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NON-NEGOTIABLE (Generic) EVALUATION CRITERIA

2014-2020
Group II – English Language Arts

Grade 3

Yes	No	CRITERIA	NOTES
Equity, Accessibility and Format			
X		**1. INTER-ETHNIC** The instructional materials meet the inter-ethnic requirements – concepts, content and illustrations – as set by West Virginia Board of Education Policy (Adopted December 1970).	HMH *Journeys Common Core* meets the interethnic requirements of concepts, content and illustrations as set by West Virginia Board of Education Policy. Each *Journeys Common Core* student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Instruction in the Teacher's Edition includes information about the cultural significance of various texts and guides teachers to discuss appropriate cultural issues.
X		**2. EQUAL OPPORTUNITY** The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).	HMH *Journeys Common Core* provides a full range of literature and illustrations across print and digital assets that depict the full range of concept, contributions, heritage, roles contributions, experiences and achievements of males and females in American and other cultures as set by the West Virginia Board of Education Policy. HMH is committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. . Turning pages through the program will show the range of representation across children and adults at play, at work and within a home environment. Selections feature alter-abled children and adults including: Friends At

			School (K), Helping Paws (2), Safety at Home (2), Technology Wins the Game (3), The Right Dog for the Job (4), and more. These selections allow readers to see inclusive classroom and real-world situations and individuals positively meeting the challenges of Down Syndrome, wheelchair use, blindness, hearing loss, ADHD, cerebral palsy, and more. Images within the instructional work of the program display a wide range of children at work providing positive role models for student learners.
X		**3. FORMAT** This resource is available as an option for adoption in an interactive electronic format.	HMH *Journeys Common Core* is fully available as an option in an interactive format. The program has been developed in HTML-5 to allow students and teachers to use a full range of digital devices for learning and instructional purposes. Rich digital resources include all **Online Student Resources** (available to both students and teachers) and the *Journeys Common Core* **digital Teacher Gateway** allowing customized instruction with online planning, activities and lessons, assessments, CCSS resources, and mobile resources via the **Houghton Mifflin Harcourt Download Center.**

Text Selection

Complexity of Texts: The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will **include a demonstrable staircase of text complexity as materials progress across grade bands.**

X		4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.	Texts have been carefully chosen to meet complexity requirements. Subject-matter experts determined grade-level text complexity through careful consideration and application of the qualitative dimensions defined in Appendix A—levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands. As recommended by Appendix A, *Journeys Common Core* student texts also underwent a broad quantitative analysis that includes Lexile, DRA, Spache, and New Dale-Chall measurements. The special **Text Complexity Rubric** found in the Teacher Edition for each selection alerts and guides the teacher through specific information on **Quantitative Measures** and **Qualitative Measures** for each Anchor Text and Complex Paired selection. At point-of-use in the Teacher Edition at the selection level is the **Reader and Task Considerations** feature which provides teachers with information on ways to **Motivate, Access Knowledge and Experiences, Increase Scaffolding**, and **Foster Independence**. A comparison of **Text Complexity Rubrics** from various points in a grade level demonstrates how texts in *Journeys Common Core* increase in complexity across grade

			bands.
X		5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.	Within the Grade 3 program level, *Journeys Common Core* provides an Anchor Text within each weekly lesson that provides challenging text reading experiences and strong close reading opportunities. Built into the Teacher Edition is guidance for bringing close reading and text analysis instruction to students. Multiple readings (**First Read/ Second Read**) and repeated readings allow teachers to use text for varied purposes. **First Read** allows teachers to help students **"Think Through the Text"** and seek Text Evidence through carefully crafted questioning while the **Second Read** focuses on specific sections for **Text Analysis**. Additional repeated readings promote fully independent reading opportunities and using the text as a basis for writing traits and author's craft.

			Scaffold Close Reading **Think Through the Text** (FIRST READ) Develop comprehension through: • Guided Questioning • Target Strategy: Question • Vocabulary in Context **IF** students demonstrate understanding of what the selection is mostly about... **THEN** provide additional challenge using the questions labeled A Closer Look. **Analyze the Text** (SECOND READ) Support analyzing short sections of text: • Sequence of Events • Domain-Specific Vocabulary Use directed note-taking by working with students to complete a graphic organizer during reading. Distribute copies of Graphic Organizer 4. **Independent Reading** • Students analyze the text independently, using the Reader's Guide on pp. 77–78 of the Reader's Note-book. (See p. T46 for instructional support.) • Students read independently in a self-selected trade book.
X		6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.	HMH *Journeys Common Core* provides many opportunities to encounter and comprehend grade-level texts and beyond. Within the Grade 3 program, these include Read Aloud texts shared by teachers from the Teacher Edition to help set the stage for Grade 3 instruction as well as **Vocabulary Readers, and Leveled Readers**. At Grade 3, **Extended Reading** opportunities are provided through connected exemplar Trade Books following Units 2, 4 and 6. *Journeys Common Core* provides support and scaffolding to equip all students, including those who are reading below grade level, to engage with and comprehend complex text. On Day 1, students are introduced briefly to key vocabulary (Target Vocabulary), a Target Skill and Strategy for comprehension, and the necessary background to read successfully the Anchor Text in the Student Book for the first time. At the beginning of each **Anchor Text** in the TE, a **Scaffold Close Reading** box and a **Reader and Task Considerations** box help teachers determine and provide the level of additional support that students will need to read and comprehend the text. As students read, teachers help them think through the text with guided questioning. On Day 2, students conduct a second reading of the Anchor Text as teachers provide support in analyzing short sections of the text. The **Dig Deeper** instruction in the Student Book guides students' analysis, while the **Your Turn** activities lead students to hold collaborative conversations and to write independently about the ideas and information in the text. On Day 3, students reread the Anchor Text again, this

time supported by the **Reader's Guide pages** in the **Reader's Notebook,** which prompt students to respond to the Anchor Text with appropriate text evidence.

At any point in the year that a student struggles to read the on-level complex text in the Student Book, *Journeys Common Core* provides a textual on-ramp to on-level reading with the Tier 2 **Strategic Intervention Write-In Reader** approximately two grade levels below, and the **Struggling Readers Leveled Reader**, approximately one grade level below. Both Readers feature the same vocabulary and skills as the Anchor Text and are topically related, giving students the tools they need to participate in the academic discussions around the on-level complex text. Additionally, each Write-In Reader lesson features a "**Be a Reading Detective!"** spread that scaffolds a close, analytical reading of the Anchor Text in the Student Book and includes guidance for citing appropriate text evidence.

Range of Text

Instructional materials must reflect the distribution of text types and genres required by the standards.

X		7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6- 12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.	HMH *Journeys Common Core* across K-5 provides a strong balance of informational text reading experience. At Grade 3, reviewers will find a balance of Literature 45%, and Informational Text 55%. Across **Leveled Readers**, **Extended Text trade books, the Reading Adventure Magazine which focuses on informational text (serving as Unit 6)** and more, grade 3 students will have full experience working with well-chosen informational text, as well as high quality literature selections. **Vocabulary Readers** for Grade 3 focus exclusively on informational text. Instructional time is equally distributed between literary and informational text, ensuring that all ten Reading Standards for Literature and all ten Reading Standards for Informational Text are covered at each grade with the depth and rigor required by the Common Core State Standards. In addition, the collections of texts in *Journeys Common Core* are organized around content-area Domains, such as Life Science, The Arts, or Civics. The informational text in Journeys Common Core includes a broad range of genres including expository nonfiction with graphs and charts, biographies, narrative nonfiction, and magazine articles. HMH *Journeys Common Core* helps grade 3 students to become confident and competent readers of informational text, and instructional time is devoted to assuring that **West Virginia** students have a strong foundation in both literature and informational text reading experiences.
X		8. Instructional materials provide a thoughtful	*Journeys Common Core* is built on a deeply considered scope and sequence for

		sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.	comprehensive focus on CCSS skills and strategies. Texts revolve around unit themes that build understanding and connections for students through the unit through carefully crafted lessons of reading, writing, speaking and listening. Each **Anchor Text** is accompanied by a companion text that promotes application of skills across all ELA areas. Anchor Texts have been thoughtfully chosen to meet Text Complexity requirements, to be texts that are worth reading for the grade level, and are texts that are worthy of Close Reading instruction and practice. In *Journeys Common Core*, reading strategies are introduced and applied within the context of reading; they support students in building knowledge and drawing insight from a specific text. For evidence of how reading strategies work in service of comprehension, see the following features in any TE lesson: - The Target Strategy is introduced briefly in the Student Book and TE before the First Read of the Anchor Text. - The teacher uses a Think Aloud to model using the Target Strategy during reading of the Anchor Text. - Students practice the Target Strategy as they read the Anchor Text and Complex Text paired selection. - Students apply the Target Strategy to support their comprehension of Leveled Readers in small groups. - Numerous activities connect the text materials to additional reading, writing, speaking and listening through both print and digital options.
X		9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.	At Grade 3, HMH *Journeys Common Core* provides **Leveled Readers, Vocabulary Readers**, and The **Reading Adventures Magazine** that allow students to develop habits of independent reading and to build reading stamina. *Journeys Common Core* supports students' independent reading of the **Anchor Text** in the Student Book; the **Extended Reading Trade Books** at the end of Units 2, 4, and 6; and **self-selected texts**, as appropriate for Grade 3. The **Extended Reading Exemplar Texts** following Units 2, 4, and 6 increase reading opportunities with CCSS recognized titles for independent reading and application study. Full-length **Extended Reading Trade Books** are provided after Units 2, 4, and 6. In Units 2 and 4, each Trade Book is divided into segments for the purpose of a guided First Read; a close, analytical Second Read; and a third independent reading supported by Reader's Guide pages in the Reader's Notebook. In Unit 6, the Trade Books are leveled to support close reading in small groups. **Reader's Guide** pages in the **Reader's Notebook** prompt students to respond to the Anchor Text and Extended Reading

Trade Books with appropriate text evidence. Weekly self-selected reading activities in the TE guide students to choose appropriate texts that they can read for enjoyment and from which they can learn. In addition, the **Literacy and Language Guide** at this grade provides expanded support for conducting effective literature discussions, including suggested trade book titles categorized by genre and identified by discipline area. The program, through its digital format, provides an alternative way for students to access reading with an anywhere/anytime approach through device-friendly reading opportunities and appealing **Apps** downloadable to tablets and more.

Further, **The K-12 Common Core ELA Exemplar Instructional and Performance Assessment Resource** extends Text Exemplar coverage by providing instruction and assessment for each Text Exemplar listed in Appendix B allowing West Virginia schools to extend the rigor and access to using CCSS Exemplar Texts as desired. Within the *Journeys Common Core* program, students have access to CCSS identified Exemplar texts, but this resource addresses **every title** noted with background and Author information, Text Summary, links to resource/ public domain links, and student selection based questions as well as Student Performance Tasks/Assessment.

Quality of Texts High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.			
X		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	HMH *Journeys Common Core* provides Grade 3 students and teachers with writing by a wide variety of acclaimed authors, exposure to award-winning illustrators and writers for text across content areas and domains. Students will have access to poetry, realistic fiction, historical fiction, science, social studies, and fine arts. Each *Journeys Common Core* student text has been carefully selected by subject-matter experts for its value when being closely read and reread; its high quality; its contribution to a balance of nonfiction and fiction and a diverse representation of genres and voices; its level of appeal to young readers; its alignment to qualitative and quantitative measurements; and its contributions to the development of students' knowledge base. West Virginia teachers will recognize many of the authors and illustrators who contributed to the *Journeys Common Core* program. At select points throughout the year, full-length Trade Books provide students with the opportunity to build stamina and persistence in their reading. These collections of texts are organized around content-area **Domains**, such as Life Science, The Arts, or Civics. The texts in each lesson are tied to a specific Lesson Topic, such as The Environment, Visual Arts, or Citizens' Rights. Various texts with the same or related Lesson Topics are featured within and across grades to systematically build students' knowledge base in each of the Domains.

X		11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.	Cross-curricular selections, which appear at every grade, build the knowledge base of students while preparing them to meet the demands of increasingly complex content-area reading. The **Dig Deeper** instruction in the Student Book guides students' analysis of text, while the **Your Turn** activities lead students to hold collaborative conversations and to write independently about the ideas and information in the text. On Day 3 in Grade 3, students reread the **Anchor Text** again, this time supported by the **Reader's Guide** pages in the **Reader's Notebook**, which prompt students to respond to the Compare Texts activities which guide students to compare and synthesize ideas from the Anchor Text and paired selection as well as integrate these ideas with what they have read and learned previously. The inclusion of **Text Exemplars** throughout the program is another indicator that student texts in *Journeys Common Core* are appropriately rigorous. A close review of the **Table of Contents** will reveal numerous connections to science, social studies, the arts, and other disciplines thus ensuring that West Virginia students have opportunities to read widely and to develop rich content knowledge within the *Journeys Common Core* program.

Text-Dependent and Text-Specific Questions
Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.

