 131, 137, 143, 149, 155, 167, 173, 179, 185, 189, 191, 203, 209, 213, 215, 221, 227 |
| 3.1.tpi.16. reflect punctuation in written text while reading orally. | TE: 73 |
| 3.1.tpi.17. derive meaning while reading by predicting outcomes based upon prior knowledge and adjust as knowledge is gained. | |
| 3.1.tpi.18. use metacognitive reading strategies to improve comprehension (e.g., reread, read ahead, ask for help, adjust reading speed). | |
| 3.1.tpi.19. express reactions and personal opinions in response to text. | |
| 3.1.tpi.20. relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations). | |
| 3.1.tpi.21. listen attentively by facing the speaker, asking questions, and paraphrasing. | This skill is practiced throughout each lesson. See, for example: TE: 37 |

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| At Level 3, the student is able to | |
| 3.1.tpi.22. summarize orally what has been learned or accomplished after completing an activity or assignment. | |
| 3.1.tpi.23. summarize stories, plays, and poems. | |
| 3.1.tpi.24. use content specific vocabulary. | PE: 23, 29, 35, 41, 43, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 189, 191, 203, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 189, 191, 203, 209, 215, 221, 227 |
| 3.1.tpi.25. connect life experience to information and events in texts. | PE: 21, 39, 51, 57, 75, 81, 105, 117, 141, 177, 207, 215 |
| 3.1.tpi.26. participate in creative responses to text. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 91, 103 |
| 3.1.tpi.27. organize information from text or technological sources using graphic organizer (e.g., webbing, KWL). | PE: 11, 35 TE: 11, 35, 68, 134 |
| 3.1.tpi.28. use library media sources to access information (e.g., card, electronic catalog, encyclopedias, CD-ROM references, Internet, non-fiction books). | PE: 21–23, 27–29, 33–35, 39–41, 45–47, 51–52, 57–59, 63–65, 69–71, 75–77, 81–83, 87–88, 93–95, 99–101, 105–107, 111–113, 117–119, 123–124, 129–131, 135–137, 141–143, 147–149, 153–155, 159–160, 165–167, 171–173, 177–179, 183–185, 189–191, 195–196, 201–203, 207–209, 213–215, 219–221, 225–227, 231–232 TE: 18A–18B, 23, 24A–24B, 29, 30A–30B, 35, 36A–36B, 41, 42A–42B, 47, 48A–48B, 53, 54A–54B, 59, 60A–60B, 65, 66A–66B, 71, 72A–72B, 77, 78A–78B, 83, 84A–84B, 89, 90A–90B, 95, 96A–96B, 101, 102A–102B, 107, 108A–108B, 113, 114A–114B, 119, 120A–120B, 125, 126A–126B, 131, 132A–132B, 137, 138A–138B, 143, 144A–144B, 149, 150A–150B, 155, 156A–156B, 161, 162A–162B, 167, 168A–168B, 173, 174A–174B, 179, 180A–180B, 185, 186A–186B, 191, 192A–192B, 197, 198A–198B, 203, 204A–204B, 209, 210A–210B, 215, 216A–216B, 221, 222A–222B, 227, 228A–228B, 233 |
| 3.1.tpi.29. make connections among various texts showing similarities and differences related | |

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| to setting, events, and characters. | |
| 3.1.tpi.30. compare and contrast different versions of the same stories reflecting different cultures. | |
| 3.1.tpi.31. extend ideas presented in text (e.g., changing setting, ending, or characters' actions). | |
| 3.1.tpi.32. read daily and independently. | |
| 3.1.tpi.33. verify the meaning/usage of a multiple meaning word through the use context clues. | PE: 74, 98, 116, 140, 164, 170 TE: 74 |
| 3.1.tpi.34. draw conclusions from evidence within the text. | |
| Writing Accomplishments | |
| 3.2.01 Use a variety of pre-writing strategies. | |
| a. Brainstorm ideas with teacher and peers. | PE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 14, 21, 27, 33, 38–39, 44–45, 51, 57, 63, 68–69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| b. Write key thoughts and questions, record reactions and observations and group related ideas. | PE: 51, 159 TE: 159 |
| c. Construct graphic organizers to group ideas for writing (e.g., webs, charts, graphs, diagrams, illustrations). | TE: 14, 68, 134 |
| d. Select a focus when writing. | PE: 189, 231 |
| e. Use a variety of sources to gather information. | PE: 14 TE: 14 |
| f. Write with awareness of a specified audience (e.g., self, peers, teachers, and adults). | PE: 21, 39, 141, 165, 219 |

