

**Correlation
of
CONTENT AREA
Reading Success**

Level C

**including
Common Core State Standards
for English Language Arts**



Austin, TX

www.AbramsLearningTrends.com

090073

Standards and Skills

This correlation chart shows how *Content Area Reading Success: Level C* correlates to Grade 3 skills and standards.

Standards marked with a √ correlate to the *Common Core State Standards for English Language Arts*.

Reading Standards for Informational Text	
Key Ideas and Details	
√	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Use comprehension strategies, including pause and reread, ask questions, make connections, read on to find a word's meaning, visualize, summarize, adjust reading pace, write notes, and make predictions.
	Analyze, make inferences, and draw conclusions about expository text, and provide evidence from the text to support understanding.
√	Determine the main idea of a text; recount the key details and explain how they support the main idea.
√	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 causes/effects.
	Use the text to identify problems and solutions.
	Classify and categorize information in expository text.
	Compare and contrast information in expository text.
	Differentiate between facts and opinions in a text.
Craft and Structure	
√	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
√	Use text features and search tools efficiently (e.g., key words, sidebars, and glossary) to locate information relevant to a given topic.
Integration of Knowledge and Ideas	
√	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).
Range of Reading and Level of Text Complexity	
√	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.
Foundational Skills	
Fluency	
√	Read with sufficient accuracy and fluency to support comprehension.
Writing Standards	
Text Types and Purposes	
√	Write opinion pieces on topics or texts, supporting a point of view with reasons.
√	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
√	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Speaking and Listening Standards	
Comprehension and Collaboration	
√	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 ideas clearly.
Language Standards	
Vocabulary Acquisition and Use	
√	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Unit 1: Life Science <i>Plant and Animal Life</i>				Unit 2: Geography <i>People Change Their Environment</i>				Unit 3: Earth Science <i>Exploring Our Solar System</i>				Unit 4: Economics <i>Making Choices with Resources</i>				Unit 5: Physical Science <i>Matter and Energy</i>			
Lesson 1	Lesson 2	Lesson 3	Review	Lesson 4	Lesson 5	Lesson 6	Review	Lesson 7	Lesson 8	Lesson 9	Review	Lesson 10	Lesson 11	Lesson 12	Review	Lesson 13	Lesson 14	Lesson 15	Review
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Standards and Skills continued

Science Standards

Life Science

Recognize that plants have structures that serve different functions in growth, survival, and reproduction.

Relate animal structures to their specific functions (e.g., fish and tadpoles breathe with gills, sharks have strong senses).

Classify animals into major groups (mammals, birds, reptiles, amphibians, and fish) according to their physical characteristics and behaviors.

Recognize that Earth is home to a great diversity of living things, and that changes in the environment can affect an animal's survival.

Earth Science

Explore the cyclical motions of Earth and other planets in relation to the Sun.

Compare and contrast characteristics of Earth and its Moon and notice how the Moon's appearance changes during the four-week lunar cycle.

Identify celestial objects in the solar system (e.g., the Sun, planets, comets, asteroids), and understand that the Sun is a star composed of gases.

Physical Science

Know that all matter is made of small particles and that matter has different states (e.g., solids, liquids, and gases).

Identify some basic forms of energy (e.g., chemical, electrical, motion, sound, and solar), and recognize that each form has unique properties and uses.

Investigate and observe the properties of light.

Social Studies Standards

Geography

Identify systems of transportation used to move people and products from place to place.

Identify and compare how people in different locations adapt to or modify the physical environment in which they live.

Determine the relationships among location of resources, population distribution, and economic activities (e.g., transportation, trade, communications, and recreation).

Discuss the ways in which people have modified their environment to use the natural resources around them (e.g., drilling for oil, building power plants).

Economics

Recognize that the demand of a product or service influences the supply of that product or service.

Recognize that individual economic choices involve trade-offs and the evaluation of benefits and costs.

Investigate how money has changed over time and recognize the role of money, budgets, savings, debt, and investment in individuals' lives.

Explore past and present ways that producers have used and are using natural resources, human resources, and capital resources to produce goods and services.

Recognize that entrepreneurship, capital goods, technology, specialization, and division of labor are important in the production of goods and services.

