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correlated to
California English-Language Arts Content Standards

Grade 3

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

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<p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.</p>	<p><i>What's New?</i> p. T64, R44, R52; <i>Big Plans</i> p. R12-R13</p>
<p>1.2 Decode regular multisyllabic words.</p>	<p><i>What's New?</i> p. T21, T115, T154-T155, T165, T182, T183, T187, R47, R54; <i>Big Plans</i> p. T126-T127, T147, T233; <i>On the Job</i> p. T70, R46, R55; <i>Hit Series</i> p. T240; <i>Time Detectives</i> p. T68-T69, T93, T111, T230, T45, R51, R53, R56; <i>Community Quilt</i> p. T194</p>
<p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p><i>What's New?</i> p. T43, T74, T81, T86, T228; <i>Big Plans</i> p. T137; <i>On the Job</i> p. T48, T83, T91, T148, T194; <i>Hit Series</i> p. T36, T133, T139, T216, T225, T233; <i>Time Detectives</i> p. T46, T147, T153, T191, T246; <i>Community Quilt</i> p. T143, T172</p>
<p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p>	<p><i>What's New?</i> p. T20-T21, T31, T43, T46, T47, T159, T232, R43, R52; <i>Big Plans</i> p. T58, T76-T77, T82, T85, T98, T102, T103, T109, T182, R45, R54; <i>On the Job</i> p. T69, T133, T198; <i>Hit Series</i> p. T177, T231, T244; <i>Community Quilt</i> p. T64, T149, T216</p>
<p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>).</p>	<p>The opportunity to address this objective is available on the following pages: <i>Big Plans</i> p. T231, T250; <i>Hit Series</i> p. T214; <i>Time Detectives</i> p. T180; <i>Community Quilt</i> p. T260</p>

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1.6 Use sentence and word context to find the meaning of unknown words.	<i>What's New?</i> p. T19, T153; <i>Big Plans</i> p. T26, T27, T34, T48, T75, T76, T77, T103, T117, T124, T130, T139, T154-Y155, T157, T164, T177, T241, T257; <i>On the Job</i> p. T19, T30, T252; <i>Hit Series</i> p. T170; <i>Time Detectives</i> p. T23, T54, T66; <i>Community Quilt</i> p. T81, T93, T133, T151, T239
1.7 Use a dictionary to learn the meaning and other features of unknown words.	<i>What's New?</i> p. T19, T63, T113, T153, T209; <i>Big Plans</i> p. T19, T75, T125, T177, T231; <i>On the Job</i> p. T19, T60, T69, T123, T169, T221; <i>Hit Series</i> p. T19, T65, T102, T117, T165, T215; <i>Time Detectives</i> p. T19, T67, T133, T181, T229; <i>Community Quilt</i> p. T19, T81, T133, T193, T239
1.8 Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of words.	<i>Big Plans</i> p. T178-T179, T191, T209, T272, R49, R56; <i>On the Job</i> p. T20-T21, T37, T53, R36, R43, R54; <i>Hit Series</i> p. T165; <i>Time Detectives</i> p. T50

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2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