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| 3.2.02 Write for a variety of purposes. | |
| a. Continue to write to acquire and exhibit knowledge (e.g., paragraphs, reports and answer questions). | This skill is practiced throughout each lesson. |
| b. Continue to write to entertain (e.g., stories, poems, riddles, cartoons). | PE: 51, 111, 117, 123, 213 TE: 51, 91, 109–111, 117, 123, 213 |
| c. Continue to write to inform (e.g., friendly letters, reports, invitations, journals, notes, lists). | PE: 21, 27, 32–33, 38–39, 45, 57, 63, 69, 75, 80–81, 87, 93, 99, 105, 129, 135, 141, 147, 153, 165, 171, 177, 183, 189, 195, 201, 207, 219, 225, 231 TE: 21, 27, 32–33, 38–39, 45, 57, 63, 69, 75, 80–81, 87, 93, 99, 105, 129, 135, 141, 147, 153, 165, 171, 177, 183, 189, 195, 201, 207, 219, 225, 231 |
| d. Write in response to a prompt (e.g., to respond to a picture, story, art). | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.03 Show evidence of drafting and revision with written work. | |
| a. Compose first drafts using appropriate parts of the writing process. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| b. Write in complete sentences using descriptive language. | PE: 195 TE: 195 |
| c. Develop a paragraph with a topic sentence, supporting details, and a concluding sentence. | PE: 51, 87, 195, 231 TE: 51, 87, 195, 231 |
| d. Arrange events in a logical, sequential order. | PE: 87, 111, 123, 129, 177, 213 TE: 87, 111, 123, 129, 177, 213 |
| e. Write stories that have a beginning, middle, and end. | PE: 111, 123, 213 TE: 111, 123, 213 |
| f. Use correct page format (e.g., paragraphs, margins, indentations and titles). | PE: 69, 117, 177, 183, 219 TE: 219 |
| g. Use resources (e.g., dictionaries, thesaurus, | PE: 15, 32, 56, 62, 68, 80, 98, 104, 110, 116, 128, 134, |

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| computer) to aid in the writing process. | 140, 152, 164, 170, 176, 188, 212, 218, 226 TE: 44 |
| h. Revise writing to improve detail after determining what could be added or deleted (e.g., reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions and vary sentence structures). | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.04 Include editing before the completion of finished work. | |
| a. Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject and verb agreement in a simple sentence); and sentence structure (e.g., elimination of fragments) when writing and editing. | PE: 21, 27, 33, 39, 45, 51, 63, 87, 93, 99, 101, 105, 123, 135, 141, 147, 159, 165, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 38–39, 45, 51, 63, 87, 93, 98, 99, 101, 105, 123, 135, 141, 147, 159, 165, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| b. Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading. | PE: 15 TE: 14 |
| c. Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling. | PE: 15, 18–19, 21, 24, 27, 30–33, 36–37, 39, 42–45, 48–52, 54–55, 57, 60–62, 66–69, 72–73, 75, 78–82, 84–87, 90–91, 93, 96–97, 99, 102–105, 108–109, 111, 114–117, 120–123, 126, 129, 132–133, 135, 138–139, 141, 144–147, 150–153, 156–159, 162–163, 168–169, 174–175, 180–181, 186–187, 192–194, 197, 198, 200, 204, 206, 210–212, 216–217, 222–223, 228–230 TE: 14, 18–22, 24–28, 30–34, 36–40, 42–46, 48–51, 54–58, 60–64, 66–71, 72–76, 78–82, 84–87, 90–94, 96–100, 102–106, 108–112, 114–118, 120–123, 126–130, 132–136, 138–142, 144–146, 150–154, 156–159, 162–166, 168–172, 174–178, 180–184, 186–190, 192–196, 198–202, 204–208, 210–214, 216–220, 222–226, 228–231 |
| d. Create readable documents with legible handwriting. | PE: 345 TE: 345 |
| e. Write legibly in manuscript and in cursive. | PE: 345 TE: 345 |
| 3.2.05 Evaluate own and others' writing. | |
| a. Use a rubric to evaluate own and others' writing. | TE: x, 53-T2, 125-T2 |

