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California Standards Test Blueprint
Grade 3

English-Language Arts Grade 3	<i>READ 180</i> Stage A
CALIFORNIA CONTENT STANDARDS: 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.	
1.1 Decoding and Word Recognition: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	rBook Teacher’s Edition: Coaching Notes: 73, 153 Vocabulary/Word Study: 72, 73, 152, 153 Workshop Wrap-Up: 83, 163 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Lesson 5 Vowel /ā/ ai, ay, eigh, ey, ea: 53, 54, 55; Lesson 6 Vowel /ē/ ea, ee, e, y, ey: 56, 57, 58; Lesson 7 Vowel /ō/ o, oa, ow: 59, 60, 61; Lesson 8 Vowel /ī/ i, igh, y ie: 62, 63, 64; Lesson 13 Words With /ōō/ oo, oue, ew, ough, ou: 77, 78, 79; Lesson 14 Vowel /ô/ a, au, aw, o: 80, 81, 82; Lesson 15 Vowel /e/ ea, ai, a: 83, 84, 85; Lesson 16 Vowel /u/ a, o, ou: 86, 87, 88; Lesson 17 Diphthong /ou/ ou, ow: 89, 90, 91; Lesson 18 Diphthong /oi/ oi, oy: 92, 93, 94; Lesson 19 Words With /ōō/ oo, o, u, ou: 95, 96, 97
1.2 Decoding and Word Recognition: Decode regular multisyllabic words.	rBook Teacher’s Edition: Coaching Notes: 97, 113 Vocabulary/Word Study: 96, 97 Workshop Wrap-Up: 107 rBook Reading Handbook: 244 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Lesson 33 Multisyllabic Words: 137, 138, 139; Resources: Multisyllabic Words: 151

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<p>1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149-150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183</p>
<p>1.4 Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 79, 120 Vocabulary/Word Study: 44, 45, 72, 73, 120, 121 Workshop Wrap-Up: 55, 83, 131</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 9 Using a Thesaurus: 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (using synonyms in place of “tired words”): 28</p>

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<p>1.5 Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).</p>	<p>rBook Teacher’s Edition: Coaching Notes: 17, 152, 176 Vocabulary/Word Study: 152, 153, 176, 177 Workshop Wrap-Up: 163, 187</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 3 Multiple-Meaning Words: 240, 241</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Meaning Match (game with multiple-meaning words): 63</p>
<p>1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 16, 19, 93, 96, 119 Vocabulary/Word Study: 96, 97 Workshop Wrap-Up: 107</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265</p>
<p>1.7 Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 229 Vocabulary/Word Study: 228, 229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245</p>

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<p>1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 13, 44, 45, 86, 90, 121, 170, 190, 214, 223 Vocabulary/Word Study: 44, 45, 120, 121, 200, 201 Workshop Wrap-Up: 55, 131, 211</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (practice using synonyms in place of “tired words”): 28; Act Out Idioms (game to practice idiom): 67</p>

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<p>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 <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> 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.</p>	
<p>2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 114 Text Feature: 18, 42, 94, 118, 199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Skim and Scan: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Talking About Books (build vocabulary about parts of books): 23</p>
<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 193, 198, 217 Readings: 12-15, 16-19, 40-43, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 31 Self-Monitoring Strategies: 318</p>

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2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. (continued)	RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.	rBook Teacher’s Edition: Readings: 12-15, 16-19, 40-43, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.	rBook Teacher’s Edition: Readings: 12-15, 16-19, 40-43, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215 Audiobooks Teaching Resources: <i>The Magnificent Mummy Maker</i> , p. 12 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Make Predictions: 319
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.	rBook Teacher’s Edition: Best Practices: 8C-8D Coaching Notes: 11 Readings: 12-15, 16-19, 41 Workshop Wrap-Up: 30 rBook Reading Handbook: 245 Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i> , p. 13 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293

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<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.</p>	<p>rBook Teacher’s Edition: Best Practices: 188C-188D Coaching Notes: 191 Readings: 190-191, 192-195, 196-199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lesson 44 Read Across Texts: 331</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>2.7 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Read Instructions: 324</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>

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<p>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 <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction)</p>	<p>rBook Teacher's Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>Audiobooks Teaching Resources: Teaching Plans: pp. 14-25</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 11-20; Teaching Plans Level 2: pp. 21-30; Teaching Plans Level 3: pp. 31-40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330</p>
<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p>	<p>Audiobooks Teaching Resources: <i>Favorite Greek Myths</i>, p. 10</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 23-24 Analyze Plot: 310, 311</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	<p>rBook Teacher's Edition: Best Practices: 132C, 132D Coaching Notes: 65, 70, 137, 138, 139, 143, 145, 147, 149, 224 Comprehension: 58</p>