X		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In *Journeys Common Core*, students are consistently guided to ask and answer questions based on the texts they read. In every lesson, students answer **"Think Through the Text"** questions posed by the teacher about the Anchor Text selection and the Complex Text paired selection in Grade 3. Carefully sequenced instruction to cultivate students' ability to answer, the "Think Through the Text" questions guide students toward deeper analysis in **"A Closer Look."** Lessons in which the Target Strategy is "Questioning" focus on developing students' ability to ask questions about complex texts. The Target Strategy is introduced briefly before reading the Anchor Text; the teacher uses a **Think Aloud** to model asking a question during reading; students practice asking their **own** questions as they read; and students apply the Target Strategy to support their comprehension of Leveled Readers in small groups. On every **Your Turn** page in the Student Book, students are guided to ask and answer questions about the Anchor Text through collaborative discussions. The **Reader's Notebook** prompts students to respond to the Anchor Text with appropriate text evidence. The sequence of questions and tasks in *Journeys Common Core* provides students with opportunities for close readings, analysis, comparison of complex texts, and close attention to providing text evidence through both discussion and writing opportunities.
X		13. Questions and tasks support students in analyzing the academic language	Vocabulary instruction is strength of the HMH *Journeys Common Core* program. *Journeys Common Core* provides direct instruction in general academic vocabulary (Tier 2 words)

		(vocabulary and syntax) prevalent in complex texts.	with repeated exposure and application throughout each lesson in multiple contexts and across all language domains. In Grade 3, the lesson's **Vocabulary** is introduced through the teacher Read Aloud (found in the Teacher Edition to open each lesson) using student-friendly explanations. Additional **Selection Vocabulary** necessary to comprehend the Anchor Text is introduced prior to reading. **Vocabulary in Context Cards** have students work more deeply with vocabulary and context through engaging interactive discussion activities. **Daily Vocabulary Boost** activities during Opening Routines prompt students to use the vocabulary in new and varied contexts. During the **Enrich Vocabulary** instruction, students expand their vocabulary with **Related Words**, develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and written responses. Students encounter the Target Vocabulary and high frequency words in new contexts—the informational **Vocabulary Reader** and the **Leveled Readers**. In addition, domain-specific vocabulary (Tier 3 words) that connect to the Lesson Topic are introduced on the **Extend the Topic** spread often using supportive graphic organizers for vocabulary study and growth, while academic terms used during instruction are clearly defined for students at point of use. Rigor in the development of word knowledge—phonic, orthographic, vocabulary—is strongly reflected in **Journeys Common Core**. In both the scope and sequence of phonic, orthographic, and morphological features as well as in the depth and breadth of instruction, the word study component in Journeys Common Core is rigorous. In addition to the core program, the **Word Study Teacher's Guide** through the **Language and Literacy Guide** provides additional robust, intensive instruction in phonics, spelling, and vocabulary. Interactive White Board lessons that focus on selection vocabulary provide an additional avenue of word study and academic language practice.

Scaffolding and Supports

The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.

X		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	*Journeys Common Core* places the reading of complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1. Pre-reading activities are **short and focused** on text-based skills and information, such as introducing Target Vocabulary and topical background information necessary for deep understanding, **without distracting from or revealing any of the text to be read**. Students are not delayed in moving directly into text but rather are presented with text
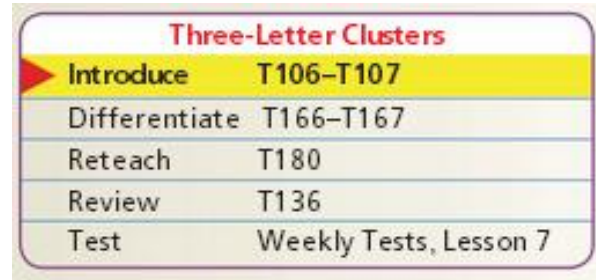
			quickly and coherently to ensure success in close reading skills and powerful reading strategies. A review of the 5 Day plan will reveal that reading the text is part of **Day 1** instruction- it is **no**t held to later instruction allowing students to be involved with text from the very start of each lesson.
X		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	Comprehension tasks in *Journeys Common Core* are intentionally designed to activate students' higher-order thinking skills. A **Scaffold Close Reading** box and a **Reader and Task Considerations** box help teachers determine and provide the level of additional support that students will need to read and comprehend the text. The **Develop Comprehension** questions in the Teacher Editions are rigorous and text-dependent, requiring students to demonstrate that they not only can follow details that are explicitly stated in a selection but also are able to make valid claims that align with textual evidence.

Examples of higher-order questions include **Analyze Supporting Details, Infer Character Motives**, and **Analyze Story Structure**. In the **Deepen Comprehension** skill lessons that follow the reading of Anchor Text selections, students reflect on texts for the purposes of acquiring new information and ideas, extending or refining their comprehension, consolidating their skills and strategies, and analyzing an author's craft. Scaffolded discussions around higher-order questions that require high-quality, evidence-based answers ensure that students delve deep into and linger over texts.

In *Journeys Common Core*, reading strategies are introduced and applied within the context of reading; they support students in building knowledge and drawing insight from a specific text. For evidence of how reading strategies work in service of comprehension, see the following features in any TE lesson:

- The Target Strategy is introduced briefly in the Anchor Text.

- The teacher uses Think Alouds to model using the Target Strategy during reading of the Anchor Text and the Complex Text paired reading.

- Students have built-in Analyze the Text stopping points in each Anchor Text Selection to more deeply interact with the text.

- Students practice the Target Strategy as they work with a Second Read to analyze the text and through focused "Dig Deeper "learning activities.

Students can then apply the Target Strategy to support their comprehension of Leveled Readers in small groups, and bring the Target Strategy to the use of the Vocabulary Reader for each selection. Because **Irene Fountas** provided her expertise in guided reading to the

			Journeys Common Core program, a deep focus for work with the Leveled Readers include powerful strategies to Think Within the Text, Think Beyond the Text, and Think About the Text allowing students to focus on building skills and insight for comprehension and connections. Throughout the program, students are supported as they learn to read various genres and apply appropriate strategies that will help them through the "staircase of complexity" of CCSS requirements.
X		16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.	The questions and tasks in *Journeys Common Core* are designed to engage students so that they gain greater insight and deeper understanding. This direct work with **text analysis** and other text activity engagement draws student attention to text particulars, and this guided study is the **major duration** of instructional time. During-reading questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep analysis. A guided **First Read /"Think Through the Text"**, **A Closer Look** /**Dig Deeper** return to text involvement, and facilitated "**Second Read/"Text Analysis"** provide a strong sequential path through text exposure, analysis, and text evidence citation. After-reading activities like **Your Turn** page in the Student Edition, students are guided to ask and answer questions about the Anchor Text through collaborative discussions/ Classroom Conversation and lead students back into the text to generate responses: in how to analyze a text; in synthesizing ideas from the text through collaborative conversations and responsive writing; and prompting students to compare and contrast the Anchor Text and paired selection as well as integrate textual ideas with their own experiences and knowledge of the world. Carefully crafted questioning by the teacher and well developed activities serve as a precursor for student-developed evaluation and interpretation. Through a gradual release approach, students become more confident readers and discussants of text.

X		17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.	Through the program, Grade 3 students are prompted to engage in the use of academic language through teacher-led guided text analysis within the Anchor Text, paired Complex Text selection, and related text materials, through **collaborative discussion**, through the use of the **Interactive Digital resources**, and through tasks such as writing and other evidence of learning. **Journeys Common Core** provides direct instruction in general academic vocabulary (Tier 2 words) with repeated exposure and application throughout each lesson in multiple contexts and across all language domains. In Grade 3, the lesson's **Oral Vocabulary** is introduced through the Teacher Read Aloud (TE- Grade 3) using child- friendly explanations. Additional Selection Vocabulary necessary to comprehend the Anchor Text is introduced prior to reading. **"Think About It"** and **"Talk It Over"** activities on the **Vocabulary in Context Cards** help students internalize the new words. **Daily Vocabulary Boost** activities during **Opening Routines** prompt students to use the vocabulary in new and varied contexts. During the **Apply Vocabulary Knowledge** instruction on Day 3, students expand their vocabulary with **Related Words**, develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and written responses. Students encounter the **Target Vocabulary** in new contexts—the informational **Vocabulary Reader** and the **Leveled Readers**—and apply the vocabulary in writing through the Vocabulary Reader's Write About It activity. In addition, domain-specific vocabulary (Tier 3 words) that connect to the Lesson Topic are introduced on the Extend the Topic spread, while academic terms used during instruction are clearly defined for students at point of use. **Interactive White Board** lessons that instruct and review academic language provide an alternative path for academic language support and practice, and in turn help students better analyze meaning in complex text.
X		18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.	*Journeys Common Core* assessments measure progress on the full range of the Common Core State Standards.
			Journeys Common Core assessments measure progress on the full range of the Common Core State Standards. Cumulative Performance Assessment Tasks in **myWriteSmart** (an online collaborative writing component) are digital weekly tasks that connect to the same big idea and increase in complexity across a unit, culminating in a synthesis writing task based on multiple complex texts. The **Weekly Tests** track progress on Reading Standards for Literature and Informational Texts (comprehension and analysis skills), and Language Standards (vocabulary and grammar). The **Benchmark and Unit Tests** assess student mastery of the Standards on the **Weekly Tests**, as well as **Writing Standards** (writing

			traits and student-generated writing). They include **Reading Complex Text performance tasks** that use text embedded questions to assess students' ability to closely read complex text and provide text-based evidence in response to open-ended questions. Both assessments list the Common Core State Standards and **Depth of Knowledge (DOK)** levels assessed by each test item. Scoring rubrics and guidelines are included in each individual Journeys Common Core assessment. At the end of each whole group lesson, a Progress Monitoring spread helps teachers interpret student scores for each skill strand of the Weekly Test. Prescriptions include Tier I Reteaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands. In addition, rubrics for **Retelling Narratives, Summarizing Nonfiction, Giving Presentations, and Writing** are included in the **Resources** section at the end of each TE. **Fluency scoring rubrics, Observational Checklists, and Periodic Assessments** are found in the **Assessment** booklet of each grade's **Grab-and-Go™** Resources. **Daily Assessment** opportunities in the TE support teachers' diagnoses of students' understanding and application of lesson objectives with **IF/THEN** statements that lead to re-teaching, reinforcement, or extension activities. **Running Records** assess individual student progress in fluent reading. Available for each Leveled Reader in *Journeys Common Core*, the Running Records allow teachers to record a student's key reading behaviors and understanding, such as **self- correcting errors**, demonstrating awareness of phrasing, and reading dialogue with expression. Through this monitoring and personal approach to reading growth with supportive scaffolded instruction,, students are better able to improve their own reading skills, to better understand what proficient reading looks like and sounds like, and in turn to improve their independent reading skills and strategies. The same gradual release model of instruction is found in both whole and small group settings. For example, see the **I Do It, We Do It, You Do It** structure in any of the lessons behind the Small Group tabs in the TE
X		19. Instructional materials must provide both reteaching and additional student learning opportunities.	Prescriptions include Tier I Re-teaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands. In addition, rubrics for **Retelling Narratives, Summarizing Nonfiction, Giving Presentations**, and **Writing** are included in the Resources section at the end of each TE and can be used as an indicator of re-teaching needs and opportunities for improvement. **Fluency scoring rubrics, Observational Checklists, and Periodic Assessments** are found in the Assessment booklet of each

grade's Grab-and-Go™ Resources. The **Skills Trace** that is found in the Teacher Edition at appropriate instructional points provides small group or individual learning opportunities.

Teachers are provided with direct and immediate access to **Differentiation** opportunities for specific skills, as well as Reteach opportunities that are different in scope and style from the initial core instruction. **Leveled practice** in the **Grab-and-Go** provides direct help and practice for students needing a range of level including below and advanced work.

Below Level Leveled Readers provide the teacher with additional re-teaching and additional student learning opportunities since these are directly connected to the core lesson for vocabulary, skills and strategies. The 8 page lesson plan for each Leveled Reader title gives teachers immediate intervention support. The **Online Leveled Reader Database** on Think Central allows teachers to search hundreds of leveled texts by level, skill, or topic. Each online **Leveled Reader** features audio and highlighting, perfect for additional practice at home or during independent work.

Journeys Common Core provides a textual on-ramp to on-level reading for struggling readers with the **Write-In Reader (Tier II**), approximately two grade levels below. Each **Write-In Reader** lesson features a "**Be a Reading Detective**!" activity that scaffolds a close, analytical reading of the Anchor Text in the Student Book and includes guidance for citing appropriate text evidence. The Tier II Strategic Interactive **Write-In Reader**, also available online with **2 narration speeds**, gives struggling readers a chance to engage in text and CCSS text analysis interaction. **Lesson Plans f**or each Write-In Reader selection is available in the Teacher Edition under the **Intervention Tab**. The Tier III **Literacy ToolKit** continues with intensive intervention using a **gradual release of responsibility** model to fill learning gaps and help students on their way to proficiency with Phonemic Awareness, Phonics/Decoding, Vocabulary, Fluency, and Comprehension.