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| b. Evaluate own and others' writing through small group discussion and shared work. | |
| c. Record and evaluate suggestions and reactions with peers. | |
| d. Recognize positive features and give feedback to peers. | |
| e. Review personal collection to determine progress. | This skill is practiced throughout each lesson. |
| 3.2.06 Experience numerous publishing opportunities. | |
| a. Produce a variety of written works (e.g., literature response, reports, "published" books, book reports) in various formats. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 83, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 TE: 21, 27, 32–33, 38–39, 45, 51, 57, 63, 69, 75, 81, 87, 91, 93, 97, 99, 105, 109–111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 |
| b. Use technology to publish writing. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| c. Incorporate photographs or illustrations. | TE: 38, 44, 56, 62, 104, 128, 188 |
| d. Share completed work. | PE: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| e. Create individual and classroom books. | |
| f. Identify opportunities for publication (e.g., national and/or local contests, websites, newspapers, periodicals). | |
| 3.2.07 Write narrative accounts. | |
| a. Write in response to a narrative prompt. | PE: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, |

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| | 225, 231 |
| b. Write an account based on personal experience that has a clear focus and supporting details (e.g., use illustrations and lists). | PE: 51, 69, 81, 141, 231 TE: 51, 81, 141, 231 |
| c. Use classroom rubric as a guide for writing a narrative. | TE: x, 53-T2, 125-T2 |
| 3.2.08 Write frequently across content areas. | |
| a. Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs, reports). | PE: 35, 47, 95, 101, 107, 113, 173, 179, 191, 227 TE: 101 |
| b. Summarize concepts presented in social studies (e.g., illustrations, sentences, paragraphs, reports). | PE: 23, 59, 119, 149, 167, 185, 203, 215, 221 |
| c. Write in math journals, create math stories, and write explanations for problem solving. | PE: 131 |
| d. Participate in shared writings about the arts and personal activities. | PE: 21, 39, 51, 77, 81, 105, 111, 117, 123, 137, 143, 155, 203, 209 TE: 77, 81, 105, 109–111, 117, 123 |
| 3.2.09 Write expressively using original ideas, reflections, and observations. | |
| a. Create stories and poems. | PE: 111, 117, 123, 213 TE: 91, 97, 109–111, 117, 123, 213 |
| b. Write brief descriptions of a real object, person, place, or event using sensory details. | PE: 51, 81, 195 TE: 51, 81, 195 |
| c. Write to express opinions and judgments. | PE: 231 TE: 231 |
| d. Write for personal enjoyment using individual expression and creative imagination. | PE: 111, 117, 123, 213, 219 TE: 111, 117, 123, 213, 219 |
| 3.2.10 Write in response to literature. | |
| a. Summarize a story. | PE: 183 TE: 183 |
| b. Write a different ending to a story. | |
| c. Write to describe story elements (e.g., setting, characters, plot, problem, solution/conclusion). | PE: 183 TE: 183 |
| d. Compare characters, settings, and events within and between stories. | |
| 3.2.11 Write in a variety of modes and genres. | |

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| a. Write stories. | PE: 111, 123, 213 TE: 111, 123, 213 |
| b. Write a descriptive paragraph. | PE: 195 TE: 195 |
| c. Write a narrative paragraph. | PE: 21, 45, 51, 57, 63, 75, 93, 99, 105, 129, 141, 147, 153, 165, 171, 183, 189, 201, 207, 225, 231 TE: 21, 45, 51, 57, 63, 75, 93, 99, 105, 129, 141, 147, 153, 165, 171, 183, 189, 200–201, 207, 225, 231 |
| d. Write a how-to paragraph. | PE: 87, 179 TE: 80, 87, 179 |
| e. Write a compare-contrast paragraph. | |
| f. Write a variety of poems. | PE: 117 TE: 91, 109–110, 117 |
| g. Write a report. | PE: 159 TE: 159 |
| h. Write a friendly letter. | PE: 39, 71, 219 TE: 39, 71, 219 |
| i. Write in journal. | PE: 81, 105 TE: 81, 105 |

