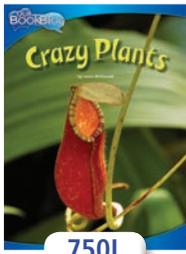


## Correlation to the Grade 3 Common Core State Standards for English Language Arts

|  |   | Li Chi and the Dragon  | Crazy Plants | Creatures of the Sea | An Incredible Edible Journey | Communities Across the Globe |   |
|--|---|--|--------------|----------------------|------------------------------|------------------------------|---|
|  |   | Fiction  | Science      | Social Studies       |                              |                              |   |
| READING STANDARDS FOR LITERATURE                     | <b>Key Ideas and Details</b>  |  |              |                      |                              |                              |   |
|  | RL.3.1  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | ●            |                      |                              |                              |   |
|  | RL.3.2  | 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 text.               | ●            |                      |                              |                              |   |
|  | RL.3.3  | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  | ●            |                      |                              |                              |   |
|  | <b>Craft and Structure</b>  |  |              |                      |                              |                              |   |
|  | RL.3.4  | Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.  | ●            |                      |                              |                              |   |
|  | RL.3.5  | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.            | ●            |                      |                              |                              |   |
|  | RL.3.6  | Distinguish their own point of view from that of the narrator or those of the characters.  | ●            |                      |                              |                              |   |
|  | <b>Integration of Knowledge and Ideas</b>   |  |              |                      |                              |                              |   |
|  | RL.3.7  | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                              | ●            |                      |                              |                              |   |
| RL.3.8   | (Not applicable to literature)  |  |              |                      |                              |                              |   |
| RL.3.9   | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).   |  |              |                      |                              |                              |   |
| <b>Range of Reading and Level of Text Complexity</b> |   |  |              |                      |                              |                              |   |
| RL.3.10  | 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.                                   | ●  |              |                      |                              |                              |   |
| READING STANDARDS FOR INFORMATIONAL TEXT             | <b>Key Ideas and Details</b>  |  |              |                      |                              |                              |   |
|  | RI.3.1  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |              | ●                    | ●                            | ●                            | ● |
|  | RI.3.2  | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |              | ●                    | ●                            | ●                            |   |
|  | RI.3.3  | 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>Craft and Structure</b>  |  |              |                      |                              |                              |   |
|  | RI.3.4  | 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> .   |              | ●                    | ●                            | ●                            | ● |
|  | RI.3.5  | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |              |                      | ●                            | ●                            | ● |
|  | RI.3.6  | Distinguish their own point of view from that of the author of a text.   |              | ●                    | ●                            | ●                            | ● |
|  | <b>Integration of Knowledge and Ideas</b>   |  |              |                      |                              |                              |   |
|  | RI.3.7  | 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).                     |              | ●                    | ●                            | ●                            | ● |
| RI.3.8   | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).   |  | ●            | ●                    | ●                            | ●                            |   |
| RI.3.9   | Compare and contrast the most important points and key details presented in two texts on the same topic.  |  |              | ●                    |                              | ●                            |   |
| <b>Range of Reading and Level of Text Complexity</b> |   |  |              |                      |                              |                              |   |
| RI.3.10  | 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. |  | ●            | ●                    | ●                            | ●                            |   |



600L



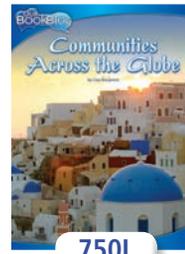
750L



680L



700L



750L

Level C Student Books

|                       |              |                      |                              |                              |
|-----------------------|--------------|----------------------|------------------------------|------------------------------|
| Li Chi and the Dragon | Crazy Plants | Creatures of the Sea | An Incredible Edible Journey | Communities Across the Globe |
| Fiction               | Science      | Science              | Social Studies               | Social Studies               |

|                                  |   |  |   |   |   |   |   |
|----------------------------------|---|--|---|---|---|---|---|
| WRITING STANDARDS                | <b>Text Types and Purposes</b>  |  |   |   |   |   |   |
|                                  | W.3.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons.  | ● | ● | ● | ● | ● |
|                                  | <b>Production and Distribution of Writing</b>   |  |   |   |   |   |   |
|                                  | W.3.4   | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | ● | ● | ● | ● | ● |
|                                  | W.3.6   | 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.  | ● | ● | ● | ● | ● |
| SPEAKING AND LISTENING STANDARDS | <b>Range of Writing</b>   |  |   |   |   |   |   |
|                                  | 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.                                  | ● | ● | ● | ● | ● |
|                                  | <b>Comprehension and Collaboration</b>  |  |   |   |   |   |   |
|                                  | SL.3.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.                             | ● | ● | ● | ● | ● |
|                                  | <b>Presentation of Knowledge and Ideas</b>  |  |   |   |   |   |   |
| SL.3.4                           | 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.                               | ●  | ● | ● | ● | ● |   |
| SL.3.5                           | 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. | ●  | ● | ● | ● | ● |   |
| SL.3.6                           | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   | ●  | ● | ● | ● | ● |   |
| LANGUAGE STANDARDS               | <b>Vocabulary Acquisition and Use</b>   |  |   |   |   |   |   |
|                                  | L.3.4   | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  | ● | ● | ● | ● | ● |
|                                  | L.3.5   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   | ● | ● | ● | ● | ● |
|                                  | L.3.6   | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). | ● | ● | ● | ● | ● |