



# California Common Core State Standards Correlations

## English Language Arts

- English Language Development Standards
- Next Generation Science Standards
- History-Social Science Standards



# College and Career Readiness Anchor Standards for READING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.





# California Common Core State Standards English Language Arts

## Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	3	1



### Reading Standards for Literature

Key Ideas and Details		McGraw-Hill California Wonders
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 28, 29, 44, 45 Unit 2: 108, 109, 124, 125 Unit 3: 188, 189, 204, 205 Unit 4: 166, 267, 280, 281 Unit 5: 338, 339, 352, 353 Unit 6: 410, 411, 424, 425</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 2: 100-119, 124-141, 188-191 Unit 3: 194-215, 220-237 Unit 4: 278-297, 300-319, 360-363 Unit 5: 366-385, 390-411 Unit 6: 462-477, 482-503</p> <p><b>LEVELED READERS:</b> Unit 4, Week 1: <i>The Weaver of Rugs: A Navajo Folktale</i> (A), <i>Why the Sea is Salty: A Scandinavian Folktale</i> (O, EL), <i>Finn MacCool and the Salmon of Knowledge: An Irish Folktale</i> (B) Unit 4, Week 2: <i>Every Picture Tells a Story</i> (A), <i>A Chef in the Family</i> (O, EL), <i>Stepping Forward</i> (B)</p> <p><b>CLOSE READING COMPANION:</b> 1-6, 128-131, 194-197</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 23-25, 163-165</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 19</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T27H, T27X, T93F, T159G, T159I Unit 2: T27Q, T93I, Unit 3: T27V, T93J, T93R Unit 4: T12, T16-T19, T25D, T25F, T25H, T25N, T25T, T76, T82-T83, T89D, T89G, T89J, T89K, T89Q, T89T, T89X, T89Y, T89Z, T217R, T217R Unit 5: T12, T16-T17, T25K, T25T, T89K, T89V Unit 6: T25G, T25P, T25R, T25S, T89G, T89O</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Interactive Read Aloud Images</p>
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 22-27 Unit 2: 101-107, 109, 118-123, 125 Unit 4: 318-321, 323 Unit 5: 338, 352 Unit 6: 406-409, 411, 420-423, 425</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 2: 100-119, 124-141, 188-191 Unit 3: 194-215, 220-237 Unit 4: 300-319, 360-363 Unit 5: 366-385, 390-411 Unit 6: 462-477, 482-503</p> <p><b>LEVELED READERS:</b> Unit 2, Week 1: <i>The Quarreling Quails</i> (A), <i>Jungle Treasures</i> (O, EL), <i>The Bear Who Stole the Chinook</i> (B) Unit 2, Week 2: <i>The Promise of Gold Mountain</i> (A), <i>Moving from Mexico</i> (O, EL), <i>Gustaf Goes to America</i> (B) Unit 4, Week 5: <i>In the Running</i> (A), <i>Melanie's Mission</i> (O, EL), <i>A Speech to Remember</i> (B) Unit 6, Week 1: <i>Midas and the Donkey Ears</i> (A), <i>The Naming of Athens</i> (O, EL), <i>Odysseus and King Aeolus</i> (B) Unit 6, Week 2: <i>The Big Storm</i> (A), <i>The Schoolhouse Blizzard</i> (O, EL), <i>The Hottest Summer</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 53-55, 63-65, 193-194, 253-255</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 6</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T16-19, T24-T25, T27V-T27X, T40-T41, Unit 2: T12, T16-T19, T22, T24, T27C-T27E, T27K, T27L, T27M, T27Q, T27T, T78, T88, T90, T93O Unit 3: T12-T13, T16-T19, T24-T25, T27V, T225M-T225N Unit 4: T22-T23, T25R, T25T, T89T, T89Y, T217Q, T217R Unit 5: T22-T23, T25Q, Unit 6: T22-T23, T25B, T25H, T25M, T25P, T25T, T46-T47, T51, T55, T89W-T89X, T217Y-T217Z</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Graphic Organizers, Interactive Read Aloud Images, Skills Review</p>

## Reading Standards for Literature

Key Ideas and Details		McGraw-Hill California Wonders
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 22–27, 29, 38–43, 45 Unit 3: 182–187, 189, 198–203, 205</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 10–31, 34–53 Unit 2: 100–119, 124–141 Unit 3: 194–215, 220–237 Unit 4: 278–297 Unit 5: 390–411 Unit 6: 462–477, 482–503, 546–549</p> <p><b>LEVELED READERS:</b> Unit 1, Week 1: <i>Berries, Berries, Berries</i> (A), <i>Duck’s Discovery</i> (O, EL), <i>Robot Race</i> (B) Unit 1, Week 2: <i>The Special Meal</i> (A), <i>A Row of Lamps</i> (O, EL), <i>Dragons on the Water</i> (B) Unit 3, Week 1: <i>The Ballgame Between the Birds and the Animals: A Cherokee Folktale</i> (A), <i>King of the Birds</i> (O, EL), <i>Sheep and Pig Set Up Housekeeping</i> (B) Unit 3, Week 2: <i>On the Ball</i> (A), <i>Harry’s Great Idea</i> (O, EL), <i>Best Friends in Business</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 13–15, 103–105, 113–115</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4</p> <p><b>TEACHER’S EDITION:</b> Unit 1: T22, T27C, T27E–T27G, T27I, T27K, T27M, T27O, T27Q, T27S, T27V, T27X, T41, T82, T86, T93C, T93E, T93G, T93J–T93L, T93N, T93P, T93R, T93T, T107 Unit 2: T93C, T93K, T93M Unit 3: T12, T16–T18, T22, T27E–T27I, T27K–T27S, T27V, T41, T82–T89, T93C–T93P, T93R, T159Q, T159R, T225N Unit 4: T16–T17, T20–T21, T25C, T25G, T25K, T25T, T89E, T89T, T89X Unit 5: T25C, T25E, T25M, T89D, T89J Unit 6: T25C, T25D, T25F, T25T</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities  <b>Teacher Resources:</b> Graphic Organizers, Skills Review</p>
Craft and Structure		McGraw-Hill California Wonders
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.)	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 79 Unit 2: 127, 173 Unit 3: 207 Unit 4: 325 Unit 6: 427, 469</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 37, 67, 97, 117, 197, 267, 297</p> <p><b>PHONICS/WORD STUDY ACTIVITY CARDS:</b> 4, 6, 8</p> <p><b>TEACHER’S EDITION:</b> Unit 1: T16, T27N, T80, T93D, T93K, T93M, T93O, T93R, T237, T240, T245, T248 Unit 2: T14, T27O, T92, T93, T93C, T93E–T93F, T93K, T93L, T113, T118, T122, T125, T129, T289C, T301 Unit 3: T14–T16, T27Q, T80–T82, T92–T93, T93E, T93G, T104–T105 Unit 4: T14–T15, T25L, T36–T37, T100–T101 Unit 5: T14, T24–T25, T25S, T78–T79, T89I Unit 6: T78, T101, T109, T114, T118, T125, T166, T281C</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities, Vocabulary Interactive Games and Activities  <b>Teacher Resources:</b> Graphic Organizers</p>
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<p><b>READING WORKSTATION ACTIVITY CARDS:</b> 21, 23, 24</p> <p><b>TEACHER’S EDITION:</b> Unit 1: T27Q, T27S, T93R, T93T Unit 2: T27M, T27O, T27T, T93R, T289C, T289F Unit 3: T93E, T93R Unit 4: T89Q, T89T, T281D, T289F Unit 6: T25E, T25G, T25P, T29, T46, T27O, T274, T278, T281D, T281F</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities</p>

Reading Standards for Literature		
<b>Craft and Structure</b>		<b>McGraw-Hill California Wonders</b>
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 166-169, 171 Unit 4: 262-265, 267, 276-279, 281 Unit 5: 334-337, 339, 348-351, 353 Unit 6: 462-465, 467</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 188-191 Unit 4: 278-297, 300-319, 360-363 Unit 5: 366-385, 390-411 Unit 6: 546-549</p> <p><b>LEVELED READERS:</b> Unit 2, Week 5: <i>Problem Solved</i> (A), <i>The Long Walk</i> (O, EL), <i>Two Up, One Down</i> (B) Unit 4, Week 1: <i>The Weaver of Rugs: A Navajo Folktale</i> (A), <i>Why the Sea is Salty: A Scandinavian Folktale</i> (O, EL), <i>Finn MacCool and the Salmon of Knowledge: An Irish Folktale</i> (B))</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 93-94, 153-155, 163-165, 203-205, 213-215, 293-294</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 5</p> <p><b>TEACHER'S EDITION:</b> Unit 4: T20-T21, T25D, T25E, T25G, T25J, T25K, T25Q, T25T, T29, T46, T47, T51, T55, T84, T89I, T89Q, T89T, T109-T111, T115, T117, T119 Unit 5: T20, T25T, T39, T46-T47, T51, T55, T84, T85, T89C, T89F, T89I, T89N, T89Q, T89V, T103, T111, T115, T119</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities</p>
<b>Integration of Knowledge and Ideas</b>		<b>McGraw-Hill California Wonders</b>
<b>RL.3.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 10-31, 34-53 Unit 6: 462-477</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 7</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T16, T27B, T27D, T27L, T27S, T93H Unit 2: T27B, T27F, T27J, T93G Unit 3: T28B, T27G, T27O, T93H, T108, T116 Unit 4: T25Q, T86, T89B, T89C, T89F Unit 5: T25J, T25P, T86, T89L Unit 6: T86</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities  <b>Teacher Resources:</b> Interactive Read Aloud Images</p>
<b>RL.3.8</b>	(Not applicable to literature)	(Not applicable to literature)
<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<p><b>LITERATURE ANTHOLOGY:</b> Unit 4: 300-325</p> <p><b>LEVELED READERS:</b> Unit 1, Week 2: <i>The Special Meal</i> (A), <i>A Row of Lamps</i> (O, EL), <i>Dragons on the Water</i> (B) Unit 4, Week 2: <i>Every Picture Tells a Story</i> (A), <i>A Chef in the Family</i> (O, EL), <i>Stepping Forward</i> (B)</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 8</p> <p><b>TEACHER'S EDITION:</b> Unit 1: S14 Unit 4: T89Y, T89Z, T103</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities</p>
<b>Range of Reading and Level of Text Complexity</b>		<b>McGraw-Hill California Wonders</b>
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	<p><b>READING/WRITING WORKSHOP:</b> These units reflect the range of text complexity found throughout the book. Unit 2: 166-169 Unit 4: 318-321 Unit 6: 406-409</p> <p><b>LITERATURE ANTHOLOGY:</b> These units reflect the range of text complexity found throughout the book. Unit 2: 188-191 Unit 3: 194-215 Unit 4: 300-319 Unit 5: 366-385 Unit 6: 462-477, 546-549</p> <p><b>LEVELED READERS:</b> Unit 1, Week 2: <i>The Special Meal</i> (A), <i>A Row of Lamps</i> (O, EL), <i>Dragons on the Water</i> (B) Unit 6, Week 5: <i>Funny Faces</i> (A), <i>Too Many Frogs</i> (O, EL), <i>The Joke's on You</i> (B)</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 27</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T24, T27A, T90, T93A Unit 3: T24, T27A, T90, T93A, T159Q Unit 6: T22, T25A, T25Q, T86, T89A, T274, T281A</p>

## Reading Standards for Informational Text

Key Ideas and Details	McGraw-Hill California Wonders
<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 60, 61, 76, 77, 90, 91 Unit 2: 140, 141, 156, 157 Unit 3: 220, 221, 236, 237, 250, 251 Unit 4: 294, 295, 308, 309 Unit 5: 366, 367, 380, 381, 394, 395 Unit 6: 438, 439, 452, 453  <b>LITERATURE ANTHOLOGY:</b> Unit 1: 58-71 Unit 2: 146-167, 172-185 Unit 3: 240-255, 258-269 Unit 4: 326-339 Unit 5: 416-429, 432-451, 456-459  <b>LEVELED READERS:</b> Unit 1, Week 3: <i>Judy Baca</i> (A, O, EL, B) Unit 1, Week 4: <i>The Amazing Benjamin Franklin</i> (A, O, EL, B) Unit 1, Week 5: <i>The National Mall</i> (A, O, EL, B) Unit 5, Week 3: <i>Firefighting Heroes</i> (A, O, EL, B) Unit 5, Week 4: <i>Eunice Kennedy Shriver</i> (A, O, EL, B) Unit 5, Week 5: <i>The Fuel of the Future</i> (A, O, EL, B)  <b>CLOSE READING COMPANION:</b> 15-20, 48-53, 154-159  <b>YOUR TURN PRACTICE BOOK:</b> 23-25, 33-35, 43-45, 223-225, 233-235, 243-245  <b>READING WORKSTATION ACTIVITY CARDS:</b> 19  <b>TEACHER'S EDITION:</b> Unit 1: T93V, T93W, T159D, T159I, T159P, T218, T225B, T225D-T225G, T225I-T225Q, T225T, T336 Unit 2: T159J, T159N, T159X, T159Y, T214, T225F Unit 3: T27X-T27Y, T93T, T159G, T159P, T214-T217, T225E Unit 4: T153F, T153K, T153N, T217M, T217P Unit 5: T89X-T89Y, T140-T141, T146-T147, T153D, T210-T211, T217A, T217B, T217E, T217G, T217K, T217N, T217P, T217R, T274, T328 Unit 6: T153I, T153L, T217J  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities  <b>Teacher Resources:</b> Interactive Read Aloud Images</p>
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 86-89, 91 Unit 3: 214-219, 221, 230-235, 237  <b>LITERATURE ANTHOLOGY:</b> Unit 1: 94-97 Unit 3: 240-255, 258-269 Unit 4: 342-357 Unit 5: 416-429 Unit 6: 520-543  <b>LEVELED READERS:</b> Unit 1, Week 5: <i>The National Mall</i> (A, O, EL, B) Unit 3, Week 3: <i>Destination Saturn</i> (A, O, EL, B) Unit 3, Week 4: <i>Inspired by Nature</i> (A, O, EL, B)  <b>YOUR TURN PRACTICE BOOK:</b> 43-45, 123-125, 133-135  <b>READING WORKSTATION ACTIVITY CARDS:</b> 9  <b>TEACHER'S EDITION:</b> Unit 1: T289C, T289D, T336 Unit 3: T154-T155, T159C, T159E, T159G, T159I, T159K, T159M, T159P, T173, T220-T221, T225C, T225G, T225J, T225L, T239, T336 Unit 4: T217C, T217J, T217N Unit 5: T153E, T208, T328-T329  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities  <b>Teacher Resources:</b> Graphic Organizers, Interactive Read Aloud Images, Skills Review</p>
<p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 70-75, 77 Unit 4: 304-307, 309 Unit 5: 390-393, 395  <b>LITERATURE ANTHOLOGY:</b> Unit 1: 74-91, 94-97 Unit 2: 172-185 Unit 4: 342-357 Unit 5: 432-451, 456-459  <b>LEVELED READERS:</b> Unit 3, Week 4: <i>Inspired by Nature</i> (A, O, EL, B) Unit 4, Week 4: <i>Future of Flight</i> (A, O, EL, B) Unit 5, Week 5: <i>The Fuel of the Future</i> (A, O, EL, B)  <b>YOUR TURN PRACTICE BOOK:</b> 183-185, 243-244  <b>READING WORKSTATION ACTIVITY CARDS:</b> 13  <b>TEACHER'S EDITION:</b> Unit 1: T220-T221, T225C, T225G, T225L, T225P, T251, T255 Unit 3: T159C-T159F, T159H-T159M, T216, T225C Unit 4: T212-T213, T217C, T217E, T217G, T217J, T217K, T217M, T217P, T231 Unit 5: T153C, T153I, T217M, T217Q, T276-T277  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities  <b>Teacher Resources:</b> Graphic Organizers, Skills Review</p>