Teachers can also use the many digital assets to support review and re-teach opportunities

			including **Interactive White Board lessons**, connected skill practice through **Destination Reading experiences**, and more. Though labeled for English Language Learners, West Virginia students who are struggling readers or lagging in Oral Language development will benefit from the **ELL Leveled Readers**, the **ELL Vocabulary/Concept Posters, ELL Newcomer Teacher Guide** with 12 lessons for basic survival vocabulary/language functions with Chants Audio CD and TPR activities, and **Building Background** videos. The **ELL Handbook** provides **Professional Development** for teachers as well as practical resources such as **SOLOM** and **Language Transfer Charts**, writing models, peer conference forms, and routine cards. West Virginia teachers will find these resources to be supremely helpful for the range of learners where language development is a direct concern.
Foundational Skills applicable for grades 3-5 only			
Instructional materials must provide explicit and systematic instructional support in concepts of print, phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.			
X		20. Instructional materials provide instruction and practice for students to gain knowledge of grade-level phonics patterns and word analysis skills.	Throughout the *Journeys Common Core* program, lessons feature attention to grade level phonics patterns and word analysis skills through lesson-connected daily spelling and word study activities. A review of the specific spelling skills demonstrates the range of instruction to help students see word-family connections and building words through word analysis. The program features a unique **Word Study** sequence of lessons designed by Dr. Shane Templeton within the Literacy and Language Guide. These activities include word sorts, word based games, study of morphology and etymology and more. **Vocabulary in Context** cards promote word study with a **Think About it** and **Think It Over** activity for each target word, often looking more closely at the target word and related words. Interactive Whiteboard lessons often feature drag-and-drop activities where students are physically breaking/building words and working with grade level appropriate phonics patterns. The **Reader's Notebook** features pages for additional word analysis skills. Grade 3 continues the work of phonics and word analysis skills with instruction including: common final syllables, prefixes/suffixes, less common plurals, base words and endings, VCCCV pattern, homophones, vowel diphthongs, 3-letter clusters, schwa sound, and more. At grade 3, the **Curious about Words** kit provides additional learning opportunities since the focus is to build vocabulary and recognition of word usage.

X		21. Instructional materials provide instruction and practice for students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	*Journeys Common Core* provides opportunities for students to read aloud when appropriate in order to share text with classmates or audiences. **Leveled Readers** promote literary fluency, and **Running Records** help teachers to monitor growth in accurate, purposeful reading. **Cold Reads** are designed to allow students to read unfamiliar text and have the practice of reading for understanding, including work with unknown words that must be determined by context. As teachers work with **Think Through the Text**, students are always involved with specific vocabulary or text with high attention to use of context, self-correction of words or phrases for comprehension, and to develop meaning from the text with evidence from both collaborative discussion and written response opportunities. Close Reading is a core instructional target within the **Journeys Common Core program**.
X		22. Instructional materials provide instruction and practice in word study, including systematic examination of grade-level morphology of the most common prefixes, derivational suffixes and common Latin suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	Vocabulary Strategy lessons highlight building words and word structure. Morphology is a key part of these Vocabulary Strategy Lessons. Designed by Dr. Shane Templeton, author of **Words Their Way**, these weekly lessons are designed to teach the critical morphology instruction that helps students understand words. Targeted spelling lessons that bring morphology study of various affixes, multisyllabic word study, and irregular spelling patterns are included in the program. Additional practice is found in the **Reader's Notebook**, **leveled practice** in the **Grab-and-Go** resource, and through **Interactive Whiteboard** lessons. Grade 3 continues the work word analysis skills with instruction including: common final syllables, prefixes/suffixes, less common plurals, base words and endings, VCCCV pattern, homophones, unusual spellings, and more. Dr. Shane Templeton, through the program **Literacy and Language Guide,** provides continual experiences with orthographic knowledge and morphology. Activities such as: Pattern Sorts, Blind Sorts, Word Hunts, Speed Sorts, Meaning/concept sorts, and Guess My Category sorts all contribute to high levels of word analysis proficiency. From the **Literacy and Language Guide**:

X		23. Instructional materials provide frequent opportunities for students to achieve reading fluency in oral and silent reading, by reading on-level prose and poetry with accuracy, rate appropriate to the text, and expression.	Fluency is a particular focus of the *Journeys Common Core* materials. Each TE lesson features a target fluency skill that is listed on the **Focus Wall**. Each week, fluency is directly and explicitly modeled by the teacher during the Teacher Read Aloud on Day 1; applied by students as they read the complex texts in the Student Books; and the focus of extended whole-group and small-group instruction. Poetry and Reader's Theater opportunities provide additional fluency practice. Additional fluency application is provided through the **Comprehension and Fluency Literacy Centers** and in **Cold Reads**, a collection of 30 passages of increasing difficulty at each grade that students read "cold" to practice and demonstrate fluent reading. Fully developed dedicated lessons to developing and improving fluency can be found within weekly lessons. The **Write-In Reader** online format provides two speeds of narration that can support both struggling and ELL students with improving or increasing fluency as it serves as a listening model for practice replication. Fluency activities are made available at several points through each weekly lesson.
X		24. Instructional materials guide students to read grade-level text with purpose and understanding.	*Journeys Common Core* provides carefully crafted support and scaffolding to equip **all** students, including those who are reading below grade level, to engage with and comprehend complex text. On Day 1, students are introduced briefly to key Target Vocabulary, a **Target Skill and Strategy** for comprehension, and the necessary background to read successfully the Anchor Text in the Student Book for the first time. At the beginning of each Anchor Text in the TE, a **Scaffold Close Reading** box and a **Reader and Task Considerations** box help teachers determine and provide the level of additional support that students will need to read and comprehend the text. As students read, teachers help them **think through the text with guided questioning**. On Day 2, students conduct a second reading of the Anchor Text as teachers provide support in **analyzing short sections**

			of the text. The **Dig Deeper** instruction in the Student Book guides students' analysis, while the **Your Turn** activities lead students to hold collaborative conversations and to write independently about the ideas and information in the text. On Day 3, students reread the Anchor Text again, this time supported by the **Reader's Guide** pages in the **Reader's Notebook**, which prompt students to respond to the Anchor Text with appropriate text evidence. At any point in the year that a student struggles to read the on-level complex text in the Student Book, Journeys Common Core provides a textual on-ramp to on-level reading with the Tier 2 Strategic Intervention **Write-In Reader**, approximately two grade levels below, and the Struggling Readers Leveled Reader, approximately one grade level below. Both Readers feature the same vocabulary and skills as the Anchor Text and are topically related, giving students the tools they need to participate in the academic discussions around the on-level complex text. Additionally, each Write-In Reader lesson features a "Be a Reading Detective!" spread that scaffolds a close, analytical reading of the Anchor Text in the Student Book and includes guidance for citing appropriate text evidence.
			Additional online digital resources- Student ebook, Leveled Books, Vocabulary Readers, Word Cards, Language Support Cards, Building Background Videos, Grammar Snap videos, Interactive Whiteboard lessons, HMH in the News Website, Vocabulary in Context Cards, Literacy Centers, myWriteSmart collaborative writing platform- all support students to read and comprehend grade-level text with purpose and understanding and to enjoy the learning work.

Writing to Sources
Instructional materials must adequately address the writing objectives for the grade.

X		25. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	Writing is an embedded daily activity within the **Journeys Common Core** program. Students are asked to do numerous "Quick Writes" through their learning experience and these can be found in the Teacher Edition and connected to **Apply Vocabulary Knowledge**. Every lesson asks student to **Write About Reading** as a response to **Your Turn**. Within the **Reader's Notebook**, students are prompted to record their thoughts or to build writing responses based on direct text evidence. **Turn and Talk** and **Classroom Conversation** can form the basis for writing opportunities that tie directly to the text. **Compare Texts** provides strong writing opportunities for specific forms like **Write a Narrative** or **Write a Proposal**. **Graphic Organizers** used throughout the program allow students to interact with thoughts and words. The **Literacy and Language Guide** provides numerous mini-lessons focused on specific writing traits helping students become better

				written communicators about their learning and insights. Through the daily lesson students are provided with ongoing guidance to work through the Writing Process and incorporate successful Writing Traits within writing experiences. As students move through a Unit, they are carefully supported to write frequently and to write well as they improve process and technique. Students can produce and publish their writing online with **myWriteSmart**, a collection of digital tools that supports all stages of the writing process and features interactive graphic organizers, teacher and peer review, **Common Core writing tips** at point of use, **Research and Media Performance Tasks** than include the ability to create multimedia visual displays in presentations, and **Performance Assessment Task** prompts. The online **WriteSmart** program which supports teachers with writing models, comparison opportunities and rubrics, as well as **Interactive Whiteboard Lessons** focus on opinion, informative, and narrative writing providing additional instruction and interactive practice.
X			26. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions: • Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing. • Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35% • Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30% • Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20% They also may reflect blended forms.	To meet the rigor of the College and Career Readiness Anchor Standards for Writing, *Journeys Common Core* uses writing modes, writing traits, and writing workshops, which together ensure that students devote significant time and effort to producing numerous pieces of writing over short and extended time frames each year. Writing is a continual and sustained activity for response to reading in daily "quick writes" and responses to literature in both facilitated and self-generated writing. The formal writing instruction in *Journeys Common Core* is grouped around six common modes that repeat across the grade levels: **Write to Persuade, Write to Respond, Write to Describe, Write to Inform, Write to Express**, and **Write to Narrate**. Every unit in **Journeys Common Core Common Core** focuses on a specific mode, giving students five weeks of writing practice in each mode. As students move up the grades, the instruction and writing tasks associated with each mode increase in depth and rigor. In *Journeys Common Core*, students receive **daily writing instruction** and engage in the full range and balanced distribution of writing required by the CCSS: writing opinions, writing to inform, and writing narratives. Writing prompts and instruction tied to the texts students read are featured prominently in each Student Book. **Write About It!** or **Write About Reading** activity on each **Your Turn** spread in the Student Book guides students to respond in writing to the Anchor Text. The **Think and Write Literacy Center** provides **leveled writing activities** for independent practice. The **Common Core Writing Handbook** scaffolds and extends the writing lessons covered in **Journeys Common Core**,

			as well as provides a writing resource tool that students can refer to throughout the year. The handbook begins with 30 interactive writing lessons that provide information and practice on opinion, informative, and narrative writing and correspond to and support the 30 writing lessons in *Journeys Common Core*. The handbooks at Grades 3 include additional information on the writing traits, process writing, writing workshops, technology, research, and checklists and rubrics, as well as additional writing forms and models.
			Multi-day writing workshops, which are featured in every unit of *Journeys Common Core*, are designed to lead students through the steps of the writing process: planning, drafting, revising, and editing and rewriting. Each workshop ends with ideas for publishing and sharing new pieces of writing, including specific suggestions for using technology.
			MyWriteSmart, the powerful online collaborative writing component, provides targeted writing types that mirror CCSS requirements, while WriteSmart, a teacher support piece, provides additional writing prompts and student models across writing forms.
X		27. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.	Extended, cooperative projects such as the **Research and Media Performance Tasks** at the beginning of **each unit** and the **Research and Media Literacy Projects** in key lessons guide students to think critically, problem solve, innovate, collaborate, and work both independently and productively with others.
			Common Core writing tips at point of use, **Research and Media Performance Tasks** that include the ability to create multimedia visual displays in presentations, and **Performance Assessment Task** prompts all lend themselves to research projects even for the youngest learner. The **Think and Write Literacy Center** provides leveled writing activities for independent practice.

Speaking and Listening
To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.