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<p>Structural Features of Informational Materials</p> <p>2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p>	<p><i>What's New?</i> p. T48-T49; <i>Big Plans</i> p. T29, T46, T197, T210-T211, R50, R56; <i>On the Job</i> p. T102-T103, T187, T188, T241, R47, R56; <i>Time Detectives</i> p. T58, T136; <i>Community Quilt</i> p. T196, T218-T219, R52, R59</p>
<p>Comprehension and Analysis of Grade-Level- Appropriate Text</p> <p>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p>	<p><i>What's New?</i> p. T34, T81, T217; <i>Big Plans</i> p. T186, T188, T262; <i>On the Job</i> p. T78, T137, T146-T147, T174; <i>Hit Series</i> p. T24; <i>Time Detectives</i> p. T32, T70, T71, T78, T83, T85, T138, T188, T194, T196; <i>Community Quilt</i> p. T250</p>
<p>2.3 Demonstrate comprehension by identifying answers in the text.</p>	<p><i>What's New?</i> p. T34, T81, T217; <i>Big Plans</i> p. T186, T188, T262; <i>On the Job</i> p. T78, T174; <i>Hit Series</i> p. T24; <i>Time Detectives</i> p. T32, T70, T71, T78, T83, T85, T138, T188, T194, T196; <i>Community Quilt</i> p. T250</p>
<p>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</p>	<p><i>What's New?</i> p. T27, T71, T217; <i>Big Plans</i> p. T31, T135, T184; <i>On the Job</i> p. T27, T75, T94-T95, T140, T177, T181, T229; <i>Hit Series</i> p. T27, T73, T127, T175, T221, T223, T238-T239; <i>Time Detectives</i> p. T29, T145, T151, T237; <i>Hit Series</i> p. T33, T37, T89, T145</p>
<p>2.5 Distinguish the main idea and supporting details in expository text.</p>	<p><i>Big Plans</i> p. T182, T183, T188, T190, T192, T194, T198, T202-T203, T247; <i>On the Job</i> p. T133, T241; <i>Time Detectives</i> p. T38, T80, T85, T94, T95, T112-T113, T196; <i>Community Quilt</i> p. T199, T204, T206, T210-T211</p>
<p>2.6 Extract appropriate and significant information from the text, including problems and solutions.</p>	<p><i>Big Plans</i> p. T81, T96-T97, T250; <i>On the Job</i> p. T31, T85, T180, T190; <i>Hit Series</i> p. T38; <i>Time Detectives</i> p. T91, T190; <i>Community Quilt</i> p. T155, T275</p>

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2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	<i>What's New?</i> p. T100-T103, T196-T199, T248-T253; <i>Big Plans</i> p. T60-T61, T112-T115, T218-T221, T288-T293; <i>On the Job</i> p. T110-T113, T208-T211, T266-T271; <i>Hit Series</i> p. T104-T107, T201-T205, T260-T265; <i>Time Detectives</i> p. T122-T123, T218-T219, T266-T271; <i>Community Quilt</i> p. T120-T123, T226-T229, T276-T281

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3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

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<p>Structural Features of Literature</p> <p>3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p>	<p><i>What’s New?</i> p. T35, T67, T117, T157; <i>Big Plans</i> p. T129, T181, T235; <i>On the Job</i> p. T23, T41, T73, T89, T127, T173, T187, T225, T241; <i>Hit Series</i> p. T23, T37, T69; <i>Time Detectives</i> p. T37, T71, T187, T233; <i>Community Quilt</i> p. T23, T53, T85, T137, T163, T197, T243</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p>	<p><i>On the Job</i> p. T190; <i>Hit Series</i> p. T38; <i>Community Quilt</i> p. T138, T139, T140, T142, T144, T149, T150, T160, T168, T170-T171</p>
<p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	<p><i>What’s New?</i> p. T69, T70, T76, T84-T85, T169; <i>Big Plans</i> p. T45, T148, T240, T249; <i>On the Job</i> p. T227, T238, T244-T245, T264; <i>Hit Series</i> p. T33, T258; <i>Time Detectives</i> p. T148, T149, T186; <i>Community Quilt</i> p. T45, T138, T144, T158, T164, T167, T274</p>
<p>3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.</p>	<p><i>What’s New?</i> p. T246; <i>Big Plans</i> p. T286; <i>On the Job</i> p. T39, T42, T133, T181, T265; <i>Hit Series</i> p. T259; <i>Time Detectives</i> p. T240, T265; <i>Community Quilt</i> p. T49, T159, T244, T245, T246, T248, T254-T255, T256, T264, T265, T275</p>
<p>3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.</p>	<p><i>What’s New?</i> p. T33, T34, T35, T81; <i>Big Plans</i> p. T27, T28, T38, T49, T81, T87, T89, T143; <i>On the Job</i> p. T75; <i>Hit Series</i> p. T37, T48; <i>Time Detectives</i> p. T164; <i>Community Quilt</i> p. T110</p>
<p>3.6 Identify the speaker or narrator in a selection.</p>	<p><i>Big Plans</i> p. T42, T43; <i>Hit Series</i> p. T156, T219; <i>Community Quilt</i> p. T27, T85, T175</p>

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Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