## Reading Standards for Informational Text

Craft and Structure		McGraw-Hill California Wonders
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (See grade 3 Language standards 4-6 for additional expectations.)	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 50-53, 66-69, 82-85 Unit 2: 130-133, 146-149 Unit 3: 200-213, 226-229, 242-245 Unit 4: 286-289, 300-303 Unit 5: 358-361, 372-375, 386-389 Unit 6: 430-433, 444-447</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T146, T158, T174, T212, T214, T278 Unit 2: T159F, T159L, T159P, T159S, T212 Unit 3: T27Y, T146-T148, T159I, T159O, T170-T171 Unit 4: T142-T143, T164-T165, T217G, T217I, T217K, T228-T229 Unit 5: T142-T143, T217M, T228-T229, T270 Unit 6: T142, T206-T207, T228-T229</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities, Vocabulary Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Graphic Organizers</p>
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 134-139, 150-155 Unit 3: 214-219 Unit 4: 304-307 Unit 5: 362-365 Unit 6: 434-437</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 54-57 Unit 3: 258-269</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 16</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T156, T174, T182, T186, T190, T192, T222-T223, T336-T337 Unit 2: T222-T223, T225D, T336-T337 Unit 3: T159F, T159G, T159K, T159L, T222-T223, T225F, T225K, T336-T337, T338-T341 Unit 4: T217I, T217K, T217P, T328-T329 Unit 5: T25W, T25X, T217M, T217W, T217X, T328-T329 Unit 6: T142, T150, T228-T229, T328-T329</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities, Research and Inquiry</p> <p><b>Teacher Resources:</b> Research and Inquiry</p>
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 134-139, 141, 150-155, 156 Unit 5: 362-365, 367, 376-379, 381</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 2: 146-167, 172-185 Unit 3: 240-255, 258-269 Unit 4: 326-339 Unit 5: 416-429, 432-451, 456-459</p> <p><b>LEVELED READERS:</b> Unit 2, Week 3: <i>The Race for the Presidency</i> (A, O, EL, B) Unit 2, Week 4: <i>Protecting the Islands</i> (A, O, EL, B) Unit 5, Week 3: <i>Firefighting Heroes</i> (A, O, EL, B) Unit 5, Week 4: <i>Eunice Kennedy Shriver</i> (A, O, EL, B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 73-75, 83-85, 223-225, 233-235</p> <p><b>TEACHER'S EDITION:</b> Unit 2: T154-T155, T159E, T159U, T173, T220-T221, T225M, T225N, T239, T240, T246-T248, T251, T252, T255, T256, T258 Unit 5: T148, T149, T153C, T153J, T153K, T153N, T167, T174, T175, T179, T183, T212-T213, T217T</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Graphic Organizers, Skills Review</p>
Integration of Knowledge and Ideas		McGraw-Hill California Wonders
<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 54-59, 70-75 Unit 2: 134-139, 150-155 Unit 3: 214-219, 230-235 Unit 4: 290-293, 304-307 Unit 5: 362-365, 376-379 Unit 6: 434-437, 448-451</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 54-57 Unit 3: 240-255, 258-269 Unit 6: 506-517, 520-543</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 17</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T156, T222, T225B, T225E Unit 2: T159D, T222, T225B, T225E, T225G, T225H Unit 3: T159E, T159G, T159K, T159L, T159O, T222 Unit 4: T153B, T153C, T153G, T217B-T217E Unit 5: T153F, T214, T215, T217C, T217M</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities, Research and Inquiry</p> <p><b>Teacher Resources:</b> Graphic Organizers, Interactive Read Aloud Images, Research and Inquiry</p>

## Reading Standards for Informational Text

Integration of Knowledge and Ideas		McGraw-Hill California Wonders
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 54-59, 61, 77 Unit 3: 246-249, 251 Unit 4: 290-293, 295 Unit 6: 434-437, 439, 448-451, 453</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 58-71, 74-91, 94-97 Unit 2: 146-167, 172-185 Unit 3: 272-275 Unit 4: 326-339, 342-357 Unit 5: 432-451, 465-459 Unit 6: 506-517, 520-543</p> <p><b>LEVELED READERS:</b> Unit 1, Week 3: <i>Judy Baca</i> (A, O, EL, B) Unit 1, Week 4: <i>The Amazing Benjamin Franklin</i> (A, O, EL, B) Unit 4, Week 3: <i>Life in a Tide Pool</i> (A, O, EL, B) Unit 6, Week 3: <i>Reach for the Stars</i> (A, O, EL, B) Unit 6, Week 4: <i>African Cats</i> (A, O, EL, B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 23-25, 33-35, 173-175, 273-275, 283-285</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 10, 11, 12, 13, 14, 15</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T154, T225C, T225G, T225L, T225M, T225P Unit 4: T148-T149, T153C, T153D, T153E, T153G, T212-T213, T217C, T217G Unit 5: T217M, T217Q, T217U, T217V</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities  <b>Teacher Resources:</b> Graphic Organizers, Skills Review</p>
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.	<p><b>LEVELED READERS:</b> Unit 1, Week 3: <i>Judy Baca</i> (A, O, EL, B) Unit 2, Week 4: <i>Protecting the Islands</i> (A, O, EL, B)</p> <p><b>CLOSE READING COMPANION:</b> 21, 28, 99, 139, 146</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 18, 20</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T173, T225T, T239, T303 Unit 2: T107, T159Z, T173, T239, T336 Unit 3: T93T, T107, T159R, T173, T303 Unit 4: T153N, T167, T231 Unit 5: T103, T167, T217V, T217X, T231, T295 Unit 6: T39, T103, T167, T231</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities</p>
Range of Reading and Level of Text Complexity		McGraw-Hill California Wonders
<b>RI.3.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	<p><b>READING/WRITING WORKSHOP:</b> These units reflect the range of text complexity found throughout the book. Unit 1: 86-89 Unit 2: 134-139 Unit 3: 230-235 Unit 4: 290-293 Unit 5: 348-351 Unit 6: 448-451</p> <p><b>LITERATURE ANTHOLOGY:</b> These units reflect the range of text complexity found throughout the book. Unit 2: 172-185 Unit 3: 240-255 Unit 4: 326-339 Unit 5: 432-451 Unit 6: 520-543</p> <p><b>LEVELED READERS:</b> Unit 1, Week 3: <i>Judy Baca</i> (A, O, EL, B) Unit 3, Week 4: <i>Inspired by Nature</i> (A, O, EL, B) Unit 4, Week 3: <i>Life in a Tide Pool</i> (A, O, EL, B) Unit 6, Week 4: <i>African Cats</i> (A, O, EL, B)</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 22, 27</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T156, T222, T225A Unit 2: T159A, T159W, T222, T225A, T225O Unit 3: T93S, T156, T159A, T222, T225A Unit 4: T150, T153A, T214, T217A Unit 5: T89W-T89Z, T150, T153A, T214, T217A, T278 Unit 6: T150, T153A, T214</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities</p>



## Reading Standards: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 3.

Phonics and Word Recognition		McGraw-Hill California Wonders
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	
<b>RF.3.3a</b>	Identify and know the meaning of the most common prefixes and derivational suffixes.	<p>READING/WRITING WORKSHOP: Unit 2: 143, 159 Unit 3: 223, 253 Unit 4: 283 Unit 5: 383</p> <p>YOUR TURN PRACTICE BOOK: 77, 87, 118, 127, 128, 138, 147, 148, 167, 218, 237, 238, 248, 258, 268, 288, 298</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 7, 9, 12</p> <p>TEACHER'S EDITION: Unit 2: T158, T159L, T159P, T224 Unit 3: T95, T110, T161, T174, T177, T182, T186, T191, T192, T226, T242-T243, T262</p> <p>Unit 4: T89L Unit 5: T91, T106, T107, T217E, T217T, T219, T235 Unit 6: T26, T107, T235, T282</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Phonics Interactive Games and Activities</p> <p>Teacher Resources: Decodable Passages</p>
<b>RF.3.3b</b>	Decode words with common Latin suffixes.	<p>READING/WRITING WORKSHOP: Unit 3: 223, 253</p> <p>YOUR TURN PRACTICE BOOK: 127, 128, 147, 218, 248, 268, 288</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 9</p> <p>TEACHER'S EDITION: Unit 2: T158, T159P, T224 Unit 3: T95, T110, T159N, T161, T174, T177, T182, T186, T191, T192, T226, T242-T243, T262</p> <p>Unit 4: T89L Unit 5: T91, T106, T107, T217E, T217T, T219, T235 Unit 6: T26, T91, T107, T219, T235</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Phonics Interactive Games and Activities</p> <p>Teacher Resources: Decodable Passages</p>
<b>RF.3.3c</b>	Decode multisyllable words.	<p>READING/WRITING WORKSHOP: Unit 1: 63 Unit 2: 143, 159 Unit 3: 223, 239, 253 Unit 4: 269, 283 Unit 5: 341, 383 Unit 6: 413, 441</p> <p>YOUR TURN PRACTICE BOOK: 27, 77, 87, 88, 98, 127, 137, 138, 147, 157, 167, 168, 188, 207, 208, 228, 237, 248, 257, 268, 277, 278, 288</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 27</p> <p>TEACHER'S EDITION: Unit 1: T28, T44, T45, T94, T110, T111, T176 Unit 2: T44-T45, T110-T111, T93L, T226, T227 Unit 3: T44-T45, T110-T111, T176-T177, T242 Unit 4: T90, T91, T170-T171, T219, T234-T235 Unit 5: T26-T27, T42-T43, T90-T91 Unit 6: T42-T43, T90-T91, T106-T107, T170-T171, T234-T235</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Phonics Interactive Games and Activities</p> <p>Teacher Resources: Decodable Passages</p>
<b>RF.3.3d</b>	Read grade-appropriate irregularly spelled words.	<p>YOUR TURN PRACTICE BOOK: 298</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 29</p> <p>TEACHER'S EDITION: Unit 2: T160, T176-T177 Unit 3: T161 Unit 4: T219 Unit 6: T283</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Phonics Interactive Games and Activities</p> <p>Teacher Resources: Decodable Passages</p>

## Reading Standards: Foundational Skills

Fluency		McGraw-Hill California Wonders
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.3.4a</b>	Read on-level text with purpose and understanding.	<p><b>READING WORKSTATION ACTIVITY CARDS:</b> 25, 26  <b>TEACHER'S EDITION:</b> Unit 1: T48, T53, T58, T112-T114, T161, T334-T335            Unit 2: T29, T48, T114, T161, T180, T227, T246, T334-T335 Unit 3: T46, T49, T95, T114, T161, T334-T335 Unit 4: T91, T110, T326-T327 Unit 5: T27, T91, T110, T172, T326-T327 Unit 6: T46, T91, T110, T174, T238, T326-T327  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>            Student Resources: Fluency Interactive Games and Activities</p>
<b>RF.3.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>YOUR TURN PRACTICE BOOK:</b> 3-5, 63-65, 133-135, 173-175, 213-215, 263-265  <b>READING WORKSTATION ACTIVITY CARDS:</b> 25, 26  <b>YOUR TURN PRACTICE BOOK:</b> 43-45, 63-65, 113-115, 163-165, 203-205, 253-255  <b>TEACHER'S EDITION:</b> Unit 1: T29, T48, T95, T114, T127, T161, T180, T227, T246, T334-T335 Unit 2: T48, T114, T95, T161, T180, T291, T334-T335            Unit 3: T29, T114, T180, T227, T246, T291, T334-T335 Unit 4: T27, T46, T110, T174, T219, T238, T283, T326-T327 Unit 5: T46, T110, T155, T174, T219, T238, T326-T327 Unit 6: T46, T110, T155, T174, T238, T283, T326-T327  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>            Student Resources: Fluency Interactive Games and Activities</p>
<b>RF.3.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 31, 47, 93 Unit 2: 111 Unit 3: 191            Unit 4: 297, 311 Unit 5: 355, 369, 397 Unit 6: 455  <b>YOUR TURN PRACTICE BOOK:</b> 7, 17, 47, 57, 107, 177, 187, 217, 227, 247, 287  <b>READING WORKSTATION ACTIVITY CARDS:</b> 25, 26  <b>TEACHER'S EDITION:</b> Unit 1: T224, T291 Unit 2: T27M, T159I, T159L, T159P, T159S, T225D, T225E, T225J, T225P Unit 3: T27E, T27K, T27Q, T27V, T93C, T159I, T291 Unit 4: T89W, T217F, T217G, T217I, T217J, T217M Unit 6: T155  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>            Student Resources: Fluency Interactive Games and Activities</p>

# College and Career Readiness Anchor Standards for WRITING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

## Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

## Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.





# California Common Core State Standards English Language Arts

## Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	3	1

### Writing Standards

#### Text Types and Purposes

#### McGraw-Hill California Wonders

<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
<b>W.3.1a</b>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<p>READING/WRITING WORKSHOP: Unit 1: 94 Unit 2: 128, 144 Unit 3: 254 Unit 4: 270, 284 Unit 5: 398 Unit 6: 414</p> <p>YOUR TURN PRACTICE BOOK: 239, 249</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 13, 19</p> <p>TEACHER'S EDITION: Unit 1: T41, T293, T294, T295 Unit 2: T97, T99, T107, T163, T165, T173, T175, T183, T187, T193 Unit 3: T107, T239, T293, T295, T359 Unit 4: T29, T31, T38, T93, T103 Unit 5: T222, T223, T285, T287, T345, T347, T350 Unit 6: T29, T31, T103</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.1b</b>	Provide reasons that support the opinion.	<p>READING/WRITING WORKSHOP: Unit 1: 94 Unit 2: 128, 144 Unit 3: 255 Unit 4: 271, 285 Unit 5: 398 Unit 6: 415</p> <p>YOUR TURN PRACTICE BOOK: 79</p> <p>TEACHER'S EDITION: Unit 1: T293, T294, T295 Unit 2: T97, T99, T163, T165, T239 Unit 3: T293, T295, T353 Unit 4: T29, T31, T39, T93, T95, T103, T167, T175, T183, T187, T193, T346 Unit 5: T222, T223, T285, T287, T346, T352 Unit 6: T29, T31</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.1c</b>	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.	<p>READING/WRITING WORKSHOP: Unit 4: 284 Unit 5: 399 Unit 6: 428-429</p> <p>YOUR TURN PRACTICE BOOK: 59, 119, 269</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 7</p> <p>TEACHER'S EDITION: Unit 3: T131, T354 Unit 4: T93, T95 Unit 5: T285, T287, T353</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.1d</b>	Provide a concluding statement or section.	<p>READING/WRITING WORKSHOP: Unit 3: 145</p> <p>YOUR TURN PRACTICE BOOK: 139, 189</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 12</p> <p>TEACHER'S EDITION: Unit 2: T97, T99, T163, T165 Unit 3: T222-T223, T361 Unit 4: T352</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>