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<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them. (continued)</p>	<p>Readings: 58, 64, 65, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Music of Dolphins</i>, p. 13; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>20,000 Leagues Under the Sea</i>, p. 59; <i>Treasure Island</i>, p. 79; <i>How Tía Lola Came to Stay</i>, p. 89</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.</p>	<p>rBook Teacher's Edition: Best Practices: 132E Coaching Notes: 227 Readings: 149, 227 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It's How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man's March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>

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<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 150 Readings: 151, 227 rBook Reading Handbook: 248</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Repetition and Rhyme: 335; Sounds in Poetry: 335</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry, Lesson 25 Rhyming Poem: 134-138</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (practice recognizing speech rhythms): 36</p>
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 60, 136, 218, 221 Readings: 61, 218, 220 rBook Reading Handbook: 248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 2 Personal Narrative: 19-23; Lesson 5 Biographical Narrative: 34-38</p>

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CALIFORNIA CONTENT STANDARDS: 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).	
1.1 Organization and Focus: Create a single paragraph: <ul style="list-style-type: none"> a. Develop a topic sentence. b. Include simple supporting facts and details. 	rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118
1.2 Penmanship: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-6: 14-43; Descriptive Writing, Lessons 7-11: 44-68; Expository Writing, Lessons 12-16: 69-93; Persuasive Writing, Lessons 17-20: 94-113; Functional Writing, Lessons 21-24: 114-133; Research, Lessons 26-29: 139-150
1.3 Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	rBook Teacher’s Edition: Coaching Notes: 229 Functional Literacy: 161 Readings: 110-111, 116-119 Text Feature: 174

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<p>1.3 Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). (continued)</p>	<p>Vocabulary/Word Study: 228, 229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 9 Using a Thesaurus: 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<p>1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 157, 158, 181, 182, 205, 206, 233, 234</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 7 Skill Builder: Adding Character Details: 48; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108; Research, Lesson 29 Features of a Research Report: 147-150; Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	
<p>1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 235</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32,</p>

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<p>1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking (continued)</p>	<p>34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Lesson 13 Skill Builder: Creating a Topic Sentence: 78; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 28 Combining Sentences; 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<p>1.2 Grammar: 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>rBook Teacher’s Edition: Coaching Notes: 97, 113 Vocabulary/Word Study: 96-97 Workshop Wrap-Up: 107 Writing and Grammar: 158, 180 rBook Reading Handbook: 244 rBook Writing Handbook: 248, 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development</p>

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<p>1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. (continued)</p>	<p>Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>
<p>1.3 Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 234, 235 rBook Writing Handbook: 251, 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 11 Future-Tense Verbs: 174-175</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p>
<p>1.4 Grammar: Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 158, 235 rBook Writing Handbook: 251, 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 2 Subjects and Predicates: 156-157; Lesson 13 Subject-Verb Agreement: 178-179</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p>

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<p>1.5 Punctuation: Punctuate dates, city and state, and titles of books correctly.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 207 rBook Writing Handbook: 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 3 Skill Builder: Using Dialogue: 28; Grammar, Usage, & Mechanics, Lesson 26 Commas With Quotation Marks: 204-205</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Scheduling Time (practice calendar words): 44</p>
<p>1.6 Punctuation: Use commas in dates, locations, and addresses and for items in a series.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 103 rBook Writing Handbook: 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 23 Skill Builder: Using Commas in Dates and Place Names: 128; Grammar, Usage, & Mechanics, Lesson 27 Commas in a Series: 206-207</p>
<p>1.7 Capitalization: Capitalize geographical names, holidays, historical periods, and special events correctly.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
<p>1.8 Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a</p>	<p>rBook Teacher’s Edition: Coaching Notes: 97, 113 Vocabulary/Word Study: 96, 97 Workshop Wrap-Up: 107</p>

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<p>word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	<p>rBook Reading Handbook: 244</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Lesson 33 Multisyllabic Words: 137, 138, 139; Resources: Multisyllabic Words: 151; Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Echo With a Twist (identifying and forming contractions): 41</p>
<p>1.9 Spelling: Arrange words in alphabetic order.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 229 Vocabulary/Word Study: 228, 229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245</p>