X		28. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	*Journeys Common Core* provides a full range of instructional materials that meet the criteria for complexity, range of quality of text. The instructional materials used in speaking and listening tasks reflect the highest standards of text worth reading and in turn-speaking about. Additional reading through Leveled Readers and Vocabulary Readers also are purposeful for listening and speaking instruction. Teacher Read Aloud selections in the TE that precede a weekly lesson provide additional highly engaging text that forms a

			listening, speaking, fluency instructional tool. All narration of the online eBook and the Intervention Write In Reader is done by highly professional voice-talent readers to ensure that students have another example of fluency and proper pronunciation of words, phrases and text.
X		29. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.	Students are continuously developing and extending their speaking and listening skills as they discuss the focus text within the classroom setting. The **Your Turn** and **Classroom Conversation** provide real-world application to collaborative discussion. The specific Speaking and Listening Lessons found within **Extend the Topic** often revolve around working with rules and roles within discussion as students are helped to become confident and competent members of collaborative discussion groups. As students use the **Extended Reading** exemplar texts and trade books, speaking and listening opportunities and skills are a major focus of the work. **Curious About Words**, an Oral Language support piece, further speaking/listening strand as students engage in vocabulary building through highly engaging pieces of text and Big Books. Students are provided with ongoing opportunities to listen to fluent and expressive narration of the Student Edition text through the audio portion of the Ebook. In select lessons in each unit, the **Extend the Topic** spread features a **Speaking and Listening activity** with instruction that strengthens students' discussion skills, such as **staying on topic, taking turns speaking, incorporating evidence and reasons** into a response, and asking relevant follow-up questions. See the **Opening Routine** for any Grade 1 Lesson for Today's Goals of Vocabulary & Oral Language, Daily Phonemic Awareness, Daily High Frequency Words, and Daily Vocabulary Boost. Teacher Read Alouds with student response for guided questioning, direct instruction in Phonemic Awareness, Fluency Practice with Decodable Readers, Think Through the Text opportunities for discussion, Guided Retellings (with Rubrics), Oral Language Conventions, **Turn and Talk** activities at the end of each anchor text, **Classroom Conversation** activities, and **Text to Self** and **Text to World** activities frequently include discussion topics that are engaging for thoughtful collaborative discussions.
X		30. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.	The **Your Turn** feature at the end of every Anchor Text provides students the opportunity to synthesize their new knowledge by participating in a variety of connected Listening, Speaking, and Writing activities. **Classroom Conversations** treat students with respect for their thoughts and ask students to participate in high levels of collaborative discussion. **Compare Texts** requires students to listen

			and interact with classmates as they make connections to other texts, themselves, and the world around them. **Extend the Topic/ Speaking and Listening** provides specific lessons on being a proactive and integral part of a Literature discussion circle. Students are prompted to take notes as they discuss, and these can be recorded in their **Reader's Notebook.** As students work with the **Essential Question**, teachers can use this as a discussion topic and lesson review allowing students to synthesize and share their thinking while recording discussion outcomes in a Learning Log/Learning Journal. Further, students can take notes in their **eBook** as they progress through the reading and to incorporate classmates' insights and perspective.
X		31. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.	*Journeys Common Core* embeds strategies for students speaking and communicating with one another, as well as listening to one another throughout the program. Academic discussion prompts are built into the instructional design of *Journeys Common Core*. Each lesson features an **Essential Question** connected to the Lesson Topic. Throughout the week, students discuss the **Essential Question** in light of the texts that they read and use the Essential Question as a synthesis discussion opportunity. **Classroom Conversation** activities appear throughout student and teacher materials, helping teachers regularly engage students in substantive discussions on topics pertinent to the lesson's texts and using academic language. In select lessons in each unit, the **Extend the Topic** spread features a **Speaking and Listening activity** with instruction that strengthens students' discussion skills, such as staying on topic, taking turns speaking, incorporating evidence and reasons into a response, and asking relevant follow- up questions. Throughout the program as teachers present the "Think Through the Text" guided questions and "Analyze the Text" and guided responses are places in the students' **Reader's Notebook**, students are gathering evidence to share with classmates. There are specific pages in the **Reader's Notebook** for text evidence work and text evidence collection. Further, writing activities are designed specifically to have students gather text evidence to support claims and insights. **MyWriteSmart** is set up to provide instant access to the reading selection to allow students to gather direct text evidence to use in their writing as they respond to questions or text issues which can then be shared orally with the class or through shared writing.
Language Instructional materials must adequately address the language objectives for the grade.			
X		32. Instructional materials address the grammar and language conventions specified by the language objectives at	Each lesson in *Journeys Common Core* also focuses on one of five **writing traits**: Ideas, Organization, Sentence Fluency, Voice, or Word Choice. The sixth trait, **Conventions**, is supported by daily Grammar lessons that tie to students' writing. Because the same traits

		each grade level.	spiral through the grades, students learn to apply them to a variety of writing tasks with increasing finesse. There is a specific two page spread for Grammar within the Student Edition. There is a **daily grammar mini-lesson** for each weekly lesson of Journeys Common Core. These grammar activities are accompanied by practice in the **Reader's Notebook** and **leveled practice** through the **Grab-and-Go** resources. **Interactive Whiteboard lessons** that focus on grammar/language conventions provide an engaging alternative to formal instruction. . Engaging videos called **GrammarSnap** also accompany the Journeys Common Core program and are connected to the direct grammar instruction. Please see the full **Scope and Sequence** for grammar instruction within the program.
X		33. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).	Through daily grammar and language usage lessons, students become more aware of how accurate usage is important for written and oral communication. Each lesson of the Student Edition provides a two page spread devoted specifically to Grammar/Language conventions, and reviewers will note the **Connect Grammar to Writing** annotation to help students see the importance of accurate usage to effective writing. Common grammar errors are noted for the teacher. Additional practice in the **Reader's Notebook, Interactive Whiteboard lessons**, and **Rubrics for Writing,** which feature **Conventions/Sentence Fluency** provide more specific support to **West Virginia** teachers. As students move through the Writing Process, they are supported with instruction for revision and editing which allows them to better uncover possibilities to reinforce accurate usage patterns, and to recognize correctible errors in word form, usage, or punctuation. As teachers provide the daily grammar lessons, ongoing practice, and embed attention to the detail of accuracy and correction in *Journeys Common Core*, students become better writers and communicators. Assessments are also available to support teacher to monitor learning in this area of literacy.
X		34. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.	Grammar/ Language instruction, Spelling instruction, and Writing instruction and application are blended into daily work so that learning is an "**all-in-one**" approach. Reading, writing, speaking and listening are connected and seamless instructional experiences for students. Extensions for activities, projects, connected learning centers, and connected research all contribute to a vital classroom learning experience for students of all reading levels and abilities, and to strengthen all areas of ELA in a connected approach. Technology connections, offered directly to the student through their **Think Central Student Access**, or through teacher directed resources from the *Journeys Common Core* **Teacher Gateway**, are central to both learning and teaching and further allow **West Virginia** teachers to integrate language objectives within the full literacy classroom rather

			than an isolated instructional format. The focused purpose of the *Journeys Common Core* program is to develop competent, confident **communicators** across all ELA areas to ensure educational success and full college or career readiness.

GENERAL EVALUATION CRITERIA

2014-2020
Group II – English Language Arts

Grade 3

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means "examples of" and i.e. means that "each of" those items must be addressed.**   Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) **SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT**	(IMR Committee) Responses									
	I=In-depth	**A=Adequate**	**M=Minimal**	**N=Nonexistent**	**I**		**A**	**M**		**N**
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:									
Next Generation Skills:										
Thinking and Problem-Solving Skills *English Language Arts Content:*										
See Unit 1/ TE viii-ix Topics and Domains	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;									
See Whole Group Tab-Front of any Lesson in the Teacher Edition Challenge Activity Connect to Informational Text Activity	2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students' own lives and future situations;									

Unit 1/ T132, T208-220	3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and						
Unit 1/ T 208-220, T302-314	4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.						

Information and Communication Skills/English Language Arts

For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:

Unit 1/ T 396-409, T432-433	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
Your Turn T40-41, T347 Brainstorm Topics	6. make informed choices; and						
Unit 1/ T244-245, myWriteSmart for writing projects	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						

Personal and Workplace Productivity Skills
For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

Research and Media Performance Task T xxiv-xxv in all units Unit 2/ R 2-5	8. conduct research, validate sources and report ethically on findings;						
Research and Media Performance Task T xxiv-xxv in all units	9. identify, evaluate and apply appropriate technology tools for a variety of purposes;						
Research and Media Performance Task T xxiv-xxv in all units	10. engage in self-directed inquiry;						
Unit 1/ T 157, T347, T416 Unit 2/ T12, T15, T63	11. work collaboratively; and						

Extend the Topic feature Unit 2/ T62-63 myWriteSmart	12. practice time-management and project management skills in problem-based learning situations.							

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials

See Journeys 2014 Scope and Sequence document	13. are structured to ensure all students meet grade- specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.							
Unit 1/ Lesson 3- Destiny's Gift Unit 1/ Lesson 4- Pop's Bridge	14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age- appropriate activities that simulate real- life situations, and make cross- curricular, global connections.							
Unit 1/ Lesson 1- A Fine, Fine School, and One Room Schoolhouse	15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.							
Unit 3/ Research and Media Performance Task- Inventions that Help Please also see the Reader's Adventure Magazine	16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.							
Unit 3/ T22-29	17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.							
Unit 3/ T296-307, T330-331	18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.							
ANY Compare Text feature in the Student Edition Unit 1/ T 56-57, T245	19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.							
See ANY Anchor Text First Read	20. include guiding questions and text-dependent questions to aid student							

"Think Through the Text", Unit 1/ T 24-32	comprehension.						
Literacy Center/ Word Study- T8 Vocabulary Boost- T13 Read Aloud- T 14-15 Vocabulary in Context- T 18-19 Apply vocabulary- T50-51	21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.						
T xviii-xix, T6-7 See also Small Group Tab, Intervention Tab, ELL Tab, all Think Central digital resources	22. support personalized learning through intervention and enrichment activities.						
See Think Central Student Access www-k6.thinkcentral.com/ePC/start.do Access: journeys14 HMH in the News: http://hmhinthenews.com	23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).						
See T vi-vii See Professional Development on Think Central	24. include a professional resource that builds content and pedagogical knowledge for the teacher.						
See any First Read Thinking Through the Text, T 24-32	25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.						
See any Second Read- Analyze the Text Unit 1/ T 27-29 Unit 1/ T 31 - A Closer Look Unit 1/ T 38-39, T130-131 - Dig	26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)						

Deeper Unit 2/T36-37							
Life Skills							
For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:							
See Table of Contents of the Student Edition See Text Complexity Rubric, Unit 1/ T2 (available for ALL selections), Unit 2/ T2	27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;						
See Think Central for eBook with full narration, Building Background ELL videos, Extended Reading trade books, Language Support cards, GrammarSnap, IWB lessons	28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and						
Unit 2/ T 19-49 See also interactive eBook, Reading Adventure Magazine, all digital support, myWriteSmart online collaborative writing.	29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.						
Unit 1/ T 157, T 441,	30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.						
Assessment							
See any unit TE T xvi-xvii	31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).						
See Resources Tab (Back of the Teacher Edition for Rubrics) Unit 2/ T31, R14-21 See WriteSmart for Student writing	32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).						

models							

Organization, Presentation and Format

See any Common Core Planning and Pacing pages T xxii-xxiii See any Weekly Planner: Unit 1/ T10-11 , T 102-103 , T 290-291 Day at a Glance Unit 2/ T12 See also any Focus Wall for each lesson	33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.						
See T xiv-xv for digital resources overview See Think Central for extensive online resources for reading, writing, speaking and listening	34. The media included in the instructional materials must enhance and support instruction and learning.						
See Teacher One-Stop Planner CD-ROM See Think Central for online resources	35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher's server, both of which are accessible by an internet-enabled device that can open standard file formats.						

SPECIFIC EVALUATION CRITERIA

2014-2020
Group II – English Language Arts

Grade 3

English Language Arts third grade students learn, practice and apply strategies, which enable them to become literate, independent and self-directed learners. Students engage in rich and integrated literacy experiences embedded in meaningful context and developmentally appropriate practices; they respond to literary and informational texts of appropriate complexity using literal and critical comprehension skills as well as communication and media skills with increased emphasis on informational text and writing informative/explanatory and opinion pieces. Through inquiry and collaboration, these learners will expand their ability to analyze and evaluate information and develop as critical thinkers, taking responsibility for their own learning and connecting new information to existing knowledge then sharing this with various audiences. Students will interact with and respond to text in purposeful situations across the curriculum, create and access information in a variety of forms and media and expand 21st century skills. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Standard 1: Reading
The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard 2: Writing
Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Speaking and Listening
Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Standard 4: Language
Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

READING

Key Ideas and Details

Key Citations **3-1:** T48, T140 **3-2:** T230, T326 **3-3:** T130 **3-4:** T42, T322 **3-5:** T38, T297, T306 **Additional Practice and Application** **3-1:** T24, T25, T26, T28, T32, T40, T57, T112, T117, T119, T123, T124, T131, T132, T149, T162, T211, T214, T217, T218, T228, T245, T304, T305, T307, T308, T322, T330, T339, T452 **3-2:** T55, T147, T202, T204, T206, T207, T208, T214, T221, T222, T239, T241, T254, T296, T298, T302, T305, T306, T308, T318, T335, T348, T473, T474, T475 **3-3:** T116, T119, T147, T160, T222, T230, T239, T392, T393, T396, T397, T406, T414, T417 **3-4:** T26, T43, T50, T60, T61, T137, T310, T311, T313, T330, T339 **3-5:** T24, T25, T26, T29, T30, T46, T55, T146, T147, T206, T209, T215, T216, T224, T232, T241, T300, T302, T303, T304, T315, T316,	1. ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers. **(CCSS RL.3.1)**