Writing Standards		McGraw-Hill California Wonders
Text Types and Purposes		
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
<b>W.3.2a</b>	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<p>READING/WRITING WORKSHOP: Unit 1: 64, 80 Unit 3: 224, 240 Unit 4: 298, 312 Unit 5: 370, 384, Unit 6: 442, 456</p> <p>YOUR TURN PRACTICE BOOK: 129, 179, 229, 279</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 13, 14</p> <p>TEACHER'S EDITION: Unit 1: T41, T107, T163, T165, T173, T229, T231, T239 Unit 2: T41, T107, T173, T229, T231, T239, T353, T359 Unit 3: T41, T107, T163, T165, T173, T229, T231, T239 Unit 4: T157, T158-T159, T190, T221, T223 Unit 5: T157, T158-T159, T182, T190, T221, T223 Unit 6: T157, T159, T182, T190, T221, T223, T246, T345, T350</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.2b</b>	Develop the topic with facts, definitions, and details.	<p>READING/WRITING WORKSHOP: Unit 1: 80 Unit 2: 160-161 Unit 3: 224, 240 Unit 4: 298, 312 Unit 5: 370, 384 Unit 6: 442, 457</p> <p>YOUR TURN PRACTICE BOOK: 19, 99, 299</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 2</p> <p>TEACHER'S EDITION: Unit 1: T29, T31, T98, T99 Unit 2: T196, T229, T231, T360 Unit 3: T106, T163, T165, T196, T229, T231 Unit 4: T157, T159, T190, T221, T223 Unit 5: T157, T159, T221, T223 Unit 6: T157, T159, T221, T223, T352</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.2c</b>	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information.	<p>READING/WRITING WORKSHOP: Unit 1: 81 Unit 4: 299 Unit 5: 385</p> <p>YOUR TURN PRACTICE BOOK: 39, 89</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 7</p> <p>TEACHER'S EDITION: Unit 1: T29, T31 Unit 2: T64, T355 Unit 5: T221, T223 Unit 6: T157, T159, T346, T352</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.2d</b>	Provide a concluding statement or section.	<p>READING/WRITING WORKSHOP: Unit 1: 65 Unit 3: 225, 241 Unit 4: 313 Unit 5: 371 Unit 6: 443, 457</p> <p>YOUR TURN PRACTICE BOOK: 289</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 12</p> <p>TEACHER'S EDITION: Unit 1: T163, T165 Unit 2: T361 Unit 3: T163, T165, T229, T231, T262 Unit 4: T221, T223 Unit 5: T157, T159 Unit 6: T157, T159, T221, T223, T347</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>W.3.3a</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>READING/WRITING WORKSHOP: Unit 1: T49 Unit 2: 112-113 Unit 3: 208 Unit 4: 326 Unit 5: 356 Unit 6: 428</p> <p>YOUR TURN PRACTICE BOOK: 29, 169</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 4, 10</p> <p>TEACHER'S EDITION: Unit 1: T31, T33, T64, T97, T99, T353, T359 Unit 2: T262 Unit 3: T55, T63, T97, T99 Unit 4: T345 Unit 6: T93, T95</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>

## Writing Standards

Text Types and Purposes		<i>McGraw-Hill California Wonders</i>
<b>W.3.3b</b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<p>READING/WRITING WORKSHOP: Unit 1: 32, 48 Unit 2: 112, 174 Unit 3: 192, 208 Unit 5: 342, 356, Unit 6: 429, 471</p> <p>YOUR TURN PRACTICE BOOK: 9, 69, 169, 199, 219</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 1, 3, 4</p> <p>TEACHER'S EDITION: Unit 1: T31, T33, T97, T99, T130, T353, T354, T360 Unit 2: T293, T295 Unit 3: T31, T33, T97, T99 Unit 4: T62, T126, T285, 287, T346, T351, T353 Unit 5: T126 Unit 6: T54, T93, T95, T126, T285, T287</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.3c</b>	Use temporal words and phrases to signal event order.	<p>READING/WRITING WORKSHOP: Unit 1: 49 Unit 2: 112-113 Unit 3: 193, 209</p> <p>YOUR TURN PRACTICE BOOK: 59, 119, 269</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 6</p> <p>TEACHER'S EDITION: Unit 1: T97, T99, T163, T165, T196, T262, T360 Unit 2: T229, T231 Unit 3: T31, T33, T97, T99 Unit 6: T93, T95</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.3d</b>	Provide a sense of closure.	<p>READING/WRITING WORKSHOP: Unit 1: 33 Unit 2: 112-113 Unit 4: 327 Unit 5: 343</p> <p>YOUR TURN PRACTICE BOOK: 279, 289</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 12</p> <p>TEACHER'S EDITION: Unit 1: T31, T33, T97, T99, T163, T165 Unit 2: T229, T231, T293, T295 Unit 3: T31, T33, T97, T99 Unit 4: T285, T287 Unit 6: T93, T95, T285, T287</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
Production and Distribution of Writing		<i>McGraw-Hill California Wonders</i>
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>READING/WRITING WORKSHOP: Unit 3: 254-255</p> <p>YOUR TURN PRACTICE BOOK: 149</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>TEACHER'S EDITION: Unit 1: T31, T32, T33, T97, T98, T99, T130, T163, T164, T165, T197, T229, T230, T231, T293, T294, T295 Unit 2: T31, T32, T33, T97, T98, T99, T123, T127, T129-T130, T163, T164, T165, T175, T178, T229, T230, T231, T293, T294, T295 Unit 3: T31, T32, T33, T46, T61, T93R, T109, T117, T121, T127, T163, T164, T165, T229, T230, T231, T293, T294, T295 Unit 4: T25T, T29, T30, T31, T62, T89T, T89Y, T93, T94, T95, T126, T157, T158, T159, T190, T217P, T221, T222, T223, T285, T286, T287, T238 Unit 5: T29, T30, T31, T62, T93, T94, T95, T157, T158, T159, T182, T221, T222, T223, T285, T286, T287 Unit 6: T29, T30, T31, T62, T93, T94, T95, T126, T157, T158, T159, T190, T221, T222, T223, T266, T285, T286, T287, T328</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	<p>READING/WRITING WORKSHOP: Unit 1: 33, 49, 65, 81, 95 Unit 2: 113, 129, 145, 161, 175 Unit 3: 193, 209, 225, 241, 255 Unit 4: 271, 285, 299, 313, 327 Unit 5: 343, 357, 371, 385, 399 Unit 6: 415, 429, 443, 457, 471</p> <p>TEACHER'S EDITION: Unit 1: 65, T353-T356, T359-T362 Unit 2: T130, T262, T353-T356, T359-T362 Unit 3: T63, T130, T196, T262, T353-T356, T359-T362 Unit 4: T62, T126, T190, T345-T348, T351-T354 Unit 5: T62, T126, T190, T254, T345-T348, T351-T354 Unit 6: T62, T126, T190, T345-T348, T351-T354</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>



<b>Writing Standards</b>		
<b>Production and Distribution of Writing</b>		<b>McGraw-Hill California Wonders</b>
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<p><b>TEACHER'S EDITION:</b> Unit 1: T302, T338-T341, T356, T362 Unit 2: T338-T341, T356, T362 Unit 3: T106, T238, T338-T341, T356, T362 Unit 4: T294, T330-T333, T348, T354 Unit 5: T330-T333, T348, T354 Unit 6: T102, T330-T333, T348, T354</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Writer's Workspace, Inquiry Space</p>
<b>Research to Build and Present Knowledge</b>		<b>McGraw-Hill California Wonders</b>
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.	<p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 30  <b>TEACHER'S EDITION:</b> Unit 1: T40, T106, T172, T238, T338-T341 Unit 2: T40, T106, T172, T238, T338-T341 Unit 3: T40, T106, T172, T187, T238, T338-T341 Unit 4: T38, T102, T166, T230, T328-T329, T330-T333 Unit 5: T38, T102, T166, T230, T246, T330-T333 Unit 6: T38, T102, T328-T329, T330-T333</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Research and Inquiry, Writer's Workspace  <b>Teacher Resources:</b> Graphic Organizers, Research and Inquiry</p>
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 30  <b>TEACHER'S EDITION:</b> Unit 1: T27B, T27C, T27G, T27I, T27O, T40, T336-T337, T338-T341 Unit 2: T31, T33, T97, T99, T163, T165, T225F, T225G, T225I, T225K, T229, T231, T238, T293, T295, T336, T338-T341 Unit 3: T31, T33, T97, T99, T159G, T159K, T163, T165, T229, T231, T293, T295, T336-T337 Unit 4: T25B, T25D, T25E, T25G, T25J, T25P, T25Q, T29, T31, T89B, T93, T95, T157, T159, T221, T223, T285, T287, T346 Unit 5: T38, T328-T329 Unit 6: T29, T31, T93, T95, T102, T157, T159, T221, T223, T285, T287, T328, T330-T333</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Inquiry Space, Research and Inquiry, Writer's Workspace  <b>Teacher Resources:</b> Graphic Organizers, Research and Inquiry</p>
<b>W.3.9</b>	(Begins in grade 4)	(Begins in grade 4)
<b>Range of Writing</b>		<b>McGraw-Hill California Wonders</b>
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 64-65 Unit 2: 112-113 Unit 3: 192-193 Unit 4: 298-299 Unit 5: 356-357 Unit 6: 428-429  <b>WRITING WORKSTATION ACTIVITY CARDS:</b> 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30  <b>TEACHER'S EDITION:</b> Unit 1: T30, T41, T43, T51, T55, T61, T64, T96, T162, T228, T292, T338-T341, T342-T363 Unit 2: T30, T96, T109, T117, T121, T127, T128, T130, T162, T173, T228, T292, T338-T341, T352-T363 Unit 3: T30, T96, T162, T196, T225L, T220, T230, T231, T239, T241, T249, T253, T254, T261, T284, T338-T341, T352-T363 Unit 4: T95, T118, T119, T126, T158, T167, T330-T333, T344-T355 Unit 5: T28, T92, T156, T159, T179, T182, T190, T220, T222, T223, T231, T284, T330-T333, T344-T355 Unit 6: T28, T39, T62, T92, T126, T156, T190, T220, T246, T284, T330-T333, T344-T355</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Inquiry Space, Research and Inquiry, Writer's Workspace  <b>Teacher Resources:</b> Research and Inquiry</p>

# College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



# California Common Core State Standards English Language Arts

## Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	3	1



Speaking and Listening Standards	
Comprehension and Collaboration	McGraw-Hill California Wonders
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
<b>SL.3.1a</b>	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>READING/WRITING WORKSHOP:</b> Unit 1: 28, 29, 44, 45, 60, 61, 76, 77, 90, 91 Unit 2: 108, 109, 124, 125, 140, 141, 156, 157 Unit 3: 188, 189, 204, 205, 220, 221, 236, 237, 250, 251 Unit 4: 166, 267, 280, 281, 294, 295, 308, 309 Unit 5: 338, 339, 352, 353, 366, 367, 380, 381, 394, 395 Unit 6: 410, 411, 424, 425, 438, 439, 452, 453 <b>TEACHER'S EDITION:</b> Unit 1: T49, T53, T57, T117, T119, T123, T142, T214, T239 Unit 2: T117, T121, T127, T142, T220, T239, T241, T249, T253, T259 Unit 3: T172, T173, T175, T183, T187, T193, T208, T239, T241, T249, T253, T261 Unit 4: T39, T74, T82, T86, T102, T103, T167 Unit 5: T10, T39, T111, T115, T119, T167, T175, T179 Unit 6: T47, T51, T55, T103, T111, T115, T119, T175 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b> Teacher Resources: Build Background Videos</p>
<b>SL.3.1b</b>	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 24 <b>TEACHER'S EDITION:</b> Unit 1: T10, T76, T239 Unit 2: T10, T76, T162, T222 Unit 3: T76, T106, T107, T172, T173, T208, T209, T238, T239 Unit 4: T10, T38, T39, T102, T103, T202, T230, T231 Unit 5: T74, T103, T166, T202, T203, T266 Unit 6: T74, T138, T266 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b> Teacher Resources: Build Background Videos</p>
<b>SL.3.1c</b>	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T18, T82, T142, T218 Unit 2: T14, T27Q, T27W, T40, T93I, T159J, T159N, T173, T208, T340 Unit 3: T10, T27I, T27V, T27X-T27Z, T93J, T142, T159H Unit 4: T89H, T89K, T89O, T89V, T89W, T89Y, T217D, T217H, T217I, T217J, T217M, T217R, T231 Unit 5: T10, T231 Unit 6: T138 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b> Student Resources: Research and Inquiry Teacher Resources: Build Background Videos, Research and Inquiry</p>
<b>SL.3.1d</b>	<p>Explain their own ideas and understanding in light of the discussion.</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T10, T76, T93B, T107, T173, T208, T222, T238, T340 Unit 2: T14, T27B, T27F, T27L, T27N, T27P, T27X, T41, T159J, T225E, T225J Unit 3: T159J, T159L, T173, T225H, T225I Unit 4: T25N, T25V, T39, T89H, T89O Unit 5: T10, T28, T102, T104, T138, T139, T167 Unit 6: T166, T295, T332 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b> Teacher Resources: Build Background Videos</p>



## Speaking and Listening Standards

Comprehension and Collaboration		<i>McGraw-Hill California Wonders</i>
<b>SL.3.2</b>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>CLOSE READING COMPANION:</b> 40, 61, 127, 132, 193</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T10, T12, T30, T78, T96, T144, T162, T208, T210, T228, T336 Unit 2: T10, T12, T30, T78, T96, T142, T144, T159Y, T162, T208, T210, T228, T336 Unit 3: T10, T12, T30, T78, T96, T142, T144, T159Y, T162, T172, T208, T209, T228, T302, T340 Unit 4: T12-T13, T28, T74, T76, T92, T156, T204, T220, T328 Unit 5: T10, T12, T28, T74, T76, T92, T140, T141, T156, T202, T204, T217W, T220, T230, T328 Unit 6: T38, T74, T76, T138, T140, T230, T328</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Music/Fine Arts Activities  <b>Teacher Resources:</b> Interactive Read Aloud Images, Music/Fine Arts Activities</p>
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p><b>TEACHER'S EDITION:</b> Unit 1: T340, T342-T343 Unit 2: T41, T238, T302, T340, T342-T343 Unit 3: T41, T106, T107, T172, T173, T238, T239, T340, T342-T343 Unit 4: T166, T332, T334-T335 Unit 5: T38, T332, T334-T335 Unit 6: T39, T332, T334-T335</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Research and Inquiry  <b>Teacher Resources:</b> Research and Inquiry</p>
Presentation of Knowledge and Ideas		<i>McGraw-Hill California Wonders</i>
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<p><b>TEACHER'S EDITION:</b> Unit 1: T18, T148, T340, T342-T343 Unit 2: T40, T107, T340, T342-T343 Unit 3: T40, T239, T340, T342-T343, Unit 4: T38, T332, T334-T335 Unit 5: T292, T332, T334-T335 Unit 6: T167, T230, T332, T334-T335</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Research and Inquiry  <b>Teacher Resources:</b> Research and Inquiry</p>
<b>SL.3.4a</b>	Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.	<p><b>TEACHER'S EDITION:</b> Unit 1: T172-T173, T302-T303 Unit 2: T338-T339, T342-T343, T362 Unit 5: T166-T167 Unit 6: T102-T103, T334-T335</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Inquiry Space: Unit 2, Collaborative Conversations Videos</p>
<b>SL.3.5</b>	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<p><b>TEACHER'S EDITION:</b> Unit 1: T238, T340 Unit 2: T227, T291, T340 Unit 3: T238, T340 Unit 4: T102, T155, T166, T283, T294, T332, T334-T335 Unit 5: T27, T332, T334-T335 Unit 6: T27, T102, T332, T334-T335</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Research and Inquiry  <b>Teacher Resources:</b> Research and Inquiry</p>
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	<p><b>TEACHER'S EDITION:</b> Unit 2: T173, T208, T303 Unit 3: T41, T107 Unit 4: T167 Unit 5: T231, T332 Unit 6: T167, T230</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Grammar Interactive Games and Activities, Research and Inquiry  <b>Teacher Resources:</b> Research and Inquiry</p>

# College and Career Readiness Anchor Standards for LANGUAGE

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Conventions of English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



