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Level Three
correlated to
Milwaukee English Language Arts
Grade Three

Milwaukee English Language Arts	Houghton Mifflin English © 2001
B. WRITING	
By the end of Grade 3, students will:	
B.3.1. Create or produce writing to communicate with different audiences for a variety of purposes.	
<ul style="list-style-type: none"> Use every step of the writing process in producing writing. 	<p>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; WP: 118, 124, 125, 130, 135, 140, 141, 145, 146; RW: 73, 79, 80, 85, 90, 95, 96, 100, 101</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; WP: 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; RW: 74, 75, 76, 81, 86, 87, 91, 97, 102, 103</p> <p>Revising, SB: 20, 21–23, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441; WP: 123, 128, 134, 138, 144, 150; RW: 28, 83, 89, 93, 99, 105</p> <p>Proofreading, SB: 24, 25, 278, 306, 342, 374, 408, 442; TE: 24, 25, 278, 306, 342, 374, 408, 442</p> <p>Publishing, SB: 26, 27, 279, 307, 343, 375, 409, 443</p>
<ul style="list-style-type: none"> Use declarative, imperative, interrogative, and exclamatory sentence types effectively. 	<p>Commands, SB: 38–39, 49, 55, 178–179, 180–181, 204, 239; WP: 7–8, 80–81, 82–83; RW: 5, 49, 50–51</p> <p>Exclamations, SB: 38–39, 49, 55, 178–179, 180–181, 204, 239; WP: 7–8, 80–81, 82–83; RW: 5, 49, 50–51</p> <p>Questions, SB: 36–37, 49, 54, 178–179, 180–181, 204, 239; WP: 5–6, 80–81, 82–83; RW: 4, 49, 50–51</p> <p>Statements, SB: 36–37, 49, 54, 178–179, 180–181, 204, 239; WP: 5–6, 80–81, 82–83; RW: 4, 49, 50–51</p>
<ul style="list-style-type: none"> Use sentence variety in constructing writing. 	<p>Combining Sentences, SB: 47, 67, 110–111, 147, 157, 181, 192, 193, 221; WP: 16, 24, 48–49, 66, 76, 83, 95, 107; RW: 10, 15, 40, 46, 51, 59, 66</p>
<ul style="list-style-type: none"> Develop paragraphs from unified topic sentences 	<p>Topic Sentences of a Paragraph, SB: 18, 321, 383, 384</p> <p>Organizing Ideas into a Paragraph, SB: 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436; TE: 253, 254, 256, 257, 321, 323, 324, 384, 385, 387; WP: 117, 129, 137, 139; RW: 72, 84, 86, 94</p>

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<ul style="list-style-type: none"> Move toward developing well-organized multiple paragraphed essays. 	<p>Writing Sentences and Paragraphs in Drafting, SB: 18 Writing Process and Persuasive Essay, SB: 432–443; 145–150; RW: 100–105 Writing Process and Research Reports, SB: 364–375; WP: 135–138; RW: 90–93</p>
<ul style="list-style-type: none"> Move toward a unified essay which contains identifiable introductions and conclusions. 	<p>Writing Good Beginnings, SB: 264, 272, 275, 292, 301, 303, 329, 338, 339; WP: 119, 122, 126, 127, 132, 133; RW: 74, 77, 81, 82, 87, 88 Endings/Closings of Drafts, SB: 253, 264, 274, 275, 292, 302, 303, 329, 338, 339, 359, 370, 371, 393, 404, 405, 427, 437, 439; WP: 121, 127, 132, 136, 137, 143, 149; RW: 76, 82, 87, 91, 92, 98, 104</p>
<ul style="list-style-type: none"> Narrative, expository, imaginative, and persuasive. 	<p>Narrative Composition, SB: 37, 43, 61, 63, 99, 153, 159, 189, 191, 215, 217, 223, 253–257, 259–263, 264, 265–268, 269–279, 282–284, 297–308, 310–312, 313; WP: 6, 12, 18, 20, 93, 103, 117, 118–123, 124–128; RW: 72, 73–78, 79–83 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; WP: 2, 8, 41, 47, 59, 74, 89, 93, 130–134; RW: 85–89 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; WP: 32, 140–144; RW: 95–99 Persuasive Composition, SB: 48, 63, 71, 75, 143, 179, 229, 231, 423–426, 427, 428–431, 432–433, 444–445; WP: 145–150; RW: 100–105</p>
<ul style="list-style-type: none"> Write unified paragraphs and essays in the four forms of writing. 	<p>Writing a Narrative Paragraph, SB: 253–257; WP: 117; RW: 72 Writing an Informational Paragraph, SB: 321–325; TE: 321, 322, 323, 324 Writing an Expressive Paragraph, SB: 115 Writing a Persuasive Paragraph, SB: 63</p>
<ul style="list-style-type: none"> Use common figurative language to enhance writing. 	<p>Using Figurative Language in Writing, SB: 277, 414–415, H11; TE: 414, 415, H11</p>
<p>B.3.2. Plan, revise, edit, and publish clear and effective writing.</p>	