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<p>Organization and Focus</p> <p>1.1 Create a single paragraph:</p> <p style="padding-left: 20px;">a. Develop a topic sentence.</p> <p style="padding-left: 20px;">b. Include simple supporting facts and details.</p>	<p><i>Big Plans</i> p. T206-T207, T282-T285</p>
<p>Penmanship</p> <p>1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.</p>	<p>The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. T245, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Big Plans</i> p. T285, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>On the Job</i> p. T263, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Hit Series</i> p. T263, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Time Detectives</i> p. T262, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Community Quilt</i> p. T273, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37</p>
<p>Research</p> <p>1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p>	<p><i>What's New?</i> p. T150, T188-T189, R49, R55; <i>On the Job</i> p. T102-T103, R47, R56; <i>Time Detectives</i> p. T58; <i>Community Quilt</i> p. T218-T219, R52, R59</p>
<p>Evaluation and Revision</p> <p>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. T44, T88, T134, T184, T230; <i>Big Plans</i> p. T56, T100, T158, T206, T270; <i>On the Job</i> p. T50, T98, T150, T196, T248; <i>Hit Series</i> p. T46, T92, T146, T190, T242; <i>Time Detectives</i> p. T48, T108, T162, T204, T248; <i>Community Quilt</i> p. T62, T108, T174, T214, T258</p>

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Grade 3

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

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2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.	<i>What's New?</i> p. T44, T242-T245, R35; <i>Big Plans</i> p. T215, R19; <i>On the Job</i> p. T196, T260-T263, R3, R5, R27; <i>Time Detectives</i> p. T162, R27; <i>Community Quilt</i> p. T174
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	<i>What's New?</i> p. T88, T134, T230, R13; <i>Big Plans</i> p. T61, T216, R13, R35; <i>On the Job</i> p. T98; <i>Time Detectives</i> p. T48, T162, T260-T262, R3, R5; <i>Community Quilt</i> p. T79, T95, T108, R3, R15, R19, R35
2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.	<i>What's New?</i> p. T196-T199, R11; <i>Hit Series</i> p. T242

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Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

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<p>Sentence Structure</p> <p>1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p>	<p><i>What's New?</i> p. T44, T88, T184, R4-R5, R6-R7, R14-R15, R39, R56; <i>Big Plans</i> p. T206, R15, R23; <i>On the Job</i> p. T50, R6-R7; <i>Time Detectives</i> p. T248, R7, R23, R31; <i>Community Quilt</i> p. R15, R23, R31, R38-R39</p>
<p>Grammar</p> <p>1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p>	<p><i>What's New?</i> p. T230, R38-R39, R57; <i>On the Job</i> p. R6-R7, R14-R15, R22-R23, R30-R31, R38-R39, R60; <i>Hit Series</i> p. T46, R6-R7; <i>Time Detectives</i> p. T48, T204, T248, T262, R6-R7, R14-R15, R22-R23, R30-R31, R38-R39; <i>Community Quilt</i> p. R30-R31, R62</p>
<p>1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.</p>	<p><i>Big Plans</i> p. T100, T158, T284, R14-R15, R22-R23, R30-R31, R38-R39, R58; <i>Hit Series</i> p. T242, R38-R39; T48, R6-R7, R14-R15, R22-R23; <i>Community Quilt</i> p. R30-R31, R62</p>
<p>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>	<p><i>What's New?</i> p. T44, T88, T184, R4-R5, R6-R7, R14-R15, R39; <i>Big Plans</i> p. T56, T100, T158, T206, T270, T284, R6-R7, R14-R15, R22-R23, R30-R31, R38-R39, R58, R59; <i>On the Job</i> p. T50, R6-R7; <i>Hit Series</i> p. T242, R38-R39; <i>Time Detectives</i> p. T48, T162, R6-R7, R14-R15, R22-R23</p>
<p>Punctuation</p> <p>1.5 Punctuate dates, city and state, and titles of books correctly.</p>	<p>The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. R11; <i>Hit Series</i> p. T242</p>