T324, T333, T346, T425, T442, T443, T444 **3-6:** T72, T118, T175, T201, T208, T211, T212, T223, T234 **Literacy and Language Guide** 186, 187, 188, 190, 191, 192, 195, 197, 199, 200, 201, 202, 208, 209, 210, 211, 214, 215, 216, 217, 221, 222, 223, 225, 226, 227, 229, 230, 231, 232, 235, 237, 239, 241, 242, 243, 244, 245								
Key Citations **3-1:** T140, T217, T226-T227 **3-2:** T214-T215, T230, T326 **3-3:** T213, T214-T215, T220-T221 **3-4:** T313, T315, T320-T321 **3-5:** T217 **Additional Practice and Application** **3-1:** T21, T28, T32, T33, T48, T70, T125, T133, T221, T228, T236, T258, T315, T330, T452 **3-2:** T203, T238, T240, T241, T311, T318 **3-3:** T108, T110, T121, T123, T129, T130, T138, T147, T160, T219, T222, T230, T252, T398, T399, T414 **3-4:** T33, T34, T35, T41, T50, T61, T74, T303, T310, T314, T330, T352, T430, T449, T450 **3-5:** T31, T46, T146, T147, T232, T306, T307, T308, T315, T316, T324 **3-6:** T24, T166, T208, T212 **Literacy and Language Guide** 201, 208, 225, 229, 237	2. 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 literary text. **(CCSS RL.3.2)**							
Key Citations **3-1:** T20, T27, T38-T39, T206, T213, T226-T227 **3-5:** T20, T27, T36-T37	3. describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **(CCSS RL.3.3)**							

Additional Practice and Application **3-1:** T22, T24, T25, T26, T28, T29, T30, T40, T70, T116, T119, T120, T121, T122, T124, T131, T132, T149, T210, T211, T212, T214, T217, T218, T219, T220, T228, T232, T245, T258, T300, T302, T304, T306, T309, T311, T312, T313, T321, T322, T352, T451 **3-2:** T147, T206, T209, T210, T211, T239, T240, T241, T300, T302, T306, T308, T309, T310, T317, T318, T472, T473, T474, T475 **3-3:** T112, T113, T116, T117, T118, T120, T121, T122, T129, T130, T202, T204, T206, T207, T209, T210, T211, T212, T213, T221, T222, T252, T386, T388, T390, T391, T392, T393, T394, T395, T397, T405, T406, T436 **3-4:** T20, T22, T25, T26, T27, T28, T29, T31, T32, T33, T34, T41, T60, T307, T308, T309, T311, T312, T322, T323, T339 **3-5:** T22, T25, T26, T28, T30, T38, T68, T202, T207, T208, T209, T210, T211, T212, T213, T214, T215, T301, T302, T303, T304, T305, T306, T307, T316, T425, T442, T443 **3-6:** T24, T72, T153, T154, T156, T157, T158, T160, T161, T163, T169, T186, T201, T202, T204, T205, T206, T209, T211, T234 **Literacy and Language Guide** 186, 187, 188, 190, 191, 200, 210, 214, 215, 223, 226, 227, 229, 230, 242									
Key Citations **3-2:** T21, T28, T46, T138, T420 **3-3:** T21, T24, T27, T314 **3-4:** T136, T209, T218 **3-5:** T130	4. ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers. **(CCSS RI.3.1)**								

Additional Practice and Application **3-1:** T57, T149, T245, T339, T408, T416, T424 **3-2:** T55, T130, T335, T412, T429, R3, R5 **3-3:** T26, T36, T44, T53, T147, T239, T294, T296, T301, T303, T313, T322, T331, T344, T440, T441, T442, R4, R5 **3-4:** T116, T125, T135, T144, T153, T166, T213, T217, T219, T230, T238, T339, T398, T399, T400, T401, T414, T415, T422, T431, T476, R3 **3-5:** T55, T116, T138, T147, T241, T332, T333, T408, T416, T425 **3-6:** T35, T81, T110, T112, T114, T115, T127, T138 **Literacy and Language Guide** 187, 189, 191, 193, 194, 195, 196, 197, 198, 199, 203, 204, 205, 206, 207, 209, 211, 212, 213, 215, 217, 218, 219, 220, 223, 224, 225, 227, 228, 229, 231, 233, 234, 235, 236, 238, 239, 240, 243, 245									
Key Citations **3-2:** T46, T138, T390, T395, T410-T411, T420 **3-4:** T394, T399, T412-T413 **3-5:** T397, T406-T407 **Additional Practice and Application** **3-1:** T408, T409, R5 **3-2:** T30, T31, T38, T39, T122, T123, T392, T396, T399, T400, T402, T403, T405, T412, T442, T447 **3-3:** T26, T29, T36, T44, T295, T299, T302, T304, T305, T306, R2 **3-4:** T123, T125, T126, T128, T135, T144, T212, T215, T216, T217,	5. determine the main idea of an informational text; recount the key details and explain how they support the main idea. **(CCSS RI.3.2)**								

T218, T219, T220, T223, T238, T396, T400, T401, T406, T414, T415, T422, T444, T474, T476, T477, T478, T479 **3-5:** T54, T116, T122, T130, T138, T392, T395, T398, T399, T400, T416, T438 **3-6:** T13, T14, T17, T21, T22, T46, T61, T64, T66, T69, T110, T112, T116, T164, R2 **Literacy and Language Guide** 204, 205, 217, 224, 225, 235, 239								
Key Citations **3-1:** T394, T403, T414-T415 **3-2:** T119, T128-T129 **3-3:** T20, T25, T34-T35, T422 **Additional Practice and Application** **3-1:** T396, T398, T402, T404, T406, T408, T446 **3-2:** T20, T27, T115, T116, T120, T121, T160, T397, T399, T402, T404, T411, T442, T448 **3-3:** T22, T36, T52, T53, T66, T423, T442 **3-4:** T120, T123, T125, T153, T212, T214, T219, T221, T399, T400, T404, T405, R3 **3-5:** T117, T118, T121, T392 **3-6:** T61, T62, T65, T66, T68, T70, T74, T75, T92, T164 **Literacy and Language Guide** 194, 195, 196, 197, 203, 206, 207, 215, 223, 238, 240	6. describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. **(CCSS RI.3.3)**							
Craft and Structure								
Key Citations **3-2:** T213, T220-T221, T242-T243 **3-3:** T148-T149 **3-4:** T32, T62-T63	7. determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. **(CCSS RL.3.4)**							

3-5: T304 **Additional Practice and Application** **3-1:** T216, T229, T307, T310 **3-2:** T207, T211, T254, T304, T307, T472 **3-3:** T112, T114, T207, T212 **3-4:** T24, T30, T307, T310, T311, T448 **3-5:** T27, T38, T301, T305 **3-6:** T26, T118, T214, T223 **Literacy and Language Guide** 138, 195, 197									
Key Citations **3-2:** T296, T303, T316-T317 **3-4:** T20, T31, T40-T41, T246, T302, T309, T320-T321 **3-5:** T202, T207, T222-T223 **Additional Practice and Application** **3-1:** T432 **3-2:** T54, T298, T301, T305, T307, T308, T310, T348 **3-3:** T117 **3-4:** T22, T29, T34, T42, T74, T247, T304, T307, T308, T313, T314, T352 **3-5:** T204, T209, T212, T213, T214, T224, T254, T424, T444 **3-6:** T26, T72 **Literacy and Language Guide** 216, 221, 222, 231, 235	8. refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **(CCSS RL.3.5)**								
Key Citations **3-3:** T115, T128-T129 **3-4:** T42 **3-5:** T29, T36-T37 **Additional Practice and Application** **3-1:** T133, T308 **3-3:** T118, T160, T222, T397	9. distinguish their own point of view from that of the narrator or those of the characters in a literary text. **(CCSS RL.3.6)**								

3-4: T450 **3-5:** T26, T30, T68 **3-6:** T160, T186								
Key Citations **3-2:** T27, T36-T37 **3-4:** T219, T228-T229 **3-5:** T114 **Additional Practice and Application** **3-1:** T404, T446 **3-2:** T29, T30, T68 **3-3:** T28, T298 **3-4:** T260, T399 **3-5:** T392, T396 **3-6:** T18 **Literacy and Language Guide** 149, 169, 189, 197, 217, 221, 238	10. determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a *grade 3 topic or subject area*. **(CCSS RI.3.4)**								
Key Citations **3-3:** T27, T34-T35, T146 **3-4:** T208, T217, T228-T229 **3-5:** T388, T395, T406-T407 **Additional Practice and Application** **3-1:** R2, R4 **3-2:** T110, T121, T334, T437, R2, R3, R5 **3-3:** T52, T66, T247, T301, T330, T423, T441, R3, R4 **3-4:** T210, T230, T260, R2, R3, R4 **3-5:** T408, T417, T438, R4 **Literacy and Language Guide** 189, 203, 205, 209, 213, 234	11. use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **(CCSS RI.3.5)**								
Key Citations **3-3:** T305, T312-T313, T440 **3-4:** T123, T134-T135 **Additional Practice and Application** **3-3:** T344 **3-4:** T166	12. distinguish their own point of view from that of the author of an informational text. **(CCSS RI.3.6)**								

3-6: T20, T23, T46, T116, R2								

Integration of Knowledge and Ideas								

Key Citations **3-1:** T29, T38-T39, T323 **3-2:** T309, T316-T317 **3-5:** T305, T314-T315 **Additional Practice and Application** **3-1:** T70, T117, T118, T120, T121, T123, T216, T244, T309, T310, T313, T433, T450 **3-2:** T207, T211, T212, T240, T301, T310, T319, T348 **3-3:** T112, T114, T116, T119, T120, T121, T122, T207, T395, T398 **3-4:** T312 **3-5:** T25, T27, T29, T55, T212, T215, T216, T224, T300, T302, T303, T307, T316, T346, T425 **3-6:** T156, T206, T214	13. explain how specific aspects of a literary 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). **(CCSS RL.3.7)**							
Key Citations **3-3:** T415 **3-4:** T61, T69 **Additional Practice and Application** **3-3:** T431 **3-4:** T51, T58, T59, T60, T74 **3-5:** T444 **Literacy and Language Guide** 217	14. compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series). **(CCSS RL.3.9)**							
Key Citations **3-1:** T244 **3-2:** T110, T115, T128-T129 **3-3:** T238 **3-4:** T152, T208, T217, T228-T229 **3-5:** T407 **Additional Practice and Application** **3-1:** T56, T253, T338, T398, T399,	15. use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **(CCSS RI.3.7)**							

T406, T433 **3-2:** T25, T26, T29, T112, T116, T118, T119, T121, T130, T146, T160, T395, T400, T428, T446 **3-3:** T24, T27, T35, T330, R3, R4 **3-4:** T122, T123, T125, T126, T127, T136, T209, T210, T230, T231, T260, T338, T431, T474, T475 **3-5:** T54, T55, T114, T116, T120, T130, T240, T332, T388, T392, T396, T398, T408, T425, T438 **3-6:** T16, T64, T112 **Literacy and Language Guide** 187, 191, 194, 198, 205, 211, 219, 220, 227, 231, 233, 234									
Key Citations **3-1:** T394, T403, T414-T415 **3-2:** T119, T128-T129 **3-3:** T20, T25, T34-T35 **3-5:** T110, T121, T128-T129 **Additional Practice and Application** **3-1:** T396, T400, T402, T446 **3-2:** T20, T22, T27, T28, T29, T30, T37, T68, T120, T130, T160, T396, T398, T399, T401, T402, T411, T442, T448 **3-3:** T22, T28, T36, T52, T66, T301, T302, T303 **3-4:** T125, T126, T214, T217, T219, T220, T221, T222, T398, T404, T405 **3-5:** T112, T116, T117, T118, T119, T130, T160, T394, T395, T397, T398 **Literacy and Language Guide** 193, 194, 196, 206, 215, 223, 228, 229, 238	16. describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence). **(CCSS RI.3.8)**								
Key Citations **3-2:** T429 **3-3:** T53, T331 **3-4:** T153	17. compare and contrast the most important points and key details presented in two informational texts on the same topic. **(CCSS RI.3.9)**								

3-5: T425 **Additional Practice and Application** **3-1:** T57, T149, T245, T339 **3-2:** T147, T335 **3-3:** T147, T239, T423, T442 **3-4:** T247, T339 **3-5:** T55, T147, T241, T333							
Range of Reading and Level of Text Complexity							
Key Citations **3-2:** T54-T55 **3-3:** T110-T122 **3-4:** T246-T247, T304-T314 **3-5:** T22-T30 **Additional Practice and Application** **3-1:** T22, T114, T148, T208, T244, T302 **3-2:** T204, T238, T298 **3-3:** T204, T388 **3-4:** T22, T430 **3-5:** T146, T204, T298, T424 **3-6:** T24, T26, T72, T118, T154, T166, T202, T212, T214	18. 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. **(CCSS RL.3.10)**						
Key Citations **3-1:** T396-T408 **3-2:** T22-T30, T392-T404 **3-3:** T22-T28 **3-4:** T210-T222 **3-5:** T390-T399 **Additional Practice and Application** **3-1:** T56, T338 **3-2:** T112, T146, T334 **3-3:** T52, T146, T238, T296, T330, T422, R2 **3-4:** T118, T152, T338, T396, T475, T477, T478, T479 **3-5:** T54, T240, T332, R4 **3-6:** T14, T62, T70, T108, T116, T164	19. 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. **(CCSS RI.3.10)**						

Phonics and Word Recognition							
• identify and know the meaning of the most common prefixes and derivational suffixes. **Key Citations** **3-1:** T434-T435 **3-3:** T54-T55 **3-5:** T199, T230, T293, T322 **Additional Practice and Application** **3-1 Interactive Whiteboard:** Lesson 5: Vocabulary Strategies: Prefix mis- **3-2 Interactive Whiteboard:** Lesson 6: Vocabulary Strategies: Suffixes -able, -ible Lesson 10: Grammar: Pronouns and Antecedents **3-3 Interactive Whiteboard:** Lesson 11: Vocabulary Strategies: Suffixes -less, -ful, -ous Lesson 14: Vocabulary Strategies: Prefixes in-, im- **3-4 Interactive Whiteboard:** Lesson 17: Vocabulary Strategies: Suffix -ly Lesson 19: Vocabulary Strategies: Prefixes pre-, re-, bi- **3-5:** T221, T243, T254, T347, T396 **Interactive Whiteboard:** Lesson 21: Vocabulary Strategies: Prefix non- Lesson 23: Vocabulary Strategies: Suffixes -er, -est **3-6:** T173 **Interactive Whiteboard:** Lesson 26: Vocabulary Strategies: Suffix -ion Lesson 29: Vocabulary Strategies: Prefixes un-, dis-	20. know and apply grade-level phonics and word analysis skills in decoding words. • identify and know the meaning of the most common prefixes and derivational suffixes. • decode words with common Latin suffixes. • decode multisyllable words. • read grade-appropriate irregularly spelled words. **(CCSS RF.3.3)**						

Literacy and Language Guide
100-101, 102-103, 104-105, 116-117,
118-119, 122-123, 124-125, 126-127,
132-133, 134-135, 136-137, 138-139,
142-143, 144-145, 146-147, 148-149,
152-153, 154-155, 156-157, 158-159,
160-161, 166-167, 168-169, 172-173,
174-175

- decode words with common Latin
  suffixes.