# California Common Core State Standards English Language Arts

## Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	3	1

### Language Standards

#### Conventions of English

#### McGraw-Hill California Wonders

<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.3.1a</b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<p>READING/WRITING WORKSHOP: Unit 1: 65, 80 Unit 2: I12-I13, I75 Unit 4: 270, 299 Unit 5: 343, 357, 399 Unit 6: 443 Grammar Handbook: 478-480, 481-486, 487-490, 491-492, 493-494</p> <p>TEACHER'S EDITION: Unit 1: T151 Unit 2: T32, T65, T98, T99, T131, T177, T232 Unit 3: T34, T64, T100, T166, T197 Unit 4: T32, T68, T89D, T160, T190 Unit 5: T32, T33, T63, T97, T98, T160, T161, T190, T224, T225 Unit 6: T32, T33, T63, T96, T97, T160, T161, T191, T224, T225</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities, Teacher Resources: Music/Fine Arts Activities</p>
<b>L.3.1b</b>	Form and use regular and irregular plural nouns.	<p>READING/WRITING WORKSHOP: Unit 2: I29, I45 Grammar Handbook: 479-480</p> <p>TEACHER'S EDITION: Unit 2: T100, T130, T166-T167, T197</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>
<b>L.3.1c</b>	Use abstract nouns (e.g., <i>childhood</i> ).	<p>READING/WRITING WORKSHOP: Grammar Handbook: 478</p> <p>TEACHER'S EDITION: Unit 2: T34-T35, T65</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>
<b>L.3.1d</b>	Form and use regular and irregular verbs.	<p>READING/WRITING WORKSHOP: Unit 3: I93 Unit 4: 327 Grammar Handbook: 481-486</p> <p>TEACHER'S EDITION: Unit 1: T111, T177 Unit 4: T32, T33, T63, T160</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>
<b>L.3.1e</b>	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	<p>READING/WRITING WORKSHOP: Unit 3: 209, 225, 241 Grammar Handbook: 482-483</p> <p>TEACHER'S EDITION: Unit 2: T111 Unit 3: T34-T35, T100, T131, T166-T167, T197, T232-T233, T263 Unit 4: T160, T161</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>
<b>L.3.1f</b>	Ensure subject-verb and pronoun-antecedent agreement.	<p>READING/WRITING WORKSHOP: Unit 5: 371 Grammar Handbook: 483, 490</p> <p>TEACHER'S EDITION: Unit 2: T151 Unit 3: T100, T101, T131, T166, T167, T197, T263 Unit 4: T32, T63 Unit 5: T32, T33, T97, T160, T161</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>



Language Standards		
Conventions of English		McGraw-Hill California Wonders
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	READING/WRITING WORKSHOP: Unit 6: 429, 456 Grammar Handbook: 492, 494 TEACHER'S EDITION: Unit 6: T96, T97, T224, T225, T255 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Grammar Interactive Games and Activities
L.3.1h	Use coordinating and subordinating conjunctions.	READING/WRITING WORKSHOP: Unit 1: 95 Unit 3: 254 Grammar Handbook: 476, 477 TEACHER'S EDITION: Unit 2: T222 Unit 4: T224-T225 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Grammar Interactive Games and Activities
L.3.1i	Produce simple, compound, and complex sentences.	READING/WRITING WORKSHOP: Unit 1: 32, 48, 95 Unit 2: 160 Unit 3: 192, 254 Unit 4: 312 Unit 6: 415, 470 Grammar Handbook: 476, 477 YOUR TURN PRACTICE BOOK: 49, 109, 209, 259 TEACHER'S EDITION: Unit 1: T34, T63, T65, T100-T101, T129, T131, T166-T167, T195, T197, T232-T233, T261, T263 Unit 2: T63-T65, T260-T263 Unit 5: T30, T31, T54, Unit 6: T54, T61, T118, T125, T126, T190, T246, T253 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Grammar Interactive Games and Activities
L.3.1j	Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.	TEACHER'S EDITION: Unit 1: T352 Unit 2: T356 Unit 4: T354 Unit 6: T354 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Teacher Resources: Handwriting
L.3.1k	Use reciprocal pronouns correctly.	TEACHER'S EDITION: Unit 5: T96-T97, T348, T354,
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	READING/WRITING WORKSHOP: Grammar Handbook: 498, 500 TEACHER'S EDITION: Unit 2: T35 Unit 3: T233 Unit 5: T97 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Grammar Interactive Games and Activities Teacher Resources: Music/Fine Arts Activities
L.3.2b	Use commas in addresses.	READING/WRITING WORKSHOP: Grammar Handbook: 502 TEACHER'S EDITION: Unit 1: T356 Unit 2: T233 Unit 5: T33 Unit 6: T33 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Grammar Interactive Games and Activities
L.3.2c	Use commas and quotation marks in dialogue.	READING/WRITING WORKSHOP: Grammar Handbook: 504 TEACHER'S EDITION: Unit 3: T35 Unit 4: T97, T161 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Grammar Interactive Games and Activities Teacher Resources: Music/Fine Arts Activities
L.3.2d	Form and use possessives.	READING/WRITING WORKSHOP: Unit 5: 385 Grammar Handbook: 480, 489 TEACHER'S EDITION: Unit 5: T224, T225, T255 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Grammar Interactive Games and Activities Teacher Resources: Music/Fine Arts Activities
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	YOUR TURN PRACTICE BOOK: 18, 28, 38, 58, 68, 168, 218, 238 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 24, 29 TEACHER'S EDITION: Unit 1: T46, T63, T112, T129, T178, T195, T244, T261 Unit 2: T45, T46, T112, T178, T195, T244 Unit 3: T46, T112, T130, T178 Unit 4: T44, T108, T172, T234, T254 Unit 5: T61, T98, T108, T125, T189, T236, T253 Unit 6: T44, T61, T108, T125, T170, T189, T234, T253, T302

## Language Standards

Conventions of English		<i>McGraw-Hill California Wonders</i>
<b>L.3.2f</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p>READING/WRITING WORKSHOP: Unit 4: 285</p> <p>YOUR TURN PRACTICE BOOK: 8, 18, 28, 38, 58, 68, 168, 218, 238</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 24</p> <p>TEACHER'S EDITION: Unit 1: T36, T64, T102, T130, T170, T196, T166, T168, T234</p> <p>Unit 2: T32, T65, T98, T99, T131, T177, T232 Unit 3: T36, T63, T102, T170, T196, T234, T300 Unit 4: T62, T96, T126, T190, T290 Unit 5: T34, T62, T98, T162, T190, T226, T254, T290 Unit 6: T62, T98, T126, T164, T190, T226</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>
<b>L.3.2g</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p>READING/WRITING WORKSHOP: Unit 1: T38, T104, T170, T236, T302 Unit 2: T38, T104, T170, T236, T302 Unit 3: T38, T104, T170 Unit 4: T292 Unit 5: T36, T164, T228, T292 Unit 6: T36, T100, T164, T228, T292</p> <p>TEACHER'S EDITION: Unit 1: T36, T102, T170, T234, T300 Unit 2: T36, T102, T170, T234, T300 Unit 3: T36, T102, T170 Unit 4: T290 Unit 5: T34, T164, T226, T290 Unit 6: T34, T98, T162, T226, T290</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>
Knowledge of Language		<i>McGraw-Hill California Wonders</i>
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L.3.3a</b>	Choose words and phrases for effect.	<p>READING/WRITING WORKSHOP: Unit 1: 32-33 Unit 2: 128-129 Unit 4: 284-285, 326-327 Unit 5: 356-357</p> <p>YOUR TURN PRACTICE BOOK: 9, 69, 169, 199, 219</p> <p>TEACHER'S EDITION: Unit 1: T96-T99 Unit 2: T96-T99, T130 Unit 4: T284-T287 Unit 5: T92-T95, T102 Unit 6: T284-T287, T294</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>L.3.3b</b>	Recognize and observe differences between the conventions of spoken and written standard English.	<p>TEACHER'S EDITION: Unit 2: T106 Unit 4: T102 Unit 5: T166 Unit 6: T166, T330-T333</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
Vocabulary Acquisition and Use		<i>McGraw-Hill California Wonders</i>
<b>L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	
<b>L.3.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.	<p>READING/WRITING WORKSHOP: Unit 1: 47, 93 Unit 2: 111 Unit 3: 191 Unit 4: 297, 311 Unit 5: 355, 369, 397</p> <p>YOUR TURN PRACTICE BOOK: 17, 47, 57, 107, 177, 187, 217, 227, 247</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: I, 2, 5, II, 15</p> <p>TEACHER'S EDITION: Unit 1: T26, T27N, T41, T92, T93D, T105, T172 Unit 2: T93S, T216 Unit 3: T26-T27, T27E, T93C, T159I, T212-T213 Unit 4: T152, T153F, T153I, T165, T216, T217G Unit 5: T14, T36, T88-T89, T152-T153, T153E, T164-T165 Unit 6: T216-T217, T217N, T229</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.3.4b</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	<p>READING/WRITING WORKSHOP: Unit 2: 143, 159 Unit 3: 223, 253 Unit 4: 283 Unit 5: 383</p> <p>YOUR TURN PRACTICE BOOK: 77, 87, 127, 147, 167, 237</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 9, 12</p> <p>TEACHER'S EDITION: Unit 2: T158, T171, T224-T225 Unit 3: T95, T158-T159, T161, T171, T226, T234, T236-T237 Unit 4: T88-T89, T89L, T101 Unit 5: T14, T101, T153K, T153L, T165, T216-T217, T229 Unit 6: T26, T91, T165, T219, T229</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>

Language Standards		McGraw-Hill California Wonders
Vocabulary Acquisition and Use		
<b>L.3.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	<p>READING/WRITING WORKSHOP: Unit 3: 239 Unit 4: 269 Unit 5: 341 Unit 6: 413, 441</p> <p>YOUR TURN PRACTICE BOOK: 137, 157, 158, 207, 228, 257, 258, 277</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 10, 13</p> <p>TEACHER'S EDITION: Unit 2: T225K, T225N Unit 3: T159N, T224-T225, T225B, T225I, T225L, T237, T240 Unit 4: T24, T25B, T25P, T25T, T27, T155 Unit 5: T24, T37, T100, T155, T171 Unit 6: T24-T25, T27, T37, T100, T152-T153, T155, T165, T228</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.3.4d</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.	<p>TEACHER'S EDITION: Unit 1: T26, T39, T92, T93K, T105 Unit 2: T159I, T237 Unit 3: T26, T92, T237 Unit 4: T24, T216 Unit 5: T24, T88, T89I, T152, T2170, T280</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.	
<b>L.3.5a</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	<p>READING/WRITING WORKSHOP: Unit 1: 79 Unit 2: 127, 173 Unit 3: 207 Unit 4: 325 Unit 6: 427, 469</p> <p>YOUR TURN PRACTICE BOOK: 37, 67, 97, 117, 197, 267, 297</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 4, 6, 8</p> <p>TEACHER'S EDITION: Unit 1: T224, T225H, T225K, T225M, T237 Unit 2: T92, T105, T113, T118, T122 Unit 3: T38, T92-T93, T93Q, T105 Unit 4: T25L, T89G, T89P, T89W, T217G, T217I Unit 5: T89Q, T89S Unit 6: T88-T89, T101, T142, T164, T292-T293</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.3.5b</b>	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	<p>READING/WRITING WORKSHOP: Unit 1: 20-21, 68-69 Unit 2: 116-117, 148-149 Unit 3: 196-197, 212-213 Unit 4: 288-289, 302-303 Unit 5: 346-347, 360-361 Unit 6: 418-419, 460-461</p> <p>YOUR TURN PRACTICE BOOK: 1, 21, 41, 101, 151, 181, 211, 241, 261, 291</p> <p>TEACHER'S EDITION: Unit 1: T47, T76, T179, T208, T212, T245 Unit 2: T47, T76, T179, T245 Unit 3: T38-T39, T113, T146, T179, T212, T245 Unit 4: T10, T14, T78, T173, T235 Unit 5: T202-T203, T228-T229, T237 Unit 6: T36-T37, T78, T142-T143, T228-T229</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p> <p>Teacher Resources: Build Background Videos, Graphic Organizers</p>
<b>L.3.5c</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	<p>TEACHER'S EDITION: Unit 1: T56 Unit 2: T56, T105 Unit 3: T93M, T105 Unit 4: T101 Unit 5: T101</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	<p>READING/WRITING WORKSHOP: Unit 1: 20-21, 36-37, 52-53, 68-69, 84-85 Unit 2: 100-101, 116-117, 132-133, 148-149, 164-165 Unit 3: 180-181, 196-197, 212-213, 228-229, 244-245 Unit 4: 260-261, 274-275, 288-289, 302-303, 316-317 Unit 5: 332-333, 346-347, 360-361, 374-375, 388-389 Unit 6: 404-405, 424-425, 432-433, 446-447, 460-461</p> <p>YOUR TURN PRACTICE BOOK: 1, 11, 51, 61, 101, 111, 151, 161, 201, 211, 251, 261</p> <p>TEACHER'S EDITION: Unit 1: T14, T38-T39, T80, T104-T105, T146 Unit 2: T93C, T104-T105, T212 Unit 3: T13-T15, T27Y, T146-T147, T159I, T172-T173 Unit 4: T14-T15, T36-T37, T142-T143, T153I, T164-T165, T217K Unit 5: T78-T79, T100-T101, T142-T143, T164-T165, T228-T229 Unit 6: T36-T37, T44, T50, T54, T61, T100-T101, T206-T207</p>

# California

## English Language Development Standards

### Grade 3

Each standard is coded in the following manner:

Part Number	Grade Level	Standard Number	Proficiency Level
PII	3	5	Ex

### Part I: Interacting in Meaningful Ways

#### A. Collaborative

##### 1. Exchanging information and ideas

##### *McGraw-Hill California Wonders*

<b>PI.3.1.Em</b>	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	<b>TEACHER'S EDITION: Unit 1:</b> T11, T15, T27J, T27L, T27N, T27R, T27X, T34, T58, T60, T77, T81, T93D, T93F, T93J, T93P, T124, T126, T143, T147, T159D, T159F, T159H, T159J, T190, T191, T192, T209, T213, T225D, T225T, T256, T275, T279, T289D, T289F, T320, T321, T322, T353, T359; <b>Unit 2:</b> T11, T15, T27F, T27J, T27H, T58, T60, T77, T81, T93J, T93T, T124, T126, T143, T147, T159T, T159Z T190, T192, T209, T213, T232, T256, T258, T275, T279, T320, T322, T353, T359; <b>Unit 3:</b> T11, T15, T27D, T27F, T27H, T27Z, T58, T60, T62, T77, T81, T93D, T93F, T124, T126, T143, T147, T159D, T159F, T159N, T159R, T190, T191, T192, T209, T213, T225D, T256, T257, T258, T261, T275, T279, T289D, T320, T321, T322, T353, T359; <b>Unit 4:</b> T11, T15, T25H, T25J, T56, T60, T75, T79, T89F, T89H, T89J, T89L, T89L, T89P, T89R, T89V, T89X, T89Z, T120, T139, T143, T153L, T153P, T184, T203, T207, T217D, T217F, T217H, T217J, T217L, T217R, T248, T252, T267, T271, T281B T312; <b>Unit 5:</b> T11, T15, T25D, T25F, T25L, T25N, T25P, T32, T56, T60, T75, T79, T89F, T89R, T120, T139, T143, T153D, T153F, T153H, T153P, T184, T203, T207, T217B, T217X, T248, T252, T267, T271, T281D, T312; <b>Unit 6:</b> T11, T15, T25D, T25F, T25R, T56, T75, T79, T89D, T89J, T89L, T89R, T120, T139, T143, T153D, T184, T203, T207, T217D, T217N, T224, T248, T267, T271, T281B, T312, T316A
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This correlation is for Integrated ELD instruction in *CA Wonders*. Correlations for Designated ELD instruction can be found in *CA Wonders for English Learners Teacher's Edition*.