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| Performance Indicators State | |
| At Level 1, the student is able to | |
| 3.2.spi.1. complete a simple graphic organizer (e.g., webbing) to group ideas for writing. | TE: 14, 68, 134 |
| 3.2.spi.2. identify the purpose for writing (i.e., to entertain, to inform, to exhibit knowledge, to respond to a picture, story, or art). | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.spi.3. choose the most specific word to complete a simple sentence. | PE: 19, 20, 23, 25, 29, 37, 41, 43, 47, 48–50, 55, 59, 61, 65, 67–68, 71, 73–74, 77, 79, 83, 84, 86, 89, 91, 95, 97, 109, 115, 120–122, 127, 139–140, 145, 151, 156–158, 163, 169, 175, 181, 187, 193–194, 199, 205, 211, 217, 223, 228–230, 233, 236–239, 243–244, 246–248, 250–252 TE: 129, 164, 187, 217, 236–239, 243–244, 246–248, 250, 252 |
| 3.2.spi.4. rearrange events in sequential order. | PE: 87, 111, 123, 129 TE: 87, 111, 123, 129 |
| At Level 2, the student is able to | |
| 3.2.spi.5. choose a topic sentence for a paragraph. | PE: 51, 87, 195, 231 TE: 51, 87, 195, 231 |
| 3.2.spi.6. select the best title for a text. | TE: 98 |
| 3.2.spi.7. rearrange sentences to form a sequential, coherent paragraph. | PE: 87, 111, 123, 129, 179, 213 TE: 87, 111, 123, 129, 179, 213 |
| 3.2.spi.8. identify unnecessary information in a paragraph. | |
| 3.2.spi.9. rearrange a story sequentially, with a logical beginning, middle, and end. | PE: 111, 123, 213 TE: 111, 123, 213 |
| 3.2.spi.10. choose a supporting sentence that best fits the context and flow of ideas in a paragraph. | PE: 231 TE: 231 |
| 3.2.spi.11. identify the audience for which a text is written. | PE: 21, 39, 141, 165, 219 |
| 3.2.spi.12. complete a graphic organizer (i.e., chart, graph, diagrams,) arranging information to | TE: 14, 68, 134 |

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 correlated to
Tennessee Language Arts Standards of Learning

| Tennessee Language Arts Standards of Learning | <i>Houghton Mifflin Spelling and Vocabulary</i> |
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| be used in a writing sample. | |
| At Level 3, the student is able to | |
| 3.2.spi.13. select the best way to combine sentences to provide syntactic variety within context. | PE: 27 TE: 27 |
| 3.2.spi.14. identify the most reliable source of information for preparing a report. | PE: 45 TE: 45 |
| Performance Indicators Teacher | |
| At Level 1, the student is able to | |
| 3.2.tpi.1. brainstorm with teacher and peers to generate ideas for writing. | PE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 14, 21, 27, 33, 38–39, 44–45, 51, 57, 63, 68–69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.tpi.2. write frequently for a variety of audiences and purposes. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.tpi.3. create readable documents with legible handwriting. | This skill is practiced throughout each lesson. |
| 3.2.tpi.4. share written work with others. | PE: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |

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| At Level 2, the student is able to | |
| 3.2.tpi.5. develop a paragraph with topic sentence, supporting details, and conclusion. | PE: 51, 87, 195, 231 TE: 51, 87, 195, 231 |
| 3.2.tpi.6. use prewriting strategies (e.g., brainstorming, graphic organizers). | PE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 14, 21, 27, 33, 38–39, 44–45, 51, 57, 63, 68–69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.tpi.7. draft and revise written work. | PE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.tpi.8. produce a variety of written work in various formats (e.g., stories, poems, book reports, directions). | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 83, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 TE: 21, 27, 32–33, 38–39, 45, 51, 57, 63, 69, 75, 81, 87, 91, 93, 97, 99, 105, 109–111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 |
| 3.2.tpi.9. write in response to literature. | PE: 111, 117, 123, 213 TE: 111, 117, 123, 213 |
| 3.2.tpi.10. write summaries that contain the main ideas of reading selections. | |
| 3.2.tpi.11. write for a variety of purposes (e.g., constructing journal responses, answers to questions, and friendly letters). | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 83, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 TE: 21, 27, 32–33, 38–39, 45, 51, 57, 63, 69, 75, 81, 87, 91, 93, 97, 99, 105, 109–111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 |