Key Citations
3-5: T199, T230, T385, T414

Additional Practice and Application
3-5: T221, T229, T239, T255, T289,
T405, T423, T439
3-6: T37, T47

Literacy and Language Guide
100-101, 104-105, 118-119, 126-127,
132-133, 134-135, 136-137, 138-139,
144-145, 148-149, 152-153, 156-157,
158-159, 160-161, 166-167, 168-169,
172-173, 174-175

- decode multisyllable words.

Key Citations
3-1: T46
3-2: T17, T44
3-4: T113, T142
3-5: T199

Additional Practice and Application
3-1: T17, T71, T109, T138, T147,
T163, T203, T233, T259, T297,
T328, T353, T401, T422, T447
3-2: T69, T107, T136, T161, T199,
T228, T255, T293, T324, T349,
T387, T418, T443

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3-3: T17, T42, T67, T105, T136, T153, T161, T291, T320, T345, T383, T390, T412, T437 **3-4:** T17, T151, T159, T167, T205, T236, T261, T299, T328, T353, T391, T411, T420, T429, T445 **3-5:** T13, T17, T44, T69, T103, T107, T135, T161, T221, T229, T230, T255, T293, T313, T321, T322, T339, T347, T381, T385, T405, T414, T423, T439 **3-6:** T37, T39, T47, T83, T93, T177, T187, T221, T225, T235 **Literacy and Language Guide** 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 72-73, 82-83, 84-85, 88–89, 90-91, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115 • read grade-appropriate irregularly spelled words. **Key Citations** **3-1:** T391, T422 **3-2:** T199, T228 **Additional Practice and Application** **3-1:** T401, T413, T421, T431, T439, T447 **3-2:** T13, T219, T227, T237, T247, T255, T289, T418 **3-4:** T261 **3-5:** T136, T161 **3-6:** T129, T139 **Literacy and Language Guide** 110-111							
Fluency							

- read on-level text with purpose and understanding.

Key Citations
3-1: T22-T33
3-2: T22-T31
3-3: T22-T29
3-4: T22-T35
3-5: T22-T31

Additional Practice and Application
3-1: T115, T209, T303, T397
3-2: T113, T205, T299, T393
3-3: T111, T205, T297, T389
3-4: T119, T211, T305, T397
3-5: T113, T205, T299, T301, T331, T391
3-6: T15, T63, T109, T155, T203

- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Key Citations
3-1: T432
3-2: T45
3-3: T321
3-4: T237
3-5: T231

Additional Practice and Application
3-1: T37, T47, T49, T55, T129, T147, T225, T235, T237, T243, T319, T329, T337, T431
3-2: T35, T47, T53, T127, T137, T139, T145, T155, T219, T237, T315, T409, T419, T421, T427
3-3: T33, T51, T127, T145, T219, T229, T230, T237, T311, T323, T403, T413, T415, T421
3-4: T39, T133, T151, T239, T245,

21. read with sufficient accuracy and fluency to support comprehension.

- read on-level text with purpose and understanding.

- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(CCSS RF3.4)**

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T255, T319, T329, T331, T337, T421, T423 **3-5:** T34, T53, T145, T221, T233, T239, T313, T323, T325, T405, T415, T417, T423 **3-6:** T19, T25, T27, T36, T82, T128, T159, T165, T167, T175, T176, T207, T213, T215, T224 • use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Key Citations** **3-1:** T49 **3-2:** T419, T421 **3-3:** T323 **3-4:** T421, T423 **Additional Practice and Application** **3-2:** T210 **Interactive Whiteboard:** Lesson 8: Vocabulary Strategies: Context Clues **3-4 Interactive Whiteboard:** Lesson 16: Vocabulary Strategies: Context Clues **3-5:** T325 **3-6:** T19, T25, T27, T36, T82 **Literacy and Language Guide** 221							

WRITING

Text Types and Purposes

• introduce the topic or text they are writing about, state an opinion, and create an	22. write opinion pieces on topics or texts, supporting a point of view with reasons. • introduce the topic or text they are writing about, state an opinion, and						

organizational structure that lists reasons. **Key Citations** **3-2:** T59, T407 **3-4:** T343, T409, T417 **Additional Practice and Application** **3-1:** T41, T133, T149, T229, T323, T417 **3-2:** xxiv-xxv, T131, T151, T225, T245, T319, T331, T414 **3-3:** T131, T223, T407 **3-4:** T43, T65, T137, T153, T157, T251, T415, T480, R5 **3-5:** T39, T55, T131, T409 **3-6:** T219, R2 **Literacy and Language Guide** 280-281, 282-283, 284-285, 286-287, 288-289, 300-301, 302-303, 304-305, 306-307, 308-309 • provide reasons that support the opinion. **Key Citations** **3-2:** T59, T339, T433 **3-4:** T157, T409, T427 **Additional Practice and Application** **3-1:** T41, T133, T149, T229, T323, T417 **3-2:** xxiv-xxv, T131, T151, T245, T319, T331, T414, T478, T425 **3-3:** T131, T223, T407 **3-4:** T43, T45, T65, T137, T153, T251, T343, T415, T417, T480 **3-5:** T39, T55, T131, T409 **3-6:** T219 **Literacy and Language Guide**	create an organizational structure that lists reasons. • provide reasons that support the opinion. • use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. • provide a concluding statement or section. **(CCSS W.3.1)**								

280-281, 282-283, 284-285, 286-287, 288-289, 300-301, 302-303, 304-305, 306-307, 308-309 • use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. **Key Citations** **3-2:** T59, T151, T245, T433 **3-4:** T417 **Additional Practice and Application** **3-2:** T131, T414, T425, T432 **3-4:** T65, T251, T415, T480 **Literacy and Language Guide** 280-281, 282-283, 284-285, 288-289, 300-301, 302-303, 304-305, 308-309 • provide a concluding statement or section. **Key Citations** **3-2:** T245, T252 **3-4:** T157, T435, T442 **Additional Practice and Application** **3-1:** T41, T133, T229, T323 **3-2:** T59, T151, T319, T414 **3-3:** T131, T223, T407 **3-4:** T43, T65, T137, T251, T415 **3-5:** T39, T55, T131, T409 **3-6:** T219 **Literacy and Language Guide** 280-281, 282-283, 284-285, 288-289, 300-301, 302-303, 304-305, 308-309										
• introduce a topic and group related information together; include illustrations when useful	23. write informative/explanatory texts to examine a topic and convey ideas and information clearly.									

to aiding comprehension.

Key Citations
3-3: T151, T225, T342, T401, T427
3-5: T341

Additional Practice and Application
3-2: T39, T55
3-3: xxv, T37, T57, T125, T243, T315, T335
3-4: xxiv-xxv, T247
3-5: xxv, T317
3-6: T43, T77, T89, T136, T171, T230

Literacy and Language Guide
290-291, 292-293, 294-295, 296-297, 298-299, 320-321, 322-323, 324-325, 326-327, 328-329

- develop the topic with facts, definitions, and details.

Key Citations
3-3: T243, T327, T342, T401, T427
3-5: T341

Additional Practice and Application
3-1: xxv
3-2: T39, T55
3-3: xxv, T37, T57, T125, T151, T158, T315, T335, T434
3-4: xxiv-xxv
3-5: xxv, T317
3-6: T44, T77, T90, T136, T171, T184, T230

Literacy and Language Guide
290-291, 292-293, 294-295, 296-297, 298-299, 320-321, 322-323, 324-325, 326-327, 328-329

- introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- develop the topic with facts, definitions, and details.
- use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- provide a concluding statement or section. **(CCSS W.3.2)**

• use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. **Key Citations** **3-3:** T57, T427, T434 **Additional Practice and Application** **3-3:** T39, T125, T151, T315 **3-6:** T317 **3-6:** T44, T136, T171, T231 **Literacy and Language Guide** 290-291, 292-293, 298-299, 320-321, 322-323, 324-325, 328-329 • provide a concluding statement or section. **Key Citations** **3-3:** T57, T250, T419, T427 **3-5:** T341 **Additional Practice and Application** **3-3:** T37, T125, T151, T243, T315 **3-5:** T218, T317 **3-6:** T44, T90, T136, T171, T232 **Literacy and Language Guide** 290-291, 292-293, 294-295, 298-299, 320-321, 322-323, 324-325, 328-329, 347									
• establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **Key Citations** **3-1:** T343, T350, T411, T429 **3-5:** T59, T337	24. write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.								

| **Additional Practice and Application**
3-1: T61, T153, T249, T437
3-2: T223
3-3: T239
3-4: T339, T431
3-5: T151, T225, T241, T329, T403, T411
3-6: xxviii-xxix, T31

Literacy and Language Guide
272-273, 274-275, 276-277, 278-279, 310-311, 312-313, 316-317, 318-319

• use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Key Citations
3-1: T61, T160, T256
3-5: T344, T429

Additional Practice and Application
3-1: T127, T153, T249, T433
3-2: T223
3-3: T239
3-4: T339, T431
3-5: T59, T151, T225, T241, T245, T252, T319, T411, T421
3-6: T31

Literacy and Language Guide
272-273, 274-275, 278-279, 310-311, 312-313, 314-315, 318-319, 371

• use transitional words and phrases to signal event order.

Key Citations
3-1: T350, T419, T437 | • use transitional words and phrases to signal event order.
• provide a sense of closure. **(CCSS W.3.3)** | | | | | | | |

<table>
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3-5: T59, T66, T429

Additional Practice and Application
3-1: T249
3-2: T223
3-6: T31

Literacy and Language Guide
274-275, 278-279, 310-311, 312-313, 318-319

- provide a sense of closure.