Part I: Interacting in Meaningful Ways		
<b>PI.3.1.Ex</b>	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	<b>TEACHER'S EDITION:</b> Unit I: T11, T15, T27J, T27L, T27N, T27R, T27X, T34, T58, T60, T77, T81, T93D, T93F, T93J, T93P, T124, T126, T143, T147, T159D, T159F, T159H, T159J, T190, T191, T192, T209, T213, T225D, T225T, T256, T275, T279, T289D, T289F, T320, T321, T322, T353, T359; Unit 2: T11, T15, T27F, T27J, T27H, T58, T60, T77, T81, T93F, T93J, T93T, T124, T126, T143, T147, T159T, T159Z, T192, T209, T213, T232, T256, T258, T275, T279, T320, T322, T353, T359; Unit 3: T11, T15, T27D, T27F, T27H, T27Z, T58, T60, T62, T77, T81, T93D, T93F, T124, T126, T143, T147, T159D, T159F, T159N, T159R, T190, T191, T192, T209, T213, T225D, T256, T257, T258, T261, T275, T279, T289D, T320, T321, T322, T353, T359; Unit 4: T11, T15, T25H, T25J, T56, T60, T75, T79, T89F, T89H, T89J, T89L, T89M, T89P, T89R, T89V, T89X, T89Z, T120, T139, T143, T153L, T184, T203, T207, T153P, T217D, T217F, T217H, T217J, T217L, T217R, T248, T252, T267, T271, T281B, T312; Unit 5: T11, T15, T25D, T25F, T25L, T25N, T25P, T32, T56, T60, T75, T79, T89F, T89R, T120, T139, T143, T153D, T153F, T153H, T153P, T184, T203, T207, T217B, T217X, T248, T252, T267, T271, T281D, T312; Unit 6: T11, T15, T25D, T25F, T25R, T56, T75, T79, T89D, T89J, T89L, T89R, T120, T139, T143, T153D, T184, T203, T207, T217D, T217N, T224, T248, T267, T271, T281B, T312, T316
<b>PI.3.1.Br</b>	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	<b>TEACHER'S EDITION:</b> Unit I: T11, T15, T27J, T27L, T27N, T27R, T27X, T34, T58, T60, T77, T81, T93D, T93F, T93J, T93P, T124, T126, T143, T147, T159D, T159F, T159H, T159J, T190, T191, T192, T209, T213, T225D, T225T, T256, T275, T279, T289D, T289F, T320, T321, T322, T353, T359; Unit 2: T11, T15, T27F, T27J, T27H, T58, T60, T77, T81, T93F, T93J, T93T, T124, T126, T143, T147, T159T, T159Z, T192, T209, T213, T232, T256, T258, T275, T279, T320, T322, T353, T359; Unit 3: T11, T15, T27D, T27F, T27H, T27Z, T58, T60, T62, T77, T81, T93D, T93F, T124, T126, T143, T147, T159D, T159F, T159N, T159R, T190, T191, T192, T209, T213, T225D, T256, T257, T258, T261, T275, T279, T289D, T320, T321, T322, T353, T359; Unit 4: T11, T15, T25H, T25J, T56, T60, T75, T79, T89F, T89H, T89J, T89L, T89M, T89P, T89R, T89V, T89X, T89Z, T120, T139, T143, T153L, T153P, T184, T203, T207, T217D, T217F, T217H, T217J, T217L, T217R, T248, T252, T267, T271, T281B, T312; Unit 5: T11, T15, T25D, T25F, T25L, T25N, T25P, T32, T56, T60, T75, T79, T89F, T89R, T120, T139, T143, T153D, T153F, T153H, T153P, T184, T203, T207, T217B, T217X, T248, T252, T267, T271, T281D, T312; Unit 6: T11, T15, T25D, T25F, T25R, T56, T75, T79, T89D, T89J, T89L, T89R, T120, T139, T143, T153D, T217D, T217N, T184, T203, T207, T224, T248, T267, T271, T281B, T312, T316
<b>2. Interacting via written English</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.3.2.Em</b>	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TEACHER'S EDITION:</b> Unit I: T194, T326; Unit 2: T225P, T320, T326; Unit 3: T256, T320; Unit 4: T60, T61, T63, T124, T125, T186, T188, T189, T250, T252, T253, T255, T314, T316, T317, T319; Unit 5: T58, T60, T61, T63, T122, T124, T125, T126, T127, T186, T188, T189, T190, T191, T253, T254, T255, T314, T316, T317, T319; Unit 6: T58, T60, T61, T62, T63, T122, T124, T125, T126, T127, T186, T188, T189, T191, T252, T253, T254, T255, T314, T316, T317, T319

## Part I: Interacting in Meaningful Ways

<b>PI.3.2.Ex</b>	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TEACHER'S EDITION:</b> Unit 1: T194, T326; Unit 2: T225P, T320, T326; Unit 3: T256, T320; Unit 4: T60, T61, T63, T124, T125, T186, T188, T189, T250, T252, T253, T255, T314, T316, T317, T319; Unit 5: T58, T60, T61, T63, T122, T124, T125, T126, T127, T186, T188, T189, T190, T191, T253, T254, T255, T314, T316, T317, T319; Unit 6: T58, T60, T61, T62, T63, T122, T124, T125, T126, T127, T186, T188, T189, T191, T252, T253, T254, T255, T314, T316, T317, T319
<b>PI.3.2.Br</b>	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TEACHER'S EDITION:</b> Unit 1: T194, T326; Unit 2: T225P, T320, T326; Unit 3: T256, T320; Unit 4: T60, T61, T63, T124, T125, T186, T188, T189, T250, T252, T253, T255, T314, T316, T317, T319; Unit 5: T58, T60, T61, T63, T122, T124, T125, T126, T127, T186, T188, T189, T190, T191, T253, T254, T255, T314, T316, T317, T319; Unit 6: T58, T60, T61, T62, T63, T122, T124, T125, T126, T127, T186, T188, T189, T191, T252, T253, T254, T255, T314, T316, T317, T319
<b>3. Offering opinions</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.3.3.Em</b>	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>I think...</i> ), as well as open responses in order to gain and/or hold the floor.	<b>EL REPRODUCIBLES:</b> I39, I99, 219, 250, 269 <b>TEACHER'S EDITION:</b> Unit 2: T58, T124, T190, T257; Unit 3: T124, T125; Unit 4: T127
<b>PI.3.3.Ex</b>	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, and...</i> ), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.	<b>EL REPRODUCIBLES:</b> I39, I99, 219, 250, 269 <b>TEACHER'S EDITION:</b> Unit 2: T58, T124, T190, T257; Unit 3: T124, T125; Unit 4: T127
<b>PI.3.3.Br</b>	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i> ), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	<b>EL REPRODUCIBLES:</b> I39, I99, 219, 250, 269 <b>TEACHER'S EDITION:</b> Unit 2: T58, T124, T190, T257; Unit 3: T124, T125; Unit 4: T127
<b>4. Adapting language choices</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.3.4.Em</b>	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	<b>EL REPRODUCIBLES:</b> I30, I50 <b>TEACHER'S EDITION:</b> Unit 1: T195, T300; Unit 2: T62, T100, T300; Unit 3: T128, T300; Unit 4: T292, T316; Unit 5: T292; Unit 6: T292
<b>PI.3.4.Ex</b>	Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.	<b>EL REPRODUCIBLES:</b> I30, I50 <b>TEACHER'S EDITION:</b> Unit 1: T195, T300; Unit 2: T62, T100, T300; Unit 3: T128, T300; Unit 4: T292, T316; Unit 5: T292; Unit 6: T292
<b>PI.3.4.Br</b>	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	<b>EL REPRODUCIBLES:</b> I30, I50 <b>TEACHER'S EDITION:</b> Unit 1: T195, T300; Unit 2: T62, T100, T300; Unit 3: T128, T300; Unit 4: T292, T316; Unit 5: T292; Unit 6: T292

## Part I: Interacting in Meaningful Ways

### B. Interpretive

5. Listening actively		<i>McGraw-Hill California Wonders</i>
<b>PI.3.5.Em</b>	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	<b>TEACHER'S EDITION:</b> Unit 1: T11, T21, T77, T87, T93L, T93V, T143, T153, T159P, T209, T219, T275, T283, T289D; Unit 2: T11, T27D, T27J, T77, T87, T93N, T93T, T93V, T143, T153, T209, T219, T275; Unit 3: T11, T21, T59, T77, T87, T143, T209, T219, T275, T283, T289F; Unit 4: T11, T19, T25P, T56, T58, T75, T120, T122, T139, T147, T184, T186, T203, T211, T248, T250, T267, T312, T314; Unit 5: T11, T19, T56, T58, T75, T83, T89H, T89P, T120, T122, T139, T147, T184, T186, T203, T217F, T217V, T248, T250, T267, T275, T281F, T312, T314; Unit 6: T11, T19, T25H, T56, T58, T75, T83, T89L, T120, T122, T139, T147, T184, T186, T203, T248, T250, T267, T275, T312, T314
<b>PI.3.5.Ex</b>	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	<b>TEACHER'S EDITION:</b> Unit 1: T11, T21, T77, T87, T93L, T93V, T143, T153, T159P, T209, T219, T275, T283, T289D; Unit 2: T11, T27D, T27J, T77, T87, T93N, T93T, T93V, T143, T153, T209, T219, T275; Unit 3: T11, T21, T59, T77, T87, T143, T209, T219, T275, T283, T289F; Unit 4: T11, T19, T25P, T56, T58, T75, T120, T122, T139, T147, T184, T186, T203, T211, T248, T250, T267, T312, T314; Unit 5: T11, T19, T56, T58, T75, T83, T89H, T89P, T120, T122, T139, T147, T184, T186, T203, T217F, T217V, T248, T250, T267, T275, T281F, T312, T314; Unit 6: T11, T19, T25H, T56, T58, T75, T83, T89L, T120, T122, T139, T147, T184, T186, T203, T248, T250, T267, T275, T312, T314
<b>PI.3.5.Br</b>	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	<b>TEACHER'S EDITION:</b> Unit 1: T11, T21, T77, T87, T93L, T93V, T143, T153, T159P, T209, T219, T275, T283, T289D; Unit 2: T11, T27D, T27J, T77, T87, T93N, T93T, T93V, T143, T153, T209, T219, T275; Unit 3: T11, T21, T59, T77, T87, T143, T209, T219, T275, T283, T289F; Unit 4: T11, T19, T25P, T56, T58, T75, T120, T122, T139, T147, T184, T186, T203, T211, T248, T250, T267, T312, T314; Unit 5: T11, T19, T56, T58, T75, T83, T89H, T89P, T120, T122, T139, T147, T184, T186, T203, T217F, T217V, T248, T250, T267, T275, T281F, T312, T314; Unit 6: T11, T19, T25H, T56, T58, T75, T83, T89L, T120, T122, T139, T147, T184, T186, T203, T248, T250, T267, T275, T312, T314
6. Reading/viewing closely		<i>McGraw-Hill California Wonders</i>
<b>PI.3.6.Em</b>	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	<b>EL REPRODUCIBLES:</b> 5, 6, 9, 12, 15, 22, 25, 35, 52, 55, 56, 62, 65, 82, 89, 92, 94, 95, 99, 105, 109, 119, 125, 129, 130, 136, 139, 142, 149, 152, 155, 156, 159, 162, 169, 170, 172, 179, 185, 186, 189, 192, 194, 195, 196, 199, 202, 206, 209, 212, 216, 219, 222, 225, 226, 229, 232, 235, 236, 239, 240, 242, 245, 246, 249, 250, 252, 255, 256, 259, 262, 265, 266, 269, 271, 275, 276, 279, 282, 285, 286, 289, 292, 294, 295, 296, 299 <b>TEACHER'S EDITION:</b> Unit 1: T17, T21, T23, T59, T83, T87, T89, T125, T149, T153, T155, T191, T192, T215, T219, T223, T257, T258, T283, T285, T321; Unit 2: T11, T17, T23, T25, T60, T83, T87, T89, T91, T125, T126, T149, T153, T157, T191, T192, T215, T219, T221, T225F, T257, T258, T285, T287, T289B, T321, T322; Unit 3: T17, T21, T23, T27P, T27X, T83, T87, T91, T149, T155, T157, T159J, T159L, T215, T219, T221, T223, T225J, T257, T283, T285, T322; Unit 4: T19, T23, T56, T58, T85, T87, T120, T122, T147, T149, T153D, T153F, T153H, T184, T186, T211, T213, T215, T248, T250, T275, T277, T279, T312, T314; Unit 5: T19, T21, T23, T56, T58, T83, T85, T120, T122, T147, T151, T184, T186, T213, T215, T248, T250, T275, T279, T312, T314; Unit 6: T19, T21, T56, T58, T83, T85, T87, T89F, T120, T122, T147, T149, T153H, T184, T186, T213, T215, T217F, T217H, T217L, T217P, T217R, T217Z, T248, T250, T275, T277, T279, T312, T314

## Part I: Interacting in Meaningful Ways

<p><b>PI.3.6.Ex</b></p>	<p>Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p><b>EL REPRODUCIBLES:</b> 55, 6, 9, 12, 15, 22, 25, 35, 52, 55, 56, 62, 65, 82, 89, 92, 94, 95, 99, 105, 109, 119, 125, 129, 130, 136, 139, 142, 149, 152, 155, 156, 159, 162, 169, 170, 172, 179, 185, 186, 189, 192, 194, 195, 196, 199, 202, 206, 209, 212, 216, 219, 222, 225, 226, 229, 232, 235, 236, 239, 240, 242, 245, 246, 249, 250, 252, 255, 256, 259, 262, 265, 266, 269, 271, 275, 276, 279, 282, 285, 286, 289, 292, 294, 295, 296, 299  <b>TEACHER'S EDITION:</b> Unit 1: T17, T21, T23, T59, T83, T87, T89, T125, T149, T153, T155, T191, T192, T215, T219, T223, T257, T258, T283, T285, T321; Unit 2: T11, T17, T23, T25, T60, T83, T87, T89, T91, T125, T126, T149, T153, T157, T191, T192, T215, T219, T221, T225F, T257, T258, T285, T287, T289B, T321, T322; Unit 3: T17, T21, T23, T27P, T27X, T83, T87, T91, T149, T155, T157, T159J, T159L, T215, T219, T221, T223, T225J, T257, T283, T285, T322; Unit 4: T19, T23, T56, T58, T85, T87, T120, T122, T147, T149, T153D, T153F, T153H, T184, T186, T211, T213, T215, T248, T250, T275, T277, T279, T312, T314; Unit 5: T19, T21, T23, T56, T58, T83, T85, T120, T122, T147, T151, T184, T186, T213, T215, T248, T250, T275, T279, T312, T314; Unit 6: T19, T21, T56, T58, T83, T85, T87, T89F, T120, T122, T147, T149, T153H, T184, T186, T213, T215, T217F, T217H, T217L, T217P, T217R, T217Z, T248, T250, T275, T277, T279, T312, T314</p>
<p><b>PI.3.6.Br</b></p>	<p>Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>	<p><b>EL REPRODUCIBLES:</b> 5, 6, 9, 12, 15, 22, 25, 35, 52, 55, 56, 62, 65, 82, 89, 92, 94, 95, 99, 105, 109, 119, 125, 129, 130, 136, 139, 142, 149, 152, 155, 156, 159, 162, 169, 170, 172, 179, 185, 186, 189, 192, 194, 195, 196, 199, 202, 206, 209, 212, 216, 219, 222, 225, 226, 229, 232, 235, 236, 239, 240, 242, 245, 246, 249, 250, 252, 255, 256, 259, 262, 265, 266, 269, 271, 275, 276, 279, 282, 285, 286, 289, 292, 294, 295, 296, 299  <b>TEACHER'S EDITION:</b> Unit 1: T17, T21, T23, T59, T83, T87, T89, T125, T149, T153, T155, T191, T192, T215, T219, T223, T225F, T257, T258, T283, T285, T289B, T321; Unit 2: T11, T17, T23, T25, T60, T83, T87, T89, T91, T125, T126, T149, T153, T157, T191, T192, T215, T219, T221, T257, T258, T285, T287, T321, T322; Unit 3: T17, T21, T23, T27P, T27X, T83, T87, T91, T149, T155, T157, T159J, T159L, T215, T219, T221, T223, T225J, T257, T283, T285, T322; Unit 4: T19, T23, T56, T58, T85, T87, T120, T122, T147, T149, T153D, T153F, T153H, T184, T186, T211, T213, T215, T248, T250, T275, T277, T279, T312, T314; Unit 5: T19, T21, T23, T56, T58, T83, T85, T120, T122, T147, T151, T184, T186, T213, T215, T248, T250, T275, T279, T312, T314; Unit 6: T19, T21, T56, T58, T83, T85, T87, T89F, T120, T122, T147, T149, T153H, T184, T186, T213, T215, T217F, T217H, T217L, T217P, T217R, T217Z, T248, T250, T275, T277, T279, T312, T314</p>
<p><b>7. Evaluating language choices</b></p>		<p><b>McGraw-Hill California Wonders</b></p>
<p><b>PI.3.7.Em</b></p>	<p>Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.</p>	<p><b>EL REPRODUCIBLES:</b> 29, 35, 37, 49, 50, 82, 92, 94, 96, 99, 129, 139, 149, 159, 162, 179, 185, 189, 194, 195, 196, 199, 202, 209, 219, 220, 225, 229, 232, 239, 249, 252, 262, 289, 294, 295, 296, 299  <b>TEACHER'S EDITION:</b> Unit 1: T17, T27D, T27F, T27H, T60, T93L, T93N, T93Q, T93V, T125, T129, T149, T159D, T215, T225F, T225H, T225P, T261; Unit 2: T27N, T27P, T27R, T27V, T83, T287, T93D, T93H, T93N, T93P, T159D, T159F, T159H, T159N, T159R, T159T, T169X, T159Z, T225J, T225L, T289B, T289C, T289F; Unit 3: T27J, T27L, T27N, T27T, T60, T83, T93H, T93J, T93L, T93N, T93T, T129, T190, T191, T192, T215, T225F, T225H, T289F; Unit 4: T25D, T25F, T25L, T25N, T89B, T153J, T281F; Unit 5: T25H, T25J, T25R, T25V, T89F, T89J, T89L, T89N, T89X, T186, T217J, T217L, T217N, T217R, T248, T250, T281B, T314; Unit 6: T25T, T89H, T89N, T89P, T153F, T217V, T250, T281C, T281F</p>