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| 3.2.tpi.12. show evidence of written work in all classroom disciplines. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 83, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 TE: 21, 27, 32–33, 38–39, 45, 51, 57, 63, 69, 75, 81, 87, 91, 93, 97, 99, 105, 109–111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 |
| At Level 3, the student is able to | |
| 3.2.tpi.13. recognize and use all the steps in the writing process. | PE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 14, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.tpi.14. understand and use prompts and rubrics. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 |
| 3.2.tpi.15. use resources such as dictionaries and computers as aids in the writing process. | PE: 15, 32, 56, 62, 68, 80, 98, 104, 110, 116, 128, 134, 140, 152, 164, 170, 176, 188, 212, 218, 226 TE: 44 |
| 3.2.tpi.16. evaluate own and others' writing through group discussions, shared work, and elementary rubrics. | TE: x |
| 3.2.tpi.17. write in a variety of forms and genres. | PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 83, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 TE: 21, 27, 32–33, 38–39, 45, 51, 57, 63, 69, 75, 81, 87, 91, 93, 97, 99, 105, 109–111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 227, 231 |
| 3.2.tpi.18. identify and develop methods of sharing written work with others. | |
| 3.2.tpi.19. use a variety of sources to gather information. | PE: 14 TE: 14 |
| Elements of Language Accomplishments | |

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| 3.3.01 Demonstrate knowledge of standard English usage. | |
| a. Use nouns appropriately (e.g., nouns as subjects, singular, plurals and possessive). | PE: 63, 69, 75, 87 TE: 30, 63, 69, 75, 87, 90 |
| b. Use verbs appropriately (e.g., past, present and future tenses, irregular verbs, agreement with simple and compound subjects). | PE: 93, 99, 105, 123, 177, 251 TE: 30, 90, 93, 99, 105, 123, 177, 251 |
| c. Use pronouns appropriately (e.g., subject and object, pronouns, substitution for nouns, agreement with antecedents). | PE: 81, 165, 177, 195 TE: 81, 165, 177, 195 |
| d. Use adjectives appropriately (e.g., vivid descriptive words, comparative/ superlative, and articles). | PE: 111, 117, 123, 129 TE: 30, 111, 117, 123, 129 |
| e. Use adverbs appropriately (e.g., common formation and placement in a sentence). | |
| f. Recognize usage errors (e.g., double negatives, troublesome words [to, two; their, there, they're]). | PE: 111, 123, 129, 165, 195 TE: 111, 123, 129, 165, 195 |
| 3.3.02 Demonstrate knowledge of standard English mechanics. | |
| a. Use capitalization when writing names, dates, cities and states, addresses, holidays, and titles of books. | PE: 39, 45, 51, 57, 87, 101, 135, 171, 183, 198–199, 201, 216–217 TE: 39, 45, 51, 57, 87, 98, 101, 135, 171, 183, 188, 201 |
| b. Capitalize the first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, and the first word in a direct quotation. | PE: 21, 27, 33, 39, 101, 135, 141, 147, 159, 171, 183, 219 TE: 21, 27, 33, 39, 101, 135, 141, 147, 159, 171, 183, 219 |
| c. Use commas in dates, locations, addresses and items in a series. | PE: 207, 231 TE: 207, 231 |
| d. Use correct punctuation (e.g., end punctuation, periods in initials, abbreviations and titles before names; colon between hour and minutes, parts of a letter). | PE: 21, 27, 51, 135, 141, 147, 159, 171, 183, 189, 195, 201, 213, 219, 225, 231 TE: 21, 27, 51, 135, 141, 147, 159, 171, 183, 188, 189, 195, 201, 213, 219, 225, 231 |
| e. Recognize and use contractions and possessives using apostrophes. | PE: 69, 75, 128–130, 150–155, 156–159 TE: 69, 75, 128–130, 150–155, 159 |
| f. Write legibly in manuscript and in cursive. | TE: 345 PE: 345 |
| 3.3.03 Demonstrate knowledge of standard English spelling. | |
| a. Spell high frequency words correctly. | PE: 18–23, 24–29, 30–35, 36–41, 42–47, 48–52, 54–59, |