Key Citations
3-1: T61, T256, T437
3-5: T337, T429

Additional Practice and Application
3-1: T153, T249
3-4: T431
3-5: T59
3-6: T31

Literacy and Language Guide
274-275, 278-279, 310-311, 312-313, 316-317, 318-319

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Production and Distribution of Writing

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Key Citations
3-1: T249, T429
3-2: T59
3-3: T57, T419
3-4: T251
3-5: T151

Additional Practice and Application
3-1: T61, T153, T411, T419, T437
3-2: T151, T245, T407, T415, T425, T432
3-3: xxv, T151, T223, T243, T401, T409, T427
3-4: T65, T157, T409, T417, T427,

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25. 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 objectives in text types and purposes.) **(CCSS W.3.4)**

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T435 **3-5:** xxv, T59, T333, T403, T411, T421, T429, R5 **3-6:** T44, T90, T136, T184, T232 **Literacy and Language Guide** 276-277, 278-279, 280-281, 286-287, 288-289, 296-297, 298-299, 306-307, 308-309, 316-317, 318-319, 326-327, 328-329, 331, 334, 335, 344, 367								
Key Citations **3-1:** T335, T444 **3-2:** T331 **3-3:** T434 **3-4:** T343, T442 **3-5:** T337 **Additional Practice and Application** **3-1:** T53, T68, T145, T241, T256, T343, T350 **3-2:** T51, T66, T143, T158, T235, T252, T339, T346, T433, T440, R4 **3-3:** T49, T64, T143, T158, T235, T250, T327, T335, T342, T427, R3 **3-4:** xxiv-xxv, T55, T72, T149, T164, T243, T258, T335, T350, T435, R5 **3-5:** T51, T66, T143, T158, T237, T245, T252, T329, T341, T344, T436 **3-6:** T39, T85, T131, T135, T136, T179, T184, T227, R2 **Literacy and Language Guide** 276-277, 278-279, 286-287, 288-289, 296-297, 298-299, 306-307, 308-309, 316-317, 318-319, 326-327, 328-329, 330, 332, 334, 339, 345, 364	26.	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 objectives up to and including grade 3). **(CCSS W.3.5)**						
Key Citations **3-1:** T444 **3-2:** T343 **3-3:** T247 **3-4:** xxiv **3-5:** T436, R5	27.	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. **(CCSS W.3.6)**						

Additional Practice and Application **3-1:** xxiv, T389 **3-2:** xxiv-xxv, T440 **3-3:** T434 **3-4:** T439, T442 **3-5:** T341 **3-6:** T232, R3 myWriteSmart, an Internet-based tool for *Journeys Common Core*, allows students to produce and edit writing, cite evidence from texts, collaborate with peers and teachers, and publish finished pieces digitally. **Literacy and Language Guide** 340, 341									
Research to Build and Present Knowledge									
Key Citations **3-2:** T343 **3-3:** T247, T339 **3-4:** T439 **3-5:** T341 **Additional Practice and Application** **3-1:** xxv, T57, T339, T433 **3-2:** T437, R5 **3-3:** T61, T239, T331, T423 **3-4:** T61, T347, R3, R5 **3-5:** xxiv, T55 **3-6:** T81, T183, T231 **Literacy and Language Guide** 290-291, 326-327, 328-329, 340, 342	28. conduct short research projects that build knowledge about a topic. **(CCSS W.3.7)**								
Key Citations **3-3:** T247, T339 **3-4:** T439 **3-5:** T341 **Additional Practice and Application**	29. recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **(CCSS W.3.8)**								

3-1: xxiv-xxv, T57, T61, T249, T339, T343, T347, T350, T411, T419, T429, T437 **3-2:** xxiv-xxv, T343, T437, R3 **3-3:** T61, T239, T331, T335, T342, T401, T409, T419, T423, T427, R2 **3-4:** xxiv-xxv, T347 **3-5:** xxiv, xxv, T55, T403, T411, R4 **3-6:** xxviii-xxix, T81, T184 **Literacy and Language Guide** 276-277, 326-327, 328-329, 340, 342, 343, 370									
Range of Writing									
Key Citations **3-1:** T41 **3-2:** T39, T55 **3-3:** T37, T342 **3-4:** T43 **Additional Practice and Application** **3-1:** T23, T133, T149, T229, T245, T323, T339, T411, T417, T433 **3-2:** T131, T223, T241, T319, T414, T478 **3-3:** T53, T131, T223, T239, T315, T325, T331, T407 **3-4:** T137, T153, T231, T241, T323, T339, T415, T425, T431, T480 **3-5:** T39, T55, T59, T131, T141, T147, T225, T241, T317, T333, T403, T409 **3-6:** T31, T77, T123 **Literacy and Language Guide** 149, 157, 171, 270-271, 272-273, 274-275, 278-279, 280-281, 282-283, 284-285, 288-289, 290-291, 292-293, 294-295, 298-299, 300-301, 302-303, 304-305, 308-309, 310-311, 312-313, 318-319, 320-321, 322-323, 324-325,	30.	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. **(CCSS W.3.10)**							

328-329, 331, 341, 364, 367								

SPEAKING AND LISTENING

Comprehension and Collaboration

• 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. **Key Citations** **3-1:** T65 **3-3:** T431 **3-5:** T63 **Additional Practice and Application** **3-1:** T40, T48, T57, T132, T140, T149, T228, T236, T322, T330, T339, T347, T416, T424 **3-2:** T38, T46, T55, T130, T138, T147, T222, T230, T318, T326, T335, T412, T420, T429 **3-3:** T36, T44, T138, T222, T230, T239, T314, T322, T331, T406, T414, T423 **3-4:** T42, T50, T136, T144, T230, T238, T322, T330, T339, T414, T416, T422, T431 **3-5:** T38, T46, T130, T138, T147, T224, T232, T241, T316, T324, T333, T408, T416, T425, R2, R3 **3-6:** T35, T151 • 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	31. engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. • 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. • 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). • ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • explain their own ideas and understanding in light of the discussion. **(CCSS SL.3.1)**							

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texts under discussion).

Key Citations
3-1: T65
3-3: T431
3-5: T63

Additional Practice and Application
3-1: T45, T132, T149, T228, T236,
T330, T347, T416, T441
3-2: T38, T46, T138, T222, T230,
T318, T326, T412, T420, T429, T478
3-3: T138, T314, T322, T406, T414
3-4: T50, T61, T238, T247, T330,
T414, T422, T431, T438, T480
3-5: T46, T130, T138, T232, T316,
T324, T408, T416
3-6: T35, T151

- ask questions to check
  understanding of information
  presented, stay on topic, and link
  their comments to the remarks of
  others.

Key Citations
3-1: T65
3-3: T431
3-5: T63

Additional Practice and Application
3-1: T57, T140, T322, T330, T347,
T416, T424, T441
3-2: T130, T222, T326, T429
3-3: T130, T138, T230, T406
3-4: T61, T422, T431
3-5: T46, T130, T416, T425, R3
3-6: T151

- explain their own ideas and
  understanding in light of the
  discussion.

Key Citations **3-1:** T65 **3-3:** T431 **3-5:** T63 **Additional Practice and Application** **3-1:** T40, T48, T57, T132, T140, T149, T228, T236, T322, T330, T339, T347, T416, T424 **3-2:** T38, T46, T55, T130, T138, T147, T222, T230, T318, T326, T335, T412, T420, T429, T478 **3-3:** T36, T44, T130, T138, T222, T230, T314, T322, T331, T406, T414, T423, R2, R3, R4 **3-4:** T42, T50, T61, T136, T144, T230, T238, T247, T322, T330, T339, T414, T422, T431, T480, R2, R5 **3-5:** T38, T46, T130, T138, T147, T224, T232, T316, T324, T333, T408, T416, T425, R2, R4, R5 **3-6:** T35, T151, R2									
Key Citations **3-1:** T107, T253 **3-3:** T61, T155 **3-5:** T105 **Additional Practice and Application** **3-2:** T105, T385 **3-3:** T289 **3-4:** T389 **3-5:** T383 **3-6:** T11, T59, T81, T105, T199, R2 **Literacy and Language Guide** 204, 205, 208, 217, 224, 225, 235, 236, 239, 243	32.	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. **(CCSS SL.3.2)**							
Key Citations **3-1:** T157	33.	ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **(CCSS SL.3.3)**							

3-4: T69, T161 **3-5:** T433 **Additional Practice and Application** **3-1:** xxv, T15, T201, T295 **3-2:** xxiv-xxv, T15, T63, T249, T291 **3-3:** xxv, T15, T61, T155, T197, R5 **3-4:** T15, T111, T136, T203, T389 **3-5:** xxv, T15, T197, T249, T291, R2, R3 **3-6:** T11, T59, T81, T127, T223 **Literacy and Language Guide** 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245									

Presentation of Knowledge and Ideas

Key Citations **3-2:** T63, T249 **3-4:** T69 **3-5:** T249, T433 **Additional Practice and Application** **3-1:** T57, T157, T245, R5 **3-2:** T241, T246, T335 **3-3:** xxv, T61, T155, T239, T381, T423 **3-4:** T66, T161, T297 **3-5:** xxv, T241, T320, R3 **3-6:** xxviii-xxix, T35, T81, T120, T127, T169, T175	34. 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. **(CCSS SL.3.4)**								

Key Citations **3-2:** T155 **3-4:** T255 **3-5:** T155 **Additional Practice and Application** **3-1:** T331 **3-4:** T247	35. 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. **(CCSS SL.3.5)**								
Key Citations **3-1:** T389 **3-2:** T63, T197 **3-4:** T111 **3-5:** T249 **Additional Practice and Application** **3-1:** xxv, T57, T149, T245, T295, T433, R5 **3-2:** T147, T291, T335, T429 **3-3:** T15, T103, T155, T239, T331, T423, R2, R4 **3-4:** xxiv-xxv, T136, T153, T206, T480 **3-5:** T15, T147, T197, T333, T425	36. speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **(CCSS SL.3.6)**								
LANGUAGE									
Conventions of Standard English									
• explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **Key Citations** **3-1:** T334 **3-2:** T64, T424 **3-4:** T54, T426 **Additional Practice and Application** **3-1:** T316, T324, T348, T353	37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • form and use regular and irregular plural nouns. • use abstract nouns (e.g., *childhood*). • form and use regular and irregular verbs.								

Interactive Whiteboard: Lesson 4: Grammar: Common and Proper Nouns **3-2:** T32, T40, T50, T69, T142, T156, T161, T330, T432, T438, T443 **Interactive Whiteboard:** Lesson 6: Grammar: What Is a Verb? Lesson 7: Grammar: Verb Tenses Lesson 10: Grammar: Pronouns and Antecedents **3-3:** T340, T345 **Interactive Whiteboard:** Lesson 14: Grammar: Pronoun-Verb Agreement **3-4:** T75, T250, T256, T408, T440, T445 **Interactive Whiteboard:** Lesson 16: Grammar: What Is an Adjective? Lesson 20: Grammar: What Is an Adverb? **3-5:** T310 **3-6:** T41, T181, T228, T235 **Interactive Whiteboard:** Lesson 30: Grammar: Correct Pronouns - form and use regular and irregular plural nouns. **Key Citations** **3-1:** T428 **3-3:** T38, T48 **3-4:** T64 **Additional Practice and Application** **3-1:** T418, T442, T447 **Interactive Whiteboard:** Lesson 5: Grammar: Plural Nouns with -s and -es **3-2:** T432 **3-3:** T30, T62, T67	- form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. - ensure subject-verb and pronoun-antecedent agreement. - form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - use coordinating and subordinating conjunctions. - produce simple, compound, and complex sentences. **(CCSS L.3.1)**							

Interactive Whiteboard: Lesson 11: Grammar: More Plural Nouns • use abstract nouns (e.g., *childhood*). **Key Citations** **3-2:** T320, T330, T344 **3-4:** T250 **Additional Practice and Application** **3-2:** T349 **Interactive Whiteboard:** Lesson 9: Grammar: Abstract Nouns • form and use regular and irregular verbs. **Key Citations** **3-2:** T142 **3-3:** T150 **3-4:** T242, T324, T334 **3-5:** T244 **Additional Practice and Application** **3-4:** T137, T224, T232, T256, T261, T316, T348, T353 **Interactive Whiteboard:** Lesson 18: Grammar: Using the Verb be and Helping Verbs Lesson 19: Grammar: More Irregular Verbs **3-5:** T39, T225 • form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. **Key Citations** **3-2:** T142 **3-3:** T150, T418, T432									

3-4: T434 **Additional Practice and Application** **3-2:** T156, T158, T161 **Interactive Whiteboard:** Lesson 7: Grammar: Verb Tenses **3-3:** T400, T408, T437 **Interactive Whiteboard:** Lesson 15: Grammar: Verb Tenses **3-4:** T137 **3-5:** T39 - ensure subject-verb and pronoun-antecedent agreement. **Key Citations** **3-2:** T424, T438 **3-3:** T234, T248 **Additional Practice and Application** **3-2: Interactive Whiteboard:** Lesson 10: Grammar: Pronouns and Antecedents **3-3:** T216, T224, T250, T253, T308, T316, T326, T340, T345 **Interactive Whiteboard:** Lesson 13: Grammar: Subject-Verb Agreement Lesson 14: Grammar: Pronoun-Verb Agreement **3-4:** T256, T342 - form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **Key Citations** **3-4:** T162 **3-5:** T50, T142, T156, T420 **Additional Practice and Application**							

3-4: T130, T138, T148, T167 **Interactive Whiteboard:** Lesson 17: Grammar: Adjectives That Compare **3-5:** T32, T40, T64, T69, T124, T132, T161, T402, T410, T434, T439 **Interactive Whiteboard:** Lesson 21: Grammar: Adverbs That Compare Lesson 22: Grammar: Making Comparisons Lesson 25: Grammar: Words That Compare **3-6:** T179, T229 • use coordinating and subordinating conjunctions. **Key Citations** **3-1:** T240, T254, T342 **3-5:** T328, T342 **Additional Practice and Application** **3-1:** T230, T259 **Interactive Whiteboard:** Lesson 3: Grammar: Compound Sentences **3-2:** T39 **3-4:** T70, T256 **3-5:** T347, T428 **Interactive Whiteboard:** Lesson 24: Grammar: Complex Sentences • produce simple, compound, and complex sentences. **Key Citations** **3-1:** T34, T42, T52, T66, T222, T230, T240, T254 **3-5:** T310, T318, T328, T342 **Additional Practice and Application**							

3-1 Interactive Whiteboard: Lesson 1: Grammar: Simple Sentences Lesson 2: Grammar: Kinds of Sentences Lesson 3: Grammar: Compound Sentences **3-5 Interactive** Whiteboard**:** Lesson 24: Grammar: Complex Sentences								

• capitalize appropriate words in titles.
 	