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<ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. 	<p>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; WP: 118, 124, 125, 130, 135, 140, 141, 145, 146; RW: 73, 79, 80, 85, 90, 95, 96, 100, 101</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; WP: 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; RW: 74, 75, 76, 81, 86, 87, 91, 97, 102, 103</p> <p>Revising, SB: 20, 21–23, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441; WP: 123, 128, 134, 138, 144, 150; RW: 28, 83, 89, 93, 99, 105</p> <p>Proofreading, SB: 24, 25, 278, 306, 342, 374, 408, 442; TE: 24, 25, 278, 306, 342, 374, 408, 442</p> <p>Publishing, SB: 26, 27, 279, 307, 343, 375, 409, 443</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher. 	<p>Discuss Work in Progress, TE: 31, 59, 97, 141, 177, 213, 258, 286, 326, 354, 388, 422</p> <p>Listening in Writing Conference, SB: 2, 5, 22, 252, 276, 304, 320, 340, 372, 382, 406, 440</p>
<ul style="list-style-type: none"> Perform peer and self-evaluation strategies. 	<p>Rubrics, SB: 275, 303, 339, 371, 405, 439; WP: 122, 127, 133, 137, 143, 149; RW: 77, 82, 88, 92, 98, 104</p> <p>Student Models, SB: 27, 267–268, 295–296, 310–312, 332–333, 346, 362–363, 396–397, 419, 430–431</p>
B.3.3. Write critiques of literary and nonliterary texts.	
<ul style="list-style-type: none"> Identify plot, setting and major characters. 	<p>Plot, SB: 300–302, 303, 317; WP: 125, 126, 127; RW: 80, 81, 82</p> <p>Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81</p> <p>Setting, SB: 299, 300–301, 310, 312; TE: 300, 301; WP: 125; RW: 80</p>
<ul style="list-style-type: none"> Discuss and analyze characters' motives. 	<p>Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81</p>
<ul style="list-style-type: none"> Discuss and analyze the actions of minor characters. 	<p>Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81</p>
<ul style="list-style-type: none"> Identify major literary elements such as characters, setting, plot. 	<p>Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81</p> <p>Plot, SB: 300–302, 303, 317; WP: 125, 126, 127; RW: 80, 81, 82</p> <p>Setting, SB: 299, 300–301, 310, 312; TE: 300, 301; WP: 125; RW: 80</p> <p>Scene, SB: 310–312</p>
C. ORAL LANGUAGE	
By the end of Grade 3, students will:	
C.3.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	