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| | 60–65, 66–71, 72–77, 78–83, 84–86, 90–95, 96–101, 102–107, 108–113, 114–119, 120–124, 126–131, 132–137, 138–143, 144–149, 150–155, 156–158, 162–167, 168–173, 174–179, 180–185, 186–191, 192–194, 198–203, 204–209, 210–215, 216–221, 222–227, 228–230 TE: 18–23, 24–29, 30–35, 36–41, 42–47, 48–52, 54–59, 60–65, 66–71, 72–77, 78–83, 84–86, 90–95, 96–101, 102–107, 108–113, 114–119, 120–124, 126–131, 132–137, 138–143 144–149, 150–155, 156–158, 162–167, 168–173, 174–179, 180–185, 186–191, 192–194, 198–203, 204–209, 210–215, 216–221, 222–227, 228–230 |
| b. Spell correctly commonly misspelled words as appropriate to grade level. | PE: 346 TE: 18, 24, 30, 36, 42, 54, 60, 66, 72, 78, 90, 96, 102, 108, 114, 126, 132, 138, 144, 150, 162, 168, 174, 180, 186, 198, 204, 210, 216, 222, 346 |
| c. Spell correctly words that have blends, contractions, and orthographic patterns (e.g., consonant doubling, changing “y” to “i,” dropping the final silent “e” before adding the suffix). | PE: 60–65, 84, 126–130, 150–155, 156, 158, 162–167, 168–173, 192, 197 TE: 60–65, 126–130, 150–155, 162–167, 168–173 |
| d. Form and spell contractions, plurals and possessives correctly. | PE: 63, 69, 75, 87, 126–130, 150–155, 156, 158, 168–173, 192 TE: 63, 69, 75, 87, 126–130, 150–155, 168–173 |
| e. Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, card catalog, phone directory). | PE: 20, 26 |
| f. Use a dictionary and other resources to verify spelling. | TE: 20, 26, 38, 44, 62, 68, 80, 92, 98, 110, 116, 128, 134, 140, 152, 164, 170, 176, 182, 200, 206, 218, 224, 276–283, 284–340 PE: 20, 32, 68, 104, 164, 188, 212, 276–283, 284–340 |

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| 3.3.04 Demonstrate knowledge of correct sentence structure. | |
| a. Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases). | PE: 93, 99, 105, 123, 177 TE: 93, 99, 105, 123, 177 |
| b. Identify and use statements, questions, commands and exclamatory sentences in writing and speaking. | PE: 21, 27, 51, 147, 159, 189, 195, 225 TE: 21, 27, 51, 147, 159, 189, 195, 225 |
| c. Recognize statements, questions and exclamations by noting end punctuation when writing and intonation when speaking. | PE: 21, 27, 51, 147, 159, 189, 195, 225 TE: 21, 27, 51, 147, 159, 189, 195, 225 |
| d. Identify the subject and predicate of a sentence (simple and compound). | PE: 105 TE: 105 |
| e. Recognize complete sentences, edit incomplete sentences and run-on sentences. | PE: 147, 159 TE: 147, 159 |
| f. Combine simple sentences into compound sentences to increase syntactic variety. | PE: 153, 159 TE: 153, 159 |
| g. Combine sentences using compound subjects and /or predicates. | PE: 147 TE: 147 |
| Performance Indicators State | |
| At Level 1, the student is able to | |
| 3.3.spi.1. identify correctly used capital letters in names, dates and addresses. | PE: 39, 45, 51, 57, 87, 101, 135, 171, 198–199, 201, 216 TE: 39, 45, 51, 57, 87, 101, 135, 171, 201 |
| 3.3.spi.2. select the simple subject and predicate of a sentence. | PE: 105 TE: 105 |
| 3.3.spi.3. recognize correct capitalization and end punctuation within context. | PE: 21, 27, 33, 39, 45, 51, 57, 87, 101, 135, 141, 147, 159, 171, 183, 189, 195, 198–199, 207, 225 TE: 21, 27, 33, 39, 45, 51, 57, 87, 98, 101, 135, 141, 147, 159, 171, 183, 188, 189, 195, 207, 225 |