Key Citations
3-1: T334, T348
3-2: T338
3-4: T156
 	
Additional Practice and Application
3-1: T353
Interactive Whiteboard:
Lesson 4: Grammar: Common and Proper Nouns
3-4: xxiv-xxv
3-6: T87, T168
 	
• use commas in addresses.
 	
Key Citations
3-2: T234, T250, T338
 	
Additional Practice and Application
3-2: T255
Interactive Whiteboard:
Lesson 8: Grammar: Using Commas
 	
• use commas and quotation marks in dialogue.
 	
Key Citations
3-3: T142, T156, T242
	38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	
	    • capitalize appropriate words in titles.
	
	    • use commas in addresses.
	
	    • use commas and quotation marks in dialogue.
	
	    • form and use possessives.
	
	    • use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
	
	    • use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **(CCSS L.3.2)**							

Additional Practice and Application
3-3: T132, T161
Interactive Whiteboard:
Lesson 12: Grammar: Writing
Quotations
3-5: T245

Literacy and Language Guide
281, 314-315

- form and use possessives.

Key Citations
3-5: T236, T250, T336

Additional Practice and Application
3-5: T226, T255
Interactive Whiteboard:
Lesson 23: Grammar: Possessive
Nouns and Pronouns
3-6: T41

- use conventional spelling for
  high-frequency and other studied
  words and for adding suffixes to
  base words (e.g., *sitting, smiled,
  cries, happiness*).

Key Citations
3-1: T240, T248, T334, T342
3-2: T234, T244
3-5: T50, T58, T236, T244

Additional Practice and Application
3-1: T60, T66, T134, T144, T152,
T158, T230, T254, T324, T348,
T418, T428, T436, T442
3-2: T32, T40, T50, T58, T64, T330,
T344, T424, T432, T438
3-3: T48, T56, T62, T142, T156,
T248, T326, T340, T408, T418,

T426, T432
3-4: T324, T342, T348
3-5: T40, T64, T226, T250, T410, T420, T428, T434
3-6: T39

Literacy and Language Guide
57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 129, 130

- use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Key Citations
3-1: T144, T152
3-4: T54
3-5: T236, T244

Additional Practice and Application
3-1: T46, T134, T158, T230, T240, T248, T254, T324, T334, T342, T348, T418, T428, T436, T442
3-2: T132, T150, T156
3-4: T70, T256
3-5: T40, T50, T58, T64, T132, T142, T150, T156, T226, T250, T318, T322, T328, T336, T342, T410, T420, T428, T434
3-6: T85, T131, T178, T179, T227

Literacy and Language Guide
57, 59, 61, 63, 65, 67, 69, 71, 73, 75,

77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 130										

Knowledge of Language

• choose words and phrases for effect.
 	
Key Citations
3-1: T121, T130-T131
3-2: T63, T249
3-5: T115, T128-T129, T411
 	
Additional Practice and Application
3-1: T43, T68, T162, T231
3-2: T223
3-3: T431
3-4: T25, T231, T323
3-5: T131, T133, T160, T225, T409
3-6: T20, T72, T123, T166, T214, T216
 	
Literacy and Language Guide
273, 275, 303, 305, 311, 313, 315, 319, 325, 336
 	
• recognize and observe differences between the conventions of spoken and written standard English.
 	
Key Citations
3-1: T160
3-3: T393, T404-T405
3-5: T209, T222-T223
 	
Additional Practice and Application
3-1: T433
3-3: T434, T436
3-4: T43, T60
3-5: T224, T252, T254
	39. use knowledge of language and its conventions when writing, speaking, reading, or listening.
	
	    • choose words and phrases for effect.
	
	    • recognize and observe differences between the conventions of spoken and written standard English. **(CCSS L.3.3)**									

3-6: T35 **Literacy and Language Guide** 273, 299, 315								

Vocabulary Acquisition and Use

• use sentence-level context as a clue to the meaning of a word or phrase. **Key Citations** **3-1:** T58-T59 **3-2:** T242-T243 **3-3:** T240-T241 **3-4:** T62-T63 **Additional Practice and Application** **3-1:** T70, T399, T405, T415 **Interactive Whiteboard:** Lesson 1: Vocabulary Strategies: Context Clues Lesson 3: Vocabulary Strategies: Antonyms **3-2:** T141, T207, T254, T329 **Interactive Whiteboard:** Lesson 8: Vocabulary Strategies: Context Clues **3-3:** T55, T114, T149, T207 **Interactive Whiteboard:** Lesson 13: Vocabulary Strategies: Homophones and Homographs **3-4:** T74, T219, T229, T310, T401, T403, T405, T413, T425 **Interactive Whiteboard:** Lesson 16: Vocabulary Strategies: Context Clues **3-5:** T27, T114, T396 **3-6:** T18, T79, T92	40. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. • use sentence-level context as a clue to the meaning of a word or phrase. • determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). • use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **(CCSS L.3.4)**							

Interactive Whiteboard:
Lesson 27: Vocabulary Strategies:
Homophones and Homographs
Lesson 30: Vocabulary Strategies:
Compound Words

Literacy and Language Guide
138, 149, 169, 189, 195, 197, 217, 221,
238

- determine the meaning of the new
  word formed when a known affix is
  added to a known word (e.g.,
  agreeable/disagreeable,
  comfortable/uncomfortable,
  care/careless, heat/preheat).

Key Citations
3-2: T56-T57
3-3: T54-T55, T332-T333
3-5: T56-T57, T242-T243

Additional Practice and Application
3-1: T341, T435, T446
Interactive Whiteboard:
Lesson 4: Vocabulary Strategies: Word
Families
Lesson 5: Vocabulary Strategies: Prefix
mis-
3-2: T68
Interactive Whiteboard:
Lesson 6: Vocabulary Strategies:
Suffixes -able, -ible
3-3: T66, T160, T344
Interactive Whiteboard:
Lesson 11: Vocabulary Strategies:
Suffixes -less, -ful, -ous
Lesson 14: Vocabulary Strategies:
Prefixes in-, im-
3-4: T155, T166, T341, T352
Interactive Whiteboard:
Lesson 17: Vocabulary Strategies:

Suffix -ly
Lesson 19: Vocabulary Strategies:
Prefixes pre-, re-, bi-
3-5: T68, T254
Interactive Whiteboard:
Lesson 21: Vocabulary Strategies:
Prefix non-
Lesson 23: Vocabulary Strategies:
Suffixes -er, -est
3-6: T29, T33, T46, T173, T186
Interactive Whiteboard:
Lesson 26: Vocabulary Strategies:
Suffix -ion
Lesson 29: Vocabulary Strategies:
Prefixes un-, dis-
 	
Literacy and Language Guide
117, 118, 119, 123, 125, 127, 132, 134,
135, 136-137, 138, 143, 144, 146, 147,
148-149, 152-153, 154, 156-157, 158-
159, 160, 163, 166, 168, 172-173, 174
 	
• use a known root word as a clue to
  the meaning of an unknown word
  with the same root (e.g., *company,*
  companion).
 	
Key Citations
3-1: T340-T341
3-4: T248-T249
3-5: T148-T149
 	
Additional Practice and Application
3-1: T62, T344, T352, T438
3-2: T60, T434
3-3: T58, T336
3-4: T158, T260, T344
Interactive Whiteboard:
Lesson 18: Vocabulary Strategies:
Word Roots
3-5: T60, T147, T152, T160, T338,
T430							

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Interactive Whiteboard:
Lesson 22: Vocabulary Strategies:
Word Roots
3-6: T121, T125, T138
Interactive Whiteboard:
Lesson 28: Vocabulary Strategies:
Word Roots
 	
Literacy and Language Guide
135, 147, 163, 171
 	
• use glossaries or beginning
  dictionaries, both print and digital,
  to determine or clarify the precise
  meaning of key words and phrases.
 	
Key Citations
3-1: T150-T151, T427
3-2: T49, T336-T337
3-3: T233
3-4: T53, T432-T433
 	
Additional Practice and Application
3-1: T59, T143, T160, T239, T333, R3,
R4
Interactive Whiteboard:
Lesson 2: Vocabulary Strategies:
Dictionary/Glossary
3-2: T57, T141, T233, T329, T348,
T423
Interactive Whiteboard:
Lesson 9: Vocabulary Strategies:
Dictionary/Glossary
3-3: T47, T135, T141, T323, T325,
T417
3-4: T147, T241, T249, T333, T425,
T444
Interactive Whiteboard:
Lesson 20: Vocabulary Strategies:
Dictionary/Glossary
3-5: T49, T235, T325, T327, T419									

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• distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 	
Key Citations
3-1: T399, T414-T415
3-3: T148-T149
3-4: T403, T412-T413
 	
Additional Practice and Application
3-1: T405
3-2: T26, T213, T214, T221, T243, T254
3-3: T152, T428
Interactive Whiteboard:
Lesson 12: Vocabulary Strategies: Idioms
3-4: T401, T405, T444
3-5: T397
3-6: T26
 	
Literacy and Language Guide
197, 221, 237, 245
 	
• identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 	
Key Citations
3-1: T50, T426
3-2: T48
3-3: T140
3-4: T332
3-5: T140
 	
Additional Practice and Application
3-1: T142, T198, T238, T247, T292,
	41. demonstrate understanding of word relationships and nuances in word meanings.
	
	    • distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
	
	    • identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
	
	    • distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). **(CCSS L.3.5)**								

T332, T333, T336, T427 **3-2:** T53, T134, T140, T144, T194, T218, T226, T232, T236, T288, T328, T340, T382, T416, T422, T426 **3-3:** T40, T46, T50, T126, T134, T144, T218, T232, T236, T324, T328, T410, T416, T420 **3-4:** T12, T46, T52, T53, T56, T132, T147, T150, T226, T240, T244, T294, T326, T336, T386, T410, T418, T424, T428 **3-5:** T34, T42, T48, T52, T126, T134, T144, T194, T220, T234, T238, T312, T326, T330, T404, T412, T418, T422 **Literacy and Language Guide** 124, 127, 129, 130, 131, 134, 135, 139, 143, 145, 149, 151, 157, 159, 163, 165, 169, 173 • distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). **Key Citations** **3-2:** T148-T149, T430-T431 **3-5:** T334-T335 **Additional Practice and Application** **3-1:** T51 **3-2:** T442 **Interactive Whiteboard:** Lesson 7: Vocabulary Strategies: Synonyms Lesson 10: Vocabulary Strategies: Shades of Meaning **3-3:** T425 **3-5:** T141, T346									

Interactive Whiteboard: Lesson 24: Vocabulary Strategies: Shades of Meaning **Literacy and Language Guide** 118, 145, 175, 271								
Key Citations **3-1:** T18, T64, T238, T346 **3-2:** T27, T36-T37, T62, T249 **3-3:** T18, T60, T324 **3-4:** T52, T160 **3-5:** T62, T140 **Additional Practice and Application** **3-1:** T13, T37, T45, T50, T51, T55, T63, T70, T110, T129, T137, T142, T147, T155, T156, T162, T204, T225, T233, T243, T251, T252, T253, T258, T293, T298, T319, T327, T332, T333, T337, T345, T352, T392, T395, T413, T421, T426, T427, T431, T439, T440, T446 **3-2:** T18, T35, T43, T48, T49, T53, T55, T61, T63, T68, T108, T127, T135, T140, T141, T145, T153, T154, T160, T195, T200, T219, T227, T232, T233, T237, T247, T248, T254, T294, T323, T328, T329, T333, T341, T342, T348, T388, T409, T417, T422, T423, T427, T435, T436, T442 **3-3:** T21, T33, T41, T46, T51, T53, T59, T66, T106, T127, T135, T140, T141, T145, T153, T154, T160, T200, T219, T227, T232, T233, T237, T245, T246, T252, T292, T310, T311, T319, T325, T329, T337, T338, T344, T384, T403, T411, T416, T421, T422, T423, T429, T430, T436 **3-4:** T13, T18, T39, T47, T53, T57, T67, T68, T74, T109, T114, T133,	42. acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., *After dinner that night we went looking for them*). **(CCSS L.3.6)**							

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T141, T147, T151, T159, T166, T206, T219, T227, T229, T235, T241, T245, T253, T254, T260, T300, T319, T332, T337, T345, T346, T352, T392, T411, T419, T424, T425, T429, T437, T438, T444 **3-5:** xxv, T18, T21, T35, T43, T48, T49, T53, T61, T68, T108, T114, T127, T141, T153, T154, T160, T200, T203, T213, T221, T229, T234, T236, T239, T247, T248, T249, T254, T294, T297, T313, T321, T326, T327, T331, T339, T340, T346, T386, T392, T405, T413, T418, T419, T423, T431, T432, T438 **3-6:** T12, T34, T46, T60, T80, T92, T106, T126, T138, T152, T174, T186, T200, T222, T234 **Interactive Whiteboard:** Lesson 29: Grammar: What Is a Preposition? **Literacy and Language Guide** 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175									