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<ul style="list-style-type: none"> Convey ideas clearly in discussions and conversations. 	Clarify Messages Through Speaking, SB: 3–5, 252, 276, 304, 320, 340, 372, 382, 406, 440 Choose and Adapt Speaking for Purpose, SB: 1–2, 285, 352 Having Discussions, SB: 3–5
<ul style="list-style-type: none"> Present a short report orally. 	Oral Presentations, SB: 285, 352, 377–378, H41–H43
<ul style="list-style-type: none"> Read aloud effectively from previously read material. 	Reading Aloud Tips, SB: 307
<ul style="list-style-type: none"> Recognize the relationship between organized notes or outlines and speaking from notes or outlines. 	Speaking from Notes, SB: 378; TE: 378
<ul style="list-style-type: none"> Present autobiographical information. 	Speaking about Self, SB: 285; TE: 285
<ul style="list-style-type: none"> Participate in group readings, such as choral, echo, and shadow reading. 	Group Readings, TE: 414, 419
<ul style="list-style-type: none"> Distinguish between fact and opinion and provide evidence to support opinions. 	Knowing Facts from Opinions, SB: 379; TE: 379
C.3.2. Listen to and comprehend oral communications.	
<ul style="list-style-type: none"> Follow basic directions. 	Listening to Follow Directions, SB: 352; TE: 326A, 327, 330, 332, 352
<ul style="list-style-type: none"> Listen for various purposes. 	Using Listening Skills in Discussion, SB: 3–5 Listening for Information, SB: 320, 352; TE: 320–321A, 327, 355, 360, 362
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion. 	Listening to Summarize, SB: 413
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence. 	Retelling Story in Sequence, TE: 263, 291
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions. 	Plot: Events, SB: 287, 289, 290, 291; TE: 287, 291 Making Predictions, SB: 9, 259, 287, 327, 355, 389, 423
<ul style="list-style-type: none"> Distinguish fact from fantasy and fact from opinion. 	Facts or Opinions, SB: 366–367, 371, 379, 434; WP: 135; RW: 90
<ul style="list-style-type: none"> Understand increasingly complex sentence structures. 	Understanding Sentences and Sentence Structure, SB: 47, 67, 110–111, 147, 157, 181, 192, 193, 221; WP: 16, 24, 48–49, 66, 76, 83, 95, 107; RW: 10, 15, 40, 46, 51, 59, 66
<ul style="list-style-type: none"> Understand a variety of word structures and forms such as affixes, roots, homonyms, antonyms, synonyms, and word analogies. 	Antonyms, SB: H13 Synonyms, SB: 122, 160, 407, H12; TE: 122, 160, 407; WP: 60, 79, 144; RW: 36, 48, 99 Prefixes, SB: H14 Suffixes, SB: H15

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C.3.3. Participate effectively in discussion.	
<ul style="list-style-type: none"> Volunteer information, ask who, what, when, where, why and how questions. 	Asking and Answering Questions, SB: 16
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues. 	Nonverbal Communication, SB: 314–315, Nonverbal Cues, SB: 285, 314–315, 316–317, 352, 377–378, 420–421, H7–H8
<ul style="list-style-type: none"> Use appropriate strategies to keep a discussion going. 	How to Conduct Discussions, SB: 3–5
<ul style="list-style-type: none"> Reflect on the ideas and opinions of others and respond thoughtfully. 	Personal Response to Listening, SB: 263, 291, 328, 358, 392, 426 Listening for an Opinion, SB: 382; TE: 382–383A, 389, 394, 396
<ul style="list-style-type: none"> Ask for clarification and explanation of unfamiliar words and ideas. 	Clarify Messages Through Speaking, SB: 3–5, 252, 276, 304, 320, 340, 372, 382, 406, 440
<ul style="list-style-type: none"> Summarize information conveyed through discussion. 	Summarizing in a discussion is introduced at level Four.
D. LANGUAGE	
By the end of Grade 3, students will:	
D.3.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.	
<ul style="list-style-type: none"> Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly. 	Using a Dictionary, SB: H16–H20 Thesaurus Plus Entries, SB: H67–H76 Thesaurus Plus to Find Synonyms, SB: 122, 160, H23 (continued)
<ul style="list-style-type: none"> Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly. (ctd.) 	How to Use Thesaurus Plus, SB: H60–H61 Thesaurus Plus Index, SB: H62–H66 Reference Materials, SB: H21, H23
<ul style="list-style-type: none"> Gain understanding of roots, prefixes, and suffixes to interpret and convey the meaning of words. 	Prefixes, SB: H14 Suffixes, SB: H15
<ul style="list-style-type: none"> Gain familiarity with common figures of speech and use them appropriately. 	Simile, SB: 277, H11; TE: 277, H11