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| At Level 2, the student is able to | |
| 3.3.spi.4. identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e., present, past, and future, agreement), and adjectives (i.e., comparative and superlative) within context. | PE: 63, 69, 75, 87, 93, 99, 105, 111, 117, 123, 177 TE: 30, 63, 69, 75, 87, 93, 99, 105, 111, 117, 123, 177 |
| 3.3.spi.5. identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter. | PE: 201, 207, 219 TE: 201, 207, 219 |
| 3.3.spi.6. identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks. | PE: 21, 27, 51, 147, 159, 189, 195, 225 TE: 21, 27, 51, 147, 159, 189, 195, 225 |
| 3.3.spi.7. choose the correct formation of contractions and plurals within context. | PE: 62, 75, 87, 126–130, 150–155, 156, 158, 168–173, 192 TE: 62, 75, 87, 126–130, 150–155, 168–173 |
| 3.3.spi.8. identify correctly (or incorrectly) spelled words in context. | PE: 21–22, 27–28, 33–34, 39, 45–46, 51–52, 57–58, 63–64, 69–70, 75, 78–82, 85, 93–94, 99–100, 105–106, 111, 117–118, 123–124, 129–130, 135, 141–142, 147–148, 153, 159–160, 165–166, 171–172, 177–178, 183–184, 189–190, 195, 201–202, 207–208, 213–214, 219–220, 225–226, 231–232 TE: 19–22, 25–28, 31–34, 37–40, 43–44, 48–51, 55–58, 61–64, 67–70, 73–76, 78–82, 85, 91–94, 97–100, 103–106, 109–112, 115–118, 127–130, 133–136, 139–142, 145–148, 151–154, 156–159, 163–166, 169–172, 175–178, 181–184, 187–190, 192–195, 199–202, 205–208, 211–214, 217–220, 223–226, 228–231 |
| 3.3.spi.9. rearrange and identify words in alphabetical order (e.g., lists, telephone directory). | PE: 20, 26 |
| At Level 3, the student is able to | |
| 3.3.spi.10. recognize usage errors occurring within context (i.e., double negatives, troublesome words: to, too, two; their, there, they're). | PE: 111, 123, 129, 165, 195 TE: 111, 123, 129, 165, 195 |
| 3.3.spi.11. select the compound sentence that correctly combines two simple sentences. | |

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| Performance Indicators Teacher | |
| At Level 1, the student is able to | |
| 3.3.tpi.1. spell grade level words correctly. | This skill is practiced in all the lessons. |
| 3.3.tpi.2. use appropriate language structure in written and oral communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases). | PE: 93, 99, 105, 123, 177 TE: 93, 99, 105, 123, 177 |
| 3.3.tpi.3. use voice intonation to indicate appropriate end punctuation. | This skill is practiced throughout each lesson. |
| At Level 2, the student is able to | |
| 3.3.tpi.4. recognize statements, questions, and exclamations by noting end punctuation when writing and intonation when speaking. | PE: 21, 27, 51, 147, 159, 189, 195, 225 TE: 21, 27, 51, 147, 159, 189, 195, 225 |
| 3.3.tpi.5. spell high-frequency words and commonly misspelled words correctly as appropriate to grade level. | PE: 18–23, 24–29, 30–35, 36–41, 42–47, 48–52, 54–59, 60–65, 66–71, 72–77, 78–83, 84–86, 90–95, 96–101, 102–107, 108–113, 114–119, 120–124, 126–131, 132–137, 138–143, 144–149, 150–155, 156–158, 162–167, 168–173, 174–179, 180–185, 186–191, 192–194, 198–203, 204–209, 210–215, 216–221, 222–227, 228–230 TE: 18–23, 24–29, 30–35, 36–41, 42–47, 48–52, 54–59, 60–65, 66–71, 72–77, 78–83, 84–86, 90–95, 96–101, 102–107, 108–113, 114–119, 120–124, 126–131, 132–137, 138–143, 144–149, 150–155, 156–158, 162–167, 168–173, 174–179, 180–185, 186–191, 192–194, 198–203, 204–209, 210–215, 216–221, 222–227, 228–230 |
| 3.3.tpi.6. form and spell contractions and plurals correctly. | PE: 62, 75, 87, 126–130, 150–155, 156, 158, 168–173, 192 TE: 62, 75, 87, 126–130, 150–155, 168–173 |
| 3.3.tpi.7. write legibly in manuscript and cursive. | PE: 345 TE: 345 |
| At Level 3, the student is able to | |
| 3.3.tpi.8. recognize and revise incomplete sentences and run-on sentences. | PE: 147 TE: 147 |

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| 3.3.tpi.9. demonstrate the correct use of punctuation. | PE: 21, 27, 51, 69, 75, 126–130, 135, 141, 147, 153, 159, 171, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 51, 69, 75, 98, 126–130, 135, 141, 147, 153, 159, 171, 183, 188, 189, 195, 201, 207, 213, 219, 225, 231 |