Part I: Interacting in Meaningful Ways		
<b>PI.3.7.Ex</b>	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.	<b>EL REPRODUCIBLES:</b> 29, 35, 37, 49, 50, 82, 92, 94, 96, 99, 129, 139, 149, 159, 162, 179, 185, 189, 194, 195, 196, 199, 202, 209, 219, 220, 225, 229, 232, 239, 249, 252, 262, 289, 294, 295, 296, 299 <b>TEACHER'S EDITION:</b> Unit 1: T17, T27D, T27F, T27H, T60, T93L, T93N, T93Q, T93V, T125, T129, T149, T159D, T215, T225F, T225H, T225P, T261; Unit 2: T27N, T27P, T27R, T27V, T83, T93D, T93H, T93N, T93P, T159D, T159F, T159H, T159N, T159R, T159T, T169X, T159Z, T225J, T225L, T287, T289B, T289C, T289F; Unit 3: T27J, T27L, T27N, T27T, T60, T83, T93H, T93J, T93L, T93N, T93T, T129, T190, T191, T192, T215, T225F, T225H, T289F; Unit 4: T25D, T25F, T25L, T25N, T89B, T153J, T281F; Unit 5: T25H, T25J, T25R, T25V, T89F, T89J, T89L, T89N, T89X, T186, T217J, T217L, T217N, T217R, T248, T250, T281B, T314; Unit 6: T25T, T89H, T89N, T89P, T153F, T217V, T250, T281C, T281F
<b>PI.3.7.Br</b>	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.	<b>EL REPRODUCIBLES:</b> 29, 35, 37, 49, 50, 82, 92, 94, 96, 99, 129, 139, 149, 159, 162, 179, 185, 189, 194, 195, 196, 199, 202, 209, 219, 220, 225, 229, 232, 239, 249, 252, 262, 289, 294, 295, 296, 299 <b>TEACHER'S EDITION:</b> Unit 1: T17, T27D, T27F, T27H, T60, T93L, T93N, T93Q, T93V, T125, T129, T149, T159D, T215, T225F, T225H, T225P, T261; Unit 2: T27N, T27P, T27R, T27V, T83, T287, T93D, T93H, T93N, T93P, T159D, T159F, T159H, T159N, T159R, T159T, T169X, T159Z, T225J, T225L, T289B, T289C, T289F; Unit 3: T27J, T27L, T27N, T27T, T60, T83, T93H, T93J, T93L, T93N, T93T, T129, T190, T191, T192, T215, T225F, T225H, T289F; Unit 4: T25D, T25F, T25L, T25N, T89B, T153J, T281F; Unit 5: T25H, T25J, T25R, T25V, T89F, T89J, T89L, T89N, T89X, T186, T217J, T217L, T217N, T217R, T248, T250, T281B, T314; Unit 6: T25T, T89H, T89N, T89P, T153F, T217V, T250, T281C, T281F
<b>8. Analyzing language choices</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.3.8.Em</b>	Distinguish how different words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i> ).	<b>EL REPRODUCIBLES:</b> 96, 99, 150, 169, 170, 194, 196, 296 <b>TEACHER'S EDITION:</b> Unit 1: T59, T63, T83, T104, T225, T261, T325; Unit 2: T17, T59, T60, T63, T104, T126, T130, T257, T279, T289, T321, T322, T325, T326; Unit 3: T17, T59, T63, T104, T125; Unit 4: T43, T56, T58, T61, T100, T120, T122, T125, T171, T184, T189, T248, T250, T253, T312, T314, T317; Unit 5: T56, T58, T61, T100, T107, T120, T122, T171, T184, T189, T235, T253, T299, T312; Unit 6: T43, T56, T58, T61, T100, T107, T120, T122, T171, T184, T189, T235, T253, T312
<b>PI.3.8.Ex</b>	Distinguish how different words with similar meanings (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i> ) produce shades of meaning and different effects on the audience.	<b>EL REPRODUCIBLES:</b> 96, 99, 150, 169, 170, 194, 196, 296 <b>TEACHER'S EDITION:</b> Unit 1: T59, T63, T83, T104, T225, T261, T325; Unit 2: T17, T59, T60, T63, T104, T126, T130, T257, T279, T289, T321, T322, T325, T326; Unit 3: T17, T59, T63, T104, T125; Unit 4: T43, T56, T58, T61, T100, T120, T122, T125, T171, T184, T189, T248, T250, T253, T312, T314, T317; Unit 5: T56, T58, T61, T100, T107, T120, T122, T171, T184, T189, T235, T253, T299, T312; Unit 6: T43, T56, T58, T61, T100, T107, T120, T122, T171, T184, T189, T235, T253, T312
<b>PI.3.8.Br</b>	Distinguish how multiple different words with similar meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> versus <i>knew</i> versus <i>believed</i> ) produce shades of meaning and different effects on the audience.	<b>EL REPRODUCIBLES:</b> 96, 99, 150, 169, 170, 194, 196, 296 <b>TEACHER'S EDITION:</b> Unit 1: T59, T63, T83, T104, T225, T261, T325; Unit 2: T17, T59, T60, T63, T104, T126, T130, T257, T279, T289, T321, T322, T325, T326; Unit 3: T17, T59, T63, T104, T125; Unit 4: T43, T56, T58, T61, T100, T120, T122, T125, T171, T184, T189, T248, T250, T253, T312, T314, T317; Unit 5: T56, T58, T61, T100, T107, T120, T122, T171, T184, T189, T235, T253, T299, T312; Unit 6: T43, T56, T58, T61, T100, T107, T120, T122, T171, T184, T189, T235, T253, T312

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### C. Productive

9. Presenting		<i>McGraw-Hill California Wonders</i>
<b>PI.3.9.Em</b>	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.).	<b>TEACHER'S EDITION:</b> Unit 1: T93L, T93V, TI59P, T236, T335; Unit 2: T27D, T27L, T236, T335; Unit 3: T236, T257, T335; Unit 4: T60, T188, T228, T252, T281C, T316, T327; Unit 5: TI53J, T217N, T228, T252, T316, T327; Unit 6: T25J, T60, TI24, TI53N, T228, T252, T327
<b>PI.3.9.Ex</b>	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).	<b>TEACHER'S EDITION:</b> Unit 1: T93L, T93V, TI59P, T236, T335; Unit 2: T27D, T27L, T236, T335; Unit 3: T236, T257, T335; Unit 4: T60, T188, T228, T252, T281C, T316, T327; Unit 5: TI53J, T217N, T228, T252, T316, T327; Unit 6: T25J, T60, TI24, TI53N, T228, T252, T327
<b>PI.3.9.Br</b>	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).	<b>TEACHER'S EDITION:</b> Unit 1: T93L, T93V, TI59P, T236, T335; Unit 2: T27D, T27L, T236, T335; Unit 3: T236, T257, T335; Unit 4: T60, T188, T228, T252, T281C, T316, T327; Unit 5: TI53J, T217N, T228, T252, T316, T327; Unit 6: T25J, T60, TI24, TI53N, T228, T252, T327
10. Writing		<i>McGraw-Hill California Wonders</i>
<b>PI.3.10a.Em</b>	Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	<b>EL REPRODUCIBLES:</b> I, 7, 9, 10, II, 19, 20, 21, 27, 29, 30, 31, 39, 40, 41, 49, 50 <b>TEACHER'S EDITION:</b> Unit 1: T62, TI26, TI28, TI30, T260, T324, T353, T359; Unit 2: T60, T62, TI26, TI28, TI29, TI30, TI94, TI96, T225F, T225P, T258, T260, T261, T262, T324, T326, T353, T359; Unit 3: T62, TI26, TI28, TI29, TI30, TI92, TI94, TI96, T258, T260, T262, T324, T353, T359; Unit 4: T58, T62, TI22, TI26, TI86, TI90, TI91, T217N, T250, T254, T314, T318; Unit 5: T58, T62, TI22, TI26, TI86, TI90, T254, T318; Unit 6: T58, T62, TI22, TI26, TI90, T250, T254, T318
<b>PI.3.10b.Em</b>	Paraphrase texts and recount experiences using key words from notes or graphic organizers	<b>TEACHER'S EDITION:</b> Unit 1: T60, T64, T258, T322; Unit 2: T60, TI26, TI92, T258, T322; Unit 3: T60, TI94, T258, T262, T322; Unit 4: T345, T351; Unit 5: T62, T250, T314, T345, T351; Unit 6: TI86, T314, T345, T351
<b>PI.3.10a.Ex</b>	Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	<b>EL REPRODUCIBLES:</b> I, 7, 9, 10, II, 19, 20, 21, 27, 29, 30, 31, 39, 40, 41, 49, 50 <b>TEACHER'S EDITION:</b> Unit 1: T62, TI26, TI28, TI30, T260, T324, T353, T359; Unit 2: T60, T62, TI26, TI28, TI29, TI30, TI94, TI96, T225F, T225P, T258, T260, T261, T262, T324, T326, T353, T359; Unit 3: T62, TI26, TI28, TI29, TI30, TI92, TI94, TI96, T258, T260, T262, T324, T353, T359; Unit 4: T58, T62, TI22, TI26, TI86, TI90, TI91, T217N, T250, T254, T314, T318; Unit 5: T58, T62, TI22, TI26, TI86, TI90, T254, T318; Unit 6: T58, T62, TI22, TI26, TI90, T250, T254, T318
<b>PI.3.10b.Ex</b>	Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	<b>TEACHER'S EDITION:</b> Unit 1: T60, T64, T258, T322; Unit 2: T60, TI26, TI92, T258, T322; Unit 3: T60, TI94, T258, T262, T322; Unit 4: T345, T351; Unit 5: T62, T250, T314, T345, T351; Unit 6: TI86, T314, T345, T351
<b>PI.3.10a.Br</b>	Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	<b>EL REPRODUCIBLES:</b> I, 7, 9, 10, II, 19, 20, 21, 27, 29, 30, 31, 39, 40, 41, 49, 50 <b>TEACHER'S EDITION:</b> Unit 1: T62, TI26, TI28, TI30, T260, T324, T353, T359; Unit 2: T60, T62, TI26, TI28, TI29, TI30, TI94, TI96, T225F, T225P, T258, T260, T261, T262, T324, T326, T353, T359; Unit 3: T62, TI26, TI28, TI29, TI30, TI92, TI94, TI96, T258, T260, T262, T324, T353, T359; Unit 4: T58, T62, TI22, TI26, TI86, TI90, TI91, T217N, T250, T254, T314, T318; Unit 5: T58, T62, TI22, TI26, TI86, TI90, T254, T318; Unit 6: T58, T62, TI22, TI26, TI90, T250, T254, T318

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<b>PI.3.10b.Br</b>	Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.	<b>TEACHER'S EDITION:</b> Unit 1: T60, T64, T258, T322; Unit 2: T60, T126, T192, T258, T322; Unit 3: T60, T194, T258, T262, T322; Unit 4: T345, T351; Unit 5: T62, T250, T314, T345, T351; Unit 6: T186, T314, T345, T351
<b>11. Supporting opinions</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.3.11.Em</b>	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	<b>EL REPRODUCIBLES:</b> 9, 89, 119, 139, 169, 179, 189, 199, 250, 269, 279 <b>TEACHER'S EDITION:</b> Unit 1: T125; Unit 2: T191; Unit 5: T318
<b>PI.3.11.Ex</b>	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	<b>EL REPRODUCIBLES:</b> 9, 89, 119, 139, 169, 179, 189, 199, 250, 269, 279 <b>TEACHER'S EDITION:</b> Unit 1: T125; Unit 2: T191; Unit 5: T318
<b>PI.3.11.Br</b>	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	<b>EL REPRODUCIBLES:</b> 9, 89, 119, 139, 169, 179, 189, 199, 250, 269, 279 <b>TEACHER'S EDITION:</b> Unit 1: T125; Unit 2: T191; Unit 5: T318
<b>12. Selecting language resources</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.3.12.Em</b>	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.	<b>EL REPRODUCIBLES:</b> I, 2, 7, 11, 17, 20, 21, 31, 40, 41, 47, 51, 57, 60, 61, 70, 71, 77, 78, 80, 81, 87, 91, 101, 107, 111, 127, 130, 131, 137, 141, 150, 160, 161, 170, 171, 180, 181, 188, 189, 191, 200, 201, 202, 208, 210, 211, 218, 220, 221, 231, 237, 238, 241, 247, 251, 257, 258, 261, 271, 277, 281, 291, 297, 298, 300 <b>TEACHER'S EDITION:</b> Unit 1: T15, T27, T62, T63, T81, T93, T129, T147, T159, T170, T194, T213, T224, T260, T261, T279, T289, T324; Unit 2: T15, T27, T63, T81, T125, T128, T129, T147, T159, T170, T192, T195, T213, T215, T225, T225F, T289, T325; Unit 3: T15, T27, T63, T81, T93, T147, T149, T159, T170, T195, T213, T279, T289, T325; Unit 4: T15, T25, T25V, T60, T61, T62, T79, T89, T124, T125, T126, T143, T153, T164, T188, T189, T207, T224, T252, T253, T271, T316, T317, T318; Unit 5: T15, T60, T61, T79, T89, T124, T125, T126, T143, T153, T164, T188, T189, T207, T217, T252, T253, T271, T281, T316, T317; Unit 6: T15, T25, T60, T61, T79, T124, T125, T126, T143, T153, T164, T188, T189, T207, T217, T252, T253, T271, T316, T317, T318
<b>PI.3.12.Ex</b>	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i> ) while speaking and writing.	<b>EL REPRODUCIBLES:</b> I, 2, 7, 11, 17, 20, 21, 31, 40, 41, 47, 51, 57, 60, 61, 70, 71, 77, 78, 80, 81, 87, 91, 101, 107, 111, 127, 130, 131, 137, 141, 150, 160, 161, 170, 171, 180, 181, 188, 189, 191, 200, 201, 202, 208, 210, 211, 218, 220, 221, 231, 237, 238, 241, 247, 251, 257, 258, 261, 271, 277, 281, 291, 297, 298, 300 <b>TEACHER'S EDITION:</b> Unit 1: T15, T27, T62, T63, T81, T93, T129, T147, T159, T170, T194, T213, T224, T260, T261, T279, T289, T324; Unit 2: T15, T27, T63, T81, T125, T128, T129, T147, T159, T170, T192, T195, T213, T215, T225, T225F, T289, T325; Unit 3: T15, T27, T63, T81, T93, T147, T149, T159, T170, T195, T213, T279, T289, T325; Unit 4: T15, T25, T25V, T60, T61, T62, T79, T89, T124, T125, T126, T143, T153, T164, T188, T189, T207, T224, T252, T253, T271, T316, T317, T318; Unit 5: T15, T60, T61, T79, T89, T124, T125, T126, T143, T153, T164, T188, T189, T207, T217, T252, T253, T271, T281, T316, T317; Unit 6: T15, T25, T60, T61, T79, T124, T125, T126, T143, T153, T164, T188, T189, T207, T217, T252, T253, T271, T316, T317, T318