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1.6 Use commas in dates, locations, and addresses and for items in a series.	The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. R11; <i>Hit Series</i> p. T242; <i>Time Detectives</i> p. R14-R15
Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.	<i>What's New?</i> p. T134, T244; <i>Hit Series</i> p. T46; <i>Time Detectives</i> p. T204, T262; <i>Community Quilt</i> p. T108, T214, T258, R31
Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).	<i>What's New?</i> p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Big Plans</i> p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>On the Job</i> p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Hit Series</i> p. R4-R5, R20-R21, R28-R29, R36-R37; <i>Time Detectives</i> p. R4-R5, R12-R13, R20-R21, R28-R29; <i>Community Quilt</i> p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37
1.9 Arrange words in alphabetic order.	<i>What's New?</i> p. T138-T139, R21, R46, R53; <i>Time Detectives</i> p. T208

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Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

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Comprehension	
1.1 Retell, paraphrase, and explain what has been said by a speaker.	The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. T54, T193, T234-T235, T253; <i>Big Plans</i> p. T162-T163; <i>Time Detectives</i> p. T253; <i>Community Quilt</i> p. T66-T67, T112-T113
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.	The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. T54, T234-T235, T253; <i>Big Plans</i> p. T162-T163; <i>Hit Series</i> p. T150-T151; <i>Time Detectives</i> p. T253; <i>Community Quilt</i> p. T66-T67
1.3 Respond to questions with appropriate elaboration.	The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. T54, T103, T253; <i>Big Plans</i> p. T115, T168, T280, T295; <i>Time Detectives</i> p. T57, T219, T253; <i>Community Quilt</i> p. T112-R113, T123, T281
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. T53
Organization and Delivery of Oral Communication	
1.5 Organize ideas chronologically or around major points of information.	<i>What's New?</i> p. T97; <i>Big Plans</i> p. T279, T294-T295; <i>On the Job</i> p. T59, T108, T159, T160, T200-T201, T272-T273; <i>Hit Series</i> p. T251; <i>Time Detectives</i> p. T252-T253; <i>Community Quilt</i> p. T112-T113, T223, T267, T283
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	<i>What's New?</i> p. T97, T193, T234-T235; <i>On the Job</i> p. T107, T159, T200-T201; <i>Time Detectives</i> p. T118, T252-T253, T258; <i>Community Quilt</i> p. T112-T113, T223, T283

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1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	<i>What's New?</i> p. T97, T193, T234-T235, T253, T254-T255; <i>Big Plans</i> p. T279, T295; <i>On the Job</i> p. T108, T200-T201; <i>Hit Series</i> p. T56, T150-T151, T199; <i>Time Detectives</i> p. T118, T252-T253; <i>Community Quilt</i> p. T112-T113, T223, T283
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	<i>What's New?</i> p. T98, T253; <i>On the Job</i> p. T159; <i>Time Detectives</i> p. T252-T253; <i>Community Quilt</i> p. T112-T113, T283
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	<i>What's New?</i> p. T53; <i>Big Plans</i> p. T65, T98, T204; <i>On the Job</i> p. T149, T195, T247; <i>Hit Series</i> p. T150-T151, T241; <i>Time Detectives</i> p. T171, T214; <i>Community Quilt</i> p. T61
Analysis and Evaluation of Oral and Media Communications	
1.10 Compare ideas and points of view expressed in broadcast and print media.	The opportunity to address this objective is available on the following pages: <i>What's New?</i> p. T255; <i>On the Job</i> p. T59, T160, T271, T273; <i>Hit Series</i> p. T266-T267; <i>Time Detectives</i> p. T272-T273
1.11 Distinguish between the speaker's opinions and verifiable facts.	<i>On the Job</i> p. T200-T201

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Grade 3

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

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2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.	<i>What's New?</i> p. T54, T193, T234-T235, T253, T254-T255; <i>Time Detectives</i> p. T172
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	<i>What's New?</i> p. T98, T194, T253, T254-T255; <i>On the Job</i> p. T107, T159, T247; <i>Hit Series</i> p. T55, T102, T150-T151, T199, T241; <i>Community Quilt</i> p. T224, T267
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	<i>What's New?</i> p. T54, T253, T254, T255; <i>Hit Series</i> p. T251; <i>Community Quilt</i> p. T267, T283