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<ul style="list-style-type: none"> • Begin to apply the rules of written and spoken standard English. 	<p>Grammar Conventions, SB: 32–35, 36–37, 38–39, 40–43, 49–50, 53–58, 60–61, 62–63, 64–73, 74–78, 80–82, 86–96, 98–99, 100–103, 104–111, 112–119, 120–122, 124–125, 126, 130–140, 142–147, 150–151, 152–157, 161, 162–163, 166–176, 198, 214–221, 224–225, 226–227, 237–240, 324; WP: 1–2, 3–4, 5–6, 7–8, 9–10, 11–12, 17–18, 19–20, 21–22, 23–24, 25–26, 27, 28, 29–30, 31–32, 33–34, 35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60, 61–62, 63–64, 65–66, 69–70, 71–72, 73–74, 75–76, 100–101, 102–103, 104–105, 106–107, 110–111, 112–113; RW: 1, 2–3, 4, 5, 6, 7, 11, 12, 13, 14–15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39–40, 42, 43, 44, 45–46, 62, 63, 64, 65–66, 68, 69</p> <p>Mechanics Conventions, SB: 36–39, 44–47, 49–50, 53–58, 62–63, 74–78, 80–82, 86–96, 120–122, 130–140, 161, 178, 181, 182–185, 186–187, 188–189, 190–191, 192–193, 194–197, 198, 199–201, 204–205, 206–212, 226–227, 233, 237–240, 246; WP: 5–6, 7–8, 13–14, 15–16, 19–20, 31–32, 33–34, 35, 58–59, 60, 80–81, 82–83, 84–85, 86–87, 88–89, 90, 91, 92–93, 94–95, 96–97, 98–99, 112–113; RW: 4, 5, 8, 9–10, 12, 20, 21, 22, 35, 36, 49, 50–51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 69</p>
<p>D.3.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p>	
<ul style="list-style-type: none"> • Practice using various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations. 	<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; WP: 2, 8, 41, 47, 59, 74, 89, 93, 130–134; RW: 85–89</p> <p>Classificatory Composition, SB: 398–409; WP: 140–144; RW: 95–99</p> <p>Narrative Composition, SB: 37, 43, 61, 63, 99, 153, 159, 189, 191, 215, 217, 223, 253–257, 259–263, 264, 265–268, 269–279, 282–284, 297–308, 310–312, 313; WP: 6, 12, 18, 20, 93, 103, 117, 118–123, 124–128; RW: 72, 73–78, 79–83</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; WP: 32, 140–144; RW: 95–99</p>
<ul style="list-style-type: none"> • Practice using variations in American English that appear in different social, cultural, regional, and professional environments. 	<p>Formal and Informal Language, TE: 1</p> <p>Spanish Language, SB: 285–291; TE: 287</p>
<p>E. RESEARCH</p>	
<p>By the end of Grade 3, students will:</p>	
<p>E.3.1. Identify a researchable topic.</p>	
<ul style="list-style-type: none"> • Formulate research questions to guide research. 	<p>Formulate a Research Question, SB: 364; TE: 354, 364</p>

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<ul style="list-style-type: none"> State a question or points that require further study on a researchable topic. 	Studying a Research Question, SB: 365; TE: 365
<ul style="list-style-type: none"> Distinguish between fact and opinion. 	Facts or Opinions, SB: 366–367, 371, 379, 434; WP: 135; RW: 90
<ul style="list-style-type: none"> Recognize propaganda. 	Propaganda Techniques, SB: 379, 446–447; TE: 379, 446, 447
E.3.2. Demonstrate familiarity with library cataloging system(s).	
<ul style="list-style-type: none"> Identify and begin to use all reference materials. 	Using the Library, SB: H21–H23 Reference Materials, SB: H21, H23 Research Skills, SB: H26–H28
<ul style="list-style-type: none"> Identify and use guides to reference materials such as the periodical guide, encyclopedia indexes, etc. 	Using an Encyclopedia, SB: H23; TE: H23 Using an Atlas, SB: H23