

## CORRELATION TO THE COMMON CORE STATE STANDARDS

### READING: Informational Text

STANDARD	CORRELATION
<b>Key Ideas and Details</b>	
<b>Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Student Edition:</b> 7–9, 11–13, 21–23, 35–37, 39–41 <b>Teacher Edition:</b> T7–T9, T11–T13, T21–T23, T35–T37, T39–T41
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Student Edition:</b> 7–9, 21–23, 25–27 <b>Teacher Edition:</b> T7–T9, T21–T23, T25–T27
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
<b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>Student Edition:</b> 21, 25 <b>Teacher Edition:</b> T21, T25
<b>Craft and Structure</b>	
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<b>Student Edition:</b> 7, 11, 21, 25 <b>Teacher Edition:</b> T7, T11, T21, T25
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>Student Edition:</b> 7, 11, 25, 35, 39 <b>Teacher Edition:</b> T7, T11, T25, T35, T39
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.	
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	<b>Student Edition:</b> 9, 13, 27 <b>Teacher Edition:</b> T9, T13, T27
<b>Integration of Knowledge and Ideas</b>	
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>Student Edition:</b> 15–17, 29–31, 35, 43–45 <b>Teacher Edition:</b> T15–T17, T29–T31, T35, T43–T45
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>Student Edition:</b> 21, 25, 31 <b>Teacher Edition:</b> T21, T25, T31
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>Student Edition:</b> 15–17, 29–31, 35, 43–45 <b>Teacher Edition:</b> T15–T17, T29–T31, T35, T43–T45

## READING: Informational Text, *continued*

Range of Reading and Level of Text Complexity	
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.	
<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>Student Edition:</b> 6–7, 10–11, 20–21, 24–25, 34–35, 38–39 <b>Teacher Edition:</b> T6–T7, T10–T11, T20–T21, T24–T25, T34–T35, T38–T39

## WRITING

STANDARD	CORRELATION
<b>Text Types and Purposes</b>	
<b>Anchor Standard 1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.	
<b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>Student Edition:</b> 17, 31, 45 <b>Teacher Edition:</b> T17, T31, T45
<b>Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Student Edition:</b> 16, 30, 44 <b>Teacher Edition:</b> T16, T30, T44
<b>Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>Student Edition:</b> 15, 29, 43 <b>Teacher Edition:</b> T15, T29, T43
<b>Production and Distribution of Writing</b>	
<b>Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>Student Edition:</b> 9, 13, 15, 16, 17, 23, 27, 29, 30, 31, 37, 41, 43, 44, 45 <b>Teacher Edition:</b> T9, T13, T15, T16, T17, T23, T27, T29, T30, T31, T37, T41, T43, T44, T45
<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<b>Student Edition:</b> 15, 16, 17, 29, 30, 31, 43, 44, 45 <b>Teacher Edition:</b> T15, T16, T17, T29, T30, T31, T43, T44, T45
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>Student Edition:</b> 15, 16, 17, 29, 30, 31, 43, 44, 45 <b>Teacher Edition:</b> T15, T16, T17, T29, T30, T31, T43, T44, T45
<b>Research to Build and Present Knowledge</b>	
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>Student Edition:</b> 6–17, 20–31, 34–45 <b>Teacher Edition:</b> T6–T17, T20–T31, T34–T45
<b>Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>Student Edition:</b> 6–7, 9–11, 13, 20–21, 23–25, 27, 34–35, 37–39, 41 <b>Teacher Edition:</b> T6–T7, T9–T11, T13, T20–T21, T23–T25, T27, T34–T35, T37–T39, T41
<b>Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(begins in grade 4)	

## WRITING, *continued*

### Range of Writing

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

**W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Student Edition:** 9, 13, 15–17, 23, 27, 29–31, 37, 41, 43–45

**Teacher Edition:** T9, T13, T15–T17, T23, T27, T29–T31, T37, T41, T43–T45