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<p><b>PI.3.12.Br</b></p>	<p>Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.</p>	<p><b>EL REPRODUCIBLES:</b> 1, 2, 7, 11, 17, 20, 21, 31, 40, 41, 47, 51, 57, 60, 61, 70, 71, 77, 78, 80, 81, 87, 91, 101, 107, 111, 127, 130, 131, 137, 141, 150, 160, 161, 170, 171, 180, 181, 188, 189, 191, 200, 201, 202, 208, 210, 211, 218, 220, 221, 231, 237, 238, 241, 247, 251, 257, 258, 261, 271, 277, 281, 291, 297, 298, 300</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T15, T27, T62, T63, T81, T93, T129, T147, T159, T170, T194, T213, T224, T260, T261, T279, T289, T324; Unit 2: T15, T27, T63, T81, T125, T128, T129, T147, T159, T170, T192, T195, T213, T215, T225, T225F, T289, T325; Unit 3: T15, T27, T63, T81, T93, T147, T149, T159, T170, T195, T213, T279, T289, T325; Unit 4: T15, T25, T25V, T60, T61, T62, T79, T89, T124, T125, T126, T143, T153, T164, T188, T189, T207, T224, T252, T253, T271, T316, T317, T318; Unit 5: T15, T60, T61, T79, T89, T124, T125, T126, T143, T153, T164, T188, T189, T207, T217, T252, T253, T271, T281, T316, T317; Unit 6: T15, T25, T60, T61, T79, T124, T125, T126, T143, T153, T164, T188, T189, T207, T217, T252, T253, T271, T316, T317, T318</p>
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## Part II: Learning About How English Works

### A. Structuring Cohesive Texts

1. Understanding text structure		<i>McGraw-Hill California Wonders</i>
<p><b>PII.3.1.Em</b></p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.</p>	<p><b>EL REPRODUCIBLES:</b> 10, 16, 26, 29, 32, 40, 42, 46, 66, 72, 76, 86, 99, 106, 126, 127, 129, 132, 139, 140, 142, 146, 152, 155, 159, 165, 172, 175, 176, 179, 182, 186, 189, 192, 194, 196, 199, 206, 212, 216, 219, 226, 230, 232, 239, 240, 242, 246, 249, 250, 256, 260, 262, 266, 269, 270, 272, 275, 276, 279, 280, 285, 286, 290, 292, 294, 295, 296, 299</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T27L, T192, T195, T196, T262, T335; Unit 2: T27X, T225B, T225H, T262; Unit 3: T64, T159H, T225N, T326; Unit 4: T25D, T153D, T153F, T153H, T190, T254, T281C, T327; Unit 5: T190, T224, T254, T327; Unit 6: T190, T217F, T217H, T217J, T217L, T254</p>
<p><b>PII.3.1.Ex</b></p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>EL REPRODUCIBLES:</b> 10, 16, 26, 29, 32, 40, 42, 46, 66, 72, 76, 86, 99, 106, 126, 127, 129, 132, 139, 140, 142, 146, 152, 155, 159, 165, 172, 175, 176, 179, 182, 186, 189, 192, 194, 196, 199, 206, 212, 216, 219, 226, 230, 232, 239, 240, 242, 246, 249, 250, 256, 260, 262, 266, 269, 270, 272, 275, 276, 279, 280, 285, 286, 290, 292, 294, 295, 296, 299</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T27L, T192, T195, T196, T262, T335; Unit 2: T27X, T225B, T225H, T262; Unit 3: T64, T159H, T225N, T326; Unit 4: T25D, T153D, T153F, T153H, T190, T254, T281C, T327; Unit 5: T190, T224, T254, T327; Unit 6: T190, T217F, T217H, T217J, T217L, T254</p>
<p><b>PII.3.1.Br</b></p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</p>	<p><b>EL REPRODUCIBLES:</b> 10, 16, 26, 29, 32, 40, 42, 46, 66, 72, 76, 86, 99, 106, 126, 127, 129, 132, 139, 140, 142, 146, 152, 155, 159, 165, 172, 175, 176, 179, 182, 186, 189, 192, 194, 196, 199, 206, 212, 216, 219, 226, 230, 232, 239, 240, 242, 246, 249, 250, 256, 260, 262, 266, 269, 270, 272, 275, 276, 279, 280, 285, 286, 290, 292, 294, 295, 296, 299</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T27L, T192, T195, T196, T262, T335; Unit 2: T27X, T225B, T225H, T262; Unit 3: T64, T159H, T225N, T326; Unit 4: T25D, T153D, T153F, T153H, T190, T254, T281C, T327; Unit 5: T190, T224, T254, T327; Unit 6: T190, T217F, T217H, T217J, T217L, T254</p>
2. Understanding cohesion		<i>McGraw-Hill California Wonders</i>
<p><b>PII.3.2a.Em</b></p>	<p>Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p>	<p><b>TEACHER'S EDITION:</b> Unit 2: T257; Unit 4: T89D; Unit 5: T96, T160</p>



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<b>P11.3.2b.Em</b>	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>then, next</i> ) to comprehending texts and writing basic texts.	EL REPRODUCIBLES: 29, 40, 60, 90, 120, 175, 230, 270 TEACHER'S EDITION: Unit 2: T64, T262; Unit 3: T321; Unit 4: T255, T281C; Unit 5: T153J; Unit 6: T25H
<b>P11.3.2a.Ex</b>	Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	TEACHER'S EDITION: Unit 2: T257; Unit 4: T89D; Unit 5: T96, T160
<b>P11.3.2b.Ex</b>	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>at the beginning/end, first/next</i> ) to comprehending texts and writing texts with increasing cohesion.	EL REPRODUCIBLES: 29, 40, 60, 90, 120, 175, 230, 270 TEACHER'S EDITION: Unit 2: T64, T262; Unit 3: T321; Unit 4: T255, T281C; Unit 5: T153J; Unit 6: T25H
<b>P11.3.2a.Br</b>	Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.	TEACHER'S EDITION: Unit 2: T257; Unit 4: T89D; Unit 5: T96, T160
<b>P11.3.2b.Br</b>	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example, afterward, first/next/last</i> ) to comprehending texts and writing cohesive texts.	EL REPRODUCIBLES: 29, 40, 60, 90, 120, 175, 230, 270 TEACHER'S EDITION: Unit 2: T64, T262; Unit 3: T321; Unit 4: T255, T281C; Unit 5: T153J; Unit 6: T25H

## Part II: Learning About How English Works

### B. Expanding & Enriching Ideas

3. Using verbs and verb phrases		<i>McGraw-Hill California Wonders</i>
<b>PII.3.3.Em</b>	Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).	EL REPRODUCIBLES: II, 2I, 3I, 4I, 5I, 6I, 7I, 8I, 9I, IIO, I4I, I5I, I6I, I7I, I9I, I20, 20I, 2I0, 2II, 22I, 23I, 24I, 25I, 26I, 27I, 28I, 29I TEACHER'S EDITION: Unit I: T38, TI3I, TI60, TI77, T263; Unit 2: T38, TIII; Unit 3: T34, T38, T65, TI00, TI3I, TI66, TI97, T232, T263, T296, T327; Unit 4: T32, T36, T63, T96, TI60, TI9I, T288, T3I9; Unit 5: T36, TI9I, T288, T3I9; Unit 6: T36
<b>PII.3.3.Ex</b>	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	TEACHER'S EDITION: Unit I: T38, TI3I, TI60, TI77, T263; Unit 2: T38, TIII; Unit 3: T34, T38, T65, TI00, TI3I, TI66, TI97, T232, T263, T296, T327; Unit 4: T32, T36, T63, T96, TI60, TI9I, T288, T3I9; Unit 5: T36, TI9I, T288, T3I9; Unit 6: T36
<b>PII.3.3.Br</b>	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).	TEACHER'S EDITION: Unit I: T38, TI3I, TI60, TI77, T263; Unit 2: T38, TIII; Unit 3: T34, T38, T65, TI00, TI3I, TI66, TI97, T232, T263, T296, T327; Unit 4: T32, T36, T63, T96, TI60, TI9I, T288, T3I9; Unit 5: T36, TI9I, T288, T3I9; Unit 6: T36
4. Using nouns and noun phrases		<i>McGraw-Hill California Wonders</i>
<b>PII.3.4.Em</b>	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	EL REPRODUCIBLES: I, II, 2I, 3I, 4I, 6I, IOI, III, I3I, I4I, I5I, I6I, I7I, I8I, I9I, 200, 20I, 2II, 220, 22I, 23I, 240, 24I, 25I, 26I, 27I, 28I, 29I, 300 TEACHER'S EDITION: Unit I: TI97, T263; Unit 2: T34, T65, TI3I, TI66, TI77, TI97, T296, T327; Unit 3: TI59H, T225J; Unit 5: T63, TI27, TI9I, T255, T3I9; Unit 6: T32, T96
<b>PII.3.4.Ex</b>	Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	EL REPRODUCIBLES: I, II, 2I, 3I, 4I, 6I, IOI, III, I3I, I4I, I5I, I6I, I7I, I8I, I9I, 200, 20I, 2II, 220, 22I, 23I, 240, 24I, 25I, 26I, 27I, 28I, 29I, 300 TEACHER'S EDITION: Unit I: TI97, T263; Unit 2: T34, T65, TI3I, TI66, TI77, TI97, T296, T327; Unit 3: TI59H, T225J; Unit 5: T63, TI27, TI9I, T255, T3I9; Unit 6: T32, T96
<b>PII.3.4.Br</b>	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	EL REPRODUCIBLES: I, II, 2I, 3I, 4I, 6I, IOI, III, I3I, I4I, I5I, I6I, I7I, I8I, I9I, 200, 20I, 2II, 220, 22I, 23I, 240, 24I, 25I, 26I, 27I, 28I, 29I, 300 TEACHER'S EDITION: Unit I: TI97, T263; Unit 2: T34, T65, TI3I, TI66, TI77, TI97, T296, T327; Unit 3: TI59H, T225J; Unit 5: T63, TI27, TI9I, T255, T3I9; Unit 6: T32, T96
5. Modifying to add details		<i>McGraw-Hill California Wonders</i>
<b>PII.3.5.Em</b>	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked <i>to the soccer field</i> ).	EL REPRODUCIBLES: 30, 5I, 6I, I80, I8I, I90, I9I, 200, 20I, 2I0, 2II, 220, 22I, 240 TEACHER'S EDITION: Unit 4: TI27; Unit 5: TI26; Unit 6: T63, TI26, TI27, TI60, TI9I, T255, T288, T3I9
<b>PII.3.5.Ex</b>	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked <i>quietly</i> ; They ran <i>across the soccer field</i> ).	EL REPRODUCIBLES: 30, 5I, 6I, I80, I8I, I90, I9I, 200, 20I, 2I0, 2II, 220, 22I, 240 TEACHER'S EDITION: Unit 4: TI27; Unit 5: TI26; Unit 6: T63, TI26, TI27, TI60, TI9I, T255, T288, T3I9

Part II: Learning About How English Works		
<b>P.11.3.5.Br</b>	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., <i>They worked quietly all night in their room.</i> ).	EL REPRODUCIBLES: 30, 51, 61, 180, 181, 190, 191, 200, 201, 210, 211, 220, 221, 240 TEACHER'S EDITION: Unit 4: T127; Unit 5: T126; Unit 6: T63, T126, T127, T160, T191, T255, T288, T319
<b>C. Connecting &amp; Condensing Ideas</b>		
<b>6. Connecting ideas</b>		<b>McGraw-Hill California Wonders</b>
<b>P.11.3.6.Em</b>	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ).	EL REPRODUCIBLES: 210, 230, 260, 280 TEACHER'S EDITION: Unit 1: T288, T327; Unit 3: T327
<b>P.11.3.6.Ex</b>	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i> ).	EL REPRODUCIBLES: 210, 230, 260, 280 TEACHER'S EDITION: Unit 1: T288, T327; Unit 3: T327
<b>P.11.3.6.Br</b>	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i> ), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i> ), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i> ).	EL REPRODUCIBLES: 210, 230, 260, 280 TEACHER'S EDITION: Unit 1: T288, T327; Unit 3: T327
<b>7. Condensing ideas</b>		<b>McGraw-Hill California Wonders</b>
<b>P.11.3.7.Em</b>	Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. -&gt; It's green and red.</i> ) to create precise and detailed sentences.	EL REPRODUCIBLES: 210, 260 TEACHER'S EDITION: Unit 2: T263
<b>P.11.3.7.Ex</b>	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest. -&gt; It's a green and red plant that's found in the tropical rainforest.</i> ) to create precise and detailed sentences.	EL REPRODUCIBLES: 210, 260 TEACHER'S EDITION: Unit 2: T263
<b>P.11.3.7.Br</b>	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest. -&gt; It's a green and red plant that's found in the tropical rainforest.</i> ) to create precise and detailed sentences.	EL REPRODUCIBLES: 210, 260 TEACHER'S EDITION: Unit 2: T263

## Part III: Using Foundational Literacy Skills

Foundational Literacy Skills (See Appendix A-Grade Three):		<i>McGraw-Hill California Wonders</i>
<b>PIII</b>	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	<b>EL REPRODUCIBLES:</b> 8, 15, 18, 25, 28, 35, 45, 48, 52, 58, 65, 68, 75, 88, 94, 98, 105, 108, 115, 118, 125, 127, 135, 137, 138, 145, 147, 148, 155, 157, 158, 167, 168, 175, 178, 185, 188, 194, 198, 205, 207, 213, 217, 225 <b>TEACHER'S EDITION:</b> <b>Unit 1:</b> T28, T44, T45, T64, T94, T96, T110, T111, T130, T159J, T160, T176, T177, T196, T226, T243, T262, T290, T306, T307, T326; <b>Unit 2:</b> T28, T44, T45, T64, T93L, T94, T110, T130, T160, T176, T177, T195, T196, T226, T242, T243, T262, T290, T306, T307; <b>Unit 3:</b> T28, T44, T45, T64, T94, T110, T130, T160, T176, T177, T195, T196, T226, T243, T261, T262, T290, T306, T307, T325, T326; <b>Unit 4:</b> T26, T42, T43, T62, T90, T106, T126, T154, T170, T190, T218, T234, T254, T282, T298, T318; <b>Unit 5:</b> T26, T42, T43, T62, T90, T106, T125, T126, T153L, T154, T170, T171, T190, T218, T235, T254, T282, T298, T299, T317, T318; <b>Unit 6:</b> T26, T42, T43, T62, T90, T107, T126, T154, T170, T171, T190, T218, T234, T254, T282, T299, T318



# California

## Next Generation Science Standards

### Grade 3

Each performance expectation is coded in the following manner:

Grade Level	Discipline	Core Idea	Sub-Idea
3	LS	1	A

Grade 3 Science		
<b>3-LS1</b>	<b>From Molecules to Organisms: Structures and Processes</b>	<b><i>McGraw-Hill California Wonders</i></b>
3-LS1-1.	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	LITERATURE ANTHOLOGY: Unit 4: 298-299, 340-341 SCIENCE WORKSTATION ACTIVITY CARDS: 30 TEACHER'S EDITION: Unit 4: T25U, T1530
3- LS1.B	<b>Growth and Development of Organisms</b> • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	LITERATURE ANTHOLOGY: Unit 4: 298-299; Unit 6: 520-541 TEACHER'S EDITION: Unit 4: T25U; Unit 6: T217T
<b>3-LS2</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>	<b><i>McGraw-Hill California Wonders</i></b>
3-LS2-1.	Construct an argument that some animals form groups that help members survive.	SCIENCE WORKSTATION ACTIVITY CARDS: 9
3-LS2.C	<b>Ecosystem Dynamics, Functioning, and Resilience</b> When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	TEACHER'S EDITION: Unit 4: T38, T39, T102, T103, T166, T167, T230, T231, T294, T295, T330, T331, T332 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Inquiry Space: Unit 4
3- LS2.D	<b>Social Interactions and Group Behavior</b> Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size ( <i>Note: Moved from K-2</i> ). (3-LS2-1)	SCIENCE WORKSTATION ACTIVITY CARDS: 1, 9 TEACHER'S EDITION: Unit 4: T140
<b>3-LS3</b>	<b>Heredity: Inheritance and Variation of Traits</b>	<b><i>McGraw-Hill California Wonders</i></b>
3- LS3.A	<b>Inheritance of Traits</b> • Many characteristics of organisms are inherited from their parents. (3-LS3-1) • Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)	READING/WRITING WORKSHOP: Unit 6: 448-451 LITERATURE ANTHOLOGY: Unit 6: 520-541 TEACHER'S EDITION: Unit 6: T209, T210, T217A, T217T

## Grade 3 Science

<b>3-LS3.B</b>	<b>Variation of Traits</b> <ul style="list-style-type: none"> <li>• Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)</li> <li>• The environment also affects the traits that an organism develops. (3-LS3-2)</li> </ul>	READING/WRITING WORKSHOP: Unit 3: 178-179 LITERATURE ANTHOLOGY: Unit 3: 216-219 TEACHER'S EDITION: Unit 3: T10, T27W, T30
<b>3-LS4</b>	<b>Biological Evolution: Unity and Diversity</b>	<b>McGraw-Hill California Wonders</b>
<b>3-LS4-1.</b>	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	SCIENCE WORKSTATION ACTIVITY CARDS: 17
<b>3-LS4-2.</b>	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	SCIENCE WORKSTATION ACTIVITY CARDS: 1, 18
<b>3-LS4-3.</b>	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	SCIENCE WORKSTATION ACTIVITY CARDS: 1, 18, 29
<b>3-LS4-4.</b>	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	SCIENCE WORKSTATION ACTIVITY CARDS: 1, 18, 29
<b>3-LS4.B</b>	<b>Natural Selection</b> <ul style="list-style-type: none"> <li>• Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)</li> </ul>	SCIENCE WORKSTATION ACTIVITY CARDS: 18
<b>3-LS4.C</b>	<b>Adaptation</b> <ul style="list-style-type: none"> <li>• For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)</li> </ul>	READING/WRITING WORKSHOP: Unit 2: 146-147; Unit 4: 286-287, LITERATURE ANTHOLOGY: Unit 4: 326-337; Unit 6: 520-541 LEVELED READERS: Unit 6, Week 4: <i>African Cats</i> (A,O,EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 1, 18, 29 TEACHER'S EDITION: Unit 2: T209, T336; Unit 4: T138, T146, T153A, T153F, T168, T176, T180, T186; Unit 6: T232, T 240, T244, T250
<b>3-LS4.D</b>	<b>Biodiversity and Humans</b> <ul style="list-style-type: none"> <li>• Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)</li> </ul>	READING/WRITING WORKSHOP: Unit 6: 448-451 LITERATURE ANTHOLOGY: Unit 2: 172-183, 186-187; Unit 5: 416-421; Unit 6: 520-541 LEVELED READERS: Unit 2, Week 4: <i>Protecting the Islands</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 1, 18 TEACHER'S EDITION: Unit 2: T208, T210, T225A, T225F, T225O, T228, T240, T248, T252, T258; Unit 5: T89Y-T89Z, T104, T112, T116, T122, T153A; Unit 6: T209, T210, T217A

Grade 3 Science		
<b>3-ESS2</b>	<b>Earth's Systems</b>	<b>McGraw-Hill California Wonders</b>
<b>3-ESS2-1.</b>	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	SCIENCE WORKSTATION ACTIVITY CARDS: 10, 27, 30 TEACHER'S EDITION: Unit 2: T40, T41, T106, T107, T172, T173, T238, T239, T302, T303, T338, T339, T340 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 2
<b>3-ESS2-2.</b>	Obtain and combine information to describe climates in different regions of the world.	SCIENCE WORKSTATION ACTIVITY CARDS: 10
<b>3-ESS2.D</b>	<b>Weather and Climate</b> <ul style="list-style-type: none"> <li>Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)</li> <li>Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)</li> </ul>	READING/WRITING WORKSHOP: Unit 6: 416-417 SCIENCE WORKSTATION ACTIVITY CARDS: 10, 27, 30 TEACHER'S EDITION: Unit 6: T74, T92
<b>3-ESS3</b>	<b>Earth and Human Activity</b>	<b>McGraw-Hill California Wonders</b>
<b>3-ESS3-1.</b>	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	SCIENCE WORKSTATION ACTIVITY CARDS: 10, 14
<b>3-ESS3.B</b>	<b>Natural Hazards</b> <ul style="list-style-type: none"> <li>A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)</li> </ul>	LITERATURE ANTHOLOGY: Unit 5: 416-427; Unit 6: 482-501 SCIENCE WORKSTATION ACTIVITY CARDS: 10, 14 TEACHER'S EDITION: Unit 2: T40, T41, T106, T107, T172, T173, T238, T239, T302, T303, T338, T339, T340; Unit 5: T153A, T153J, T328; Unit 6: T89A <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 2
<b>3-PS2</b>	<b>Motion and Stability: Forces and Interactions</b>	<b>McGraw-Hill California Wonders</b>
<b>3-PS2-1.</b>	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	SCIENCE WORKSTATION ACTIVITY CARDS: 4, 17, 19, 23, 30
<b>3-PS2-2.</b>	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	SCIENCE WORKSTATION ACTIVITY CARDS: 4, 17, 23, 30
<b>3-PS2-3.</b>	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	SCIENCE WORKSTATION ACTIVITY CARDS: 23

## Grade 3 Science

<p><b>3- PS2.A</b></p>	<p><b>Forces and Motion</b></p> <ul style="list-style-type: none"> <li>• Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1)</li> <li>• The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2)</li> </ul>	<p>READING/WRITING WORKSHOP: Unit 4: 300-301, 304-307 LITERATURE ANTHOLOGY: Unit 4: 342-355, 358-359, 430-431 SCIENCE WORKSTATION ACTIVITY CARDS: 4, 19, 23 TEACHER’S EDITION: Unit 4: T202, T204, T208, T217A, T217H, T217Q, T248 Unit 5: T1530, T266, T328</p>
<p><b>3- PS2.B</b></p>	<p><b>Types of Interactions</b></p> <ul style="list-style-type: none"> <li>• Objects in contact exert forces on each other. (3-PS2-1)</li> <li>• Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4)</li> </ul>	<p>SCIENCE WORKSTATION ACTIVITY CARDS: 4, 19, 23 TEACHER’S EDITION: Unit 5: T268</p>
<p><b>3-5-ETS1</b></p>	<p><b>Engineering Design</b></p>	<p><i>McGraw-Hill California Wonders</i></p>
<p><b>3-5-ETS1-3.</b></p>	<p>Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p>SCIENCE WORKSTATION ACTIVITY CARDS: 19, 25</p>
<p><b>3-5-ETS1.A</b></p>	<p><b>Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>• Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)</li> </ul>	<p>READING/WRITING WORKSHOP: Unit 1: 70 -75; Unit 3: 210, 226-227, 230-231 LITERATURE ANTHOLOGY: Unit 1: 92-93; Unit 3: 258-267 LEVELED READERS: Unit 3, Week 4: <i>Inspired by Nature</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 19, 25 TEACHER’S EDITION: Unit 1: T255S; Unit 3: T142, T208, T210, T215, T225A, T240, T248, T252, T258</p>



Grade 3 Science		
3- ETS1.B	<p><b>Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>• Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)</li> <li>• At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)</li> <li>• Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</li> </ul>	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 70-75; Unit 6: 434-435  <b>LITERATURE ANTHOLOGY:</b> Unit 1: 74-75, 86-87; Unit 6: 506-515  <b>LEVELED READERS:</b> Unit 1, Week 4: <i>The Amazing Ben Franklin</i> (A, O, EL, B); Unit 6, Week 3: <i>Reach for the Stars</i> (A, O, EL, B)  <b>SCIENCE WORKSTATION ACTIVITY CARDS:</b> 4, 19, 25, 28  <b>TEACHER'S EDITION:</b> Unit 1: T208, T225A, T225N, T240, T248, T252, T258; Unit 6: T145, T153A, T153D, T168, T176, T180, T186</p>
3-5 ETS1.C	<p><b>Optimizing the Design Solution</b></p> <p>Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 96-97, 150-151  <b>LITERATURE ANTHOLOGY:</b> Unit 2: 172-183; Unit 3: 258-267  <b>LEVELED READERS:</b> Unit 2, Week 4: <i>Protecting the Islands</i> (A, O, EL, B)  <b>SCIENCE WORKSTATION ACTIVITY CARDS:</b> 28  <b>TEACHER'S EDITION:</b> Unit 2: T214, T225A, T225O, T240, T248, T252, T258; Unit 3: T225D, T336</p>

# California History-Social Science Standards

## Grade 3

Each standard is coded in the following manner:

History-Social Science	Grade Level	Standard
HSS	3	5.1

### Grade 3 History-Social Science

**Standard 1: Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.** *McGraw-Hill California Wonders*

<b>HSS 3.1.1</b>	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	SOCIAL STUDIES WORKSTATION CARDS: 15
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**Standard 2: Students describe the American Indian nations in their local region long ago and in the recent past.** *McGraw-Hill California Wonders*

<b>HSS 3.2.1</b>	Describe national identities, religious beliefs, customs, and various folklore traditions.	SOCIAL STUDIES WORKSTATION CARDS: 2, 3
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<b>HSS 3.2.3</b>	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	SOCIAL STUDIES WORKSTATION CARDS: 6, 21
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<b>HSS 3.2.4</b>	Discuss the interaction of new settlers with the already established Indians of the region.	SOCIAL STUDIES WORKSTATION CARDS: 7
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**Standard 3: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.** *McGraw-Hill California Wonders*

<b>HSS 3.3.1</b>	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	LITERATURE ANTHOLOGY: Unit 3: 272-275, 276-277 SOCIAL STUDIES WORKSTATION CARDS: 2, 3, 7 TEACHER'S EDITION: Unit 3: T276, T289A, 289E
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<b>HSS 3.3.2</b>	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	SOCIAL STUDIES WORKSTATION CARDS: 21
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Grade 3 History-Social Science		
HSS 3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	LEVELED READERS: Unit 1, Week 3: <i>Judy Baca</i> (A, O, EL, B); Unit 2, Week 2: <i>The Promise of Gold</i> (A), <i>Moving from Mexico</i> (O), <i>Gustaf Goes to America</i> (B), <i>Sailing to America</i> (EL) SOCIAL STUDIES WORKSTATION CARDS: 2, 3, 12, 15 TEACHER'S EDITION: Unit 1: T162, T174, T182, T186, T192; Unit 2: T108, T116, T120, T126
<b>Standard 4: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</b>		<b>McGraw-Hill California Wonders</b>
HSS 3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	LITERATURE ANTHOLOGY: Unit 2: 150-151, 168-169; Unit 5: 452-455 SOCIAL STUDIES WORKSTATION CARDS: 6, 8, 12, 24 TEACHER'S EDITION: Unit 2: T159F, T159W; Unit 5: T217U
HSS 3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	READING/WRITING WORKSHOP: Unit 2: 130-131, 138-139; Unit 4: 272-273; Unit 5: 376-379 LITERATURE ANTHOLOGY: Unit 2: 146-165; Unit 5: 446-447 LEVELED READERS: Unit 2, Week 3: <i>The Race for the Presidency</i> (A, O, EL, B); Unit 5, Week 3: <i>Firefighting Heroes</i> (A, O, EL, B); Unit 5, Week 4: <i>Eunice Kennedy Shriver</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION CARDS: 6, 8, 12, 24 TEACHER'S EDITION: Unit 2: T142, T144, T151, T159A, T159L, T174, T182, T186, T192; Unit 5: T168, T176, T180, T186, T202, T204, T217O-T217P, T220, T232, T240, T244, T250
HSS 3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	READING/WRITING WORKSHOP: Unit 1: 82-83, 86-89 LITERATURE ANTHOLOGY: Unit 1: 94-95, 98-99; Unit 2: 142-143 LEVELED READERS: Unit 1, Week 5: <i>The National Mall</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION CARDS: 5, 12 TEACHER'S EDITION: Unit 1: T274, T276, T281, T289A, T289E, T292, T304, T312, T316, T322; Unit 2: T93S
HSS 3.4.4	Understand the three branches of government, with an emphasis on local government.	SOCIAL STUDIES WORKSTATION CARDS: 8
HSS 3.4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	SOCIAL STUDIES WORKSTATION CARDS: 8
HSS 3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	READING/WRITING WORKSHOP: Unit 5: 376, 379 LITERATURE ANTHOLOGY: Unit 3: 238-239, Unit 5: 432-449, 452-455 LEVELED READERS: Unit 1, Week 4: <i>The Amazing Ben Franklin</i> (A, O, EL, B); Unit 3, Week 2: <i>On the Ball</i> (A), <i>Harry's Great Idea</i> (O, EL), <i>Best Friends in Business</i> (B) SOCIAL STUDIES WORKSTATION CARDS: 20 TEACHER'S EDITION: Unit 1: T240, T248, T252, T258; Unit 3: T93S, T108, T116, T120, T126; Unit 5: T209, T217A, T217U

## Grade 3 History-Social Science

Standard 5: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.		<i>McGraw-Hill California Wonders</i>
<b>HSS 3.5.1</b>	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	SOCIAL STUDIES WORKSTATION CARDS: 2I TEACHER'S EDITION: Unit 3: T40, T4I, T106, T107, T172, T173, T238, T239, T302, T303, T338, T339, T340 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 3
<b>HSS 3.5.2</b>	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	SOCIAL STUDIES WORKSTATION CARDS: 2I
<b>HSS 3.5.3</b>	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	READING/WRITING WORKSHOP: Unit 5: 330-33I SOCIAL STUDIES WORKSTATION CARDS: 2I TEACHER'S EDITION: Unit 3: T40, T4I, T106, T107, T172, T173, T238, T239, T302, T303, T338, T339, T340; Unit 5: TII <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 3
<b>HSS 3.5.4</b>	Discuss the relationship of students' "work" in school and their personal human capital.	LITERATURE ANTHOLOGY: Unit I: 58-69 SOCIAL STUDIES WORKSTATION CARDS: 2I TEACHER'S EDITION: Unit I: T159A