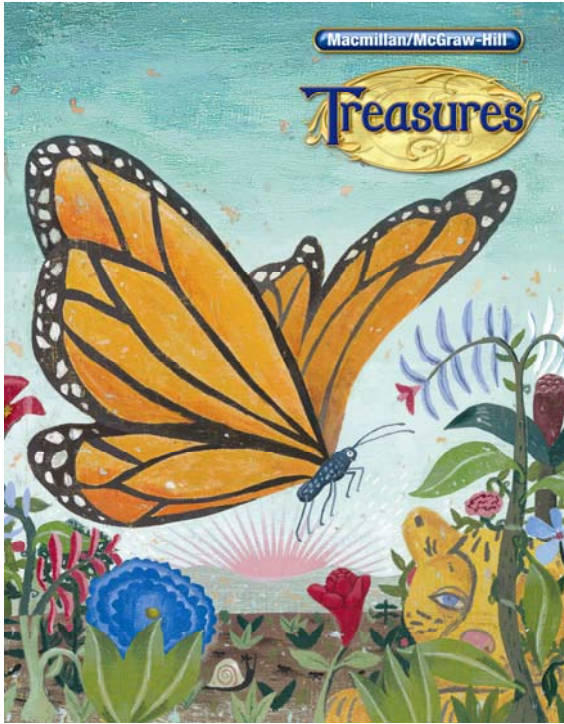




Macmillan/McGraw-Hill

Learning Standards
Early Elementary



Grade 3

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STANDARDS

PAGE REFERENCES

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.

Student Edition:

Unit 1 *Vocabulary* 36, 114

Unit 3 *Vocabulary* 360

Unit 4 *Vocabulary* 82

Teacher's Edition:

Unit 1 BL 77AA; P 7D

Unit 2 M 245D; P 191D

Unit 3 BL 391W, 423W

Unit 4 M 39D; P 111D

Unit 5 BL 233W; P 143D

Unit 6 BL 347AA; P 311D

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<p>1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.</p>	<p>Teacher’s Edition: Unit 1 BRV 65C; DC 43; ON 33U; V 18; WM 145F Unit 2 DC 198, ; V 165, 192 Unit 3 AL 345K; BRV 309C; DC 320, 409; V 400 Unit 4 AL 79Q, 109K; V 8; WR 137C Unit 5 DC 152; OL 171U; V 144, 174, 236, 246 Unit 6 BRV 309C; V 280</p>
<p>B. Apply reading strategies to improve understanding and fluency.</p>	
<p>1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.</p>	<p>Teacher’s Edition: Unit 1 AL 33N, 65N, 111N, 145N Unit 2 AL 189N, 209N, 243N, 275N Unit 3 AL 309O, 345O, 391O, 423O Unit 4 OL 37U, 67U, 79U, 109U Unit 5 171V, 199V, 233V, 267V Unit 6 BL 335Y, 347Y, 383Y, 411Y</p>
<p>1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 70, 141 Unit 2 <i>Comprehension</i> 160 Unit 3 <i>Comprehension</i> 295, 396 Unit 4 <i>Comprehension</i> 10, 84 Unit 5 <i>Comprehension</i> 216 Unit 6 <i>Comprehension</i> 388 <i>Folktales</i> 416 <i>Genre</i> 414 Teacher Edition: Unit 1 ELL 7B Unit 2 ELL 245B; RA 157A, 245A Unit 3 RA 311A Unit 4 RA 38A-39B Unit 6 RA 311A-311B, 337A-337B</p>
<p>1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).</p>	<p>Teacher’s Edition: Unit 1 MC 12, 40, 88, 90 Unit 2 C 162; MC 164, 176 Unit 3 MC 292, 300, 316 Unit 4 MC 18, 22, 44 Unit 5 C 215A; MC 148, 178 Unit 6 C 392; MC 284, 345, 390</p>

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<p>1.B.1d Read age-appropriate material aloud with fluency and accuracy.</p>	<p>Teacher’s Edition: Unit 1 RA 35A-35B, 113A-113B Unit 2 ELL 189GG, 209GG Unit 3 M 347D; RA 247B Unit 4 F 75A, 127A; RA 69B Unit 5 F 167A, 193A Unit 6 F 343A; RA 337B</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.1a Use information to form questions and verify predictions.</p>	<p>Student Edition: Teacher’s Edition: Unit 1 AL 77Q, 77R; C 69A, 70, 71 Unit 2 AL 189N; BL 189Y; MS 161, 195; OL 189U Unit 3 C 289A; DC 293, 299, 300; MS 290 Unit 4 AL 37N; BL 37Y; MS 11, 43; OL 37U Unit 5 AL 171N; BL 171Y; MS 147, 177; OL 171U Unit 6 C 313A, 319; DC 316, 323; MS 314</p>
<p>1.C.1b Identify important themes and topics.</p>	<p>Student Edition: Teacher’s Edition: Unit 1 OL 7, 35, 67, 113 Unit 2 OL 157, 191, 223, 245 Unit 3 OL 187, 311, 347, 359, 393 Unit 4 OL 7, 39, 69, 81, 111 Unit 5 OL 143, 173, 201, 213, 235 Unit 6 OL 279, 311, 337, 349, 385</p>
<p>1.C.1c Make comparisons across reading selections.</p>	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 31, 143 Unit 2 <i>Connect and Compare</i> 207, 273 Unit 3 <i>Connect and Compare</i> 343, 421 Unit 4 <i>Connect and Compare</i> 65, 107 Unit 5 <i>Connect and Compare</i> 169, 197 Unit 6 <i>Connect and Compare</i> 333, 409 Leveled Readers also can be utilized for this standard.</p>

STANDARDS	PAGE REFERENCES
<p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 115, 116 Unit 2 <i>Comprehension</i> 159, 160 Unit 4 <i>Comprehension Check</i> 33 Unit 5 <i>Comprehension</i> 146</p> <p>Teacher Edition: Unit 1 DC 1120 Unit 2 C 159A; DC 166 Unit 3 CC 303; DC 298, 332 Unit 4 DC 20, 52 Unit 5 C 145A, 148 Unit 6 DC 297</p>
<p>1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).</p>	<p>Student Edition: Unit 1 <i>Language Arts</i> 60 Unit 2 <i>Poetry</i> 206 Unit 4 <i>Connect and Compare</i> 107, 129 <i>Poetry</i> 106, 128 Unit 5 <i>Connect and Compare</i> 169, 231 <i>Language Arts</i> 230, 262 <i>Poetry</i> 168</p> <p>Teacher Edition: Unit 1 PS 61 Unit 2 PS 207 Unit 3 PS 305, 306 Unit 4 BL 79AA; RA 69A Unit 5 AC 228; BL 233W; C 263 Unit 6 C 324</p>
<p>1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.</p>	<p>Student Edition: Unit 1 30-31 <i>Social Studies Activity</i> 31 Unit 6 <i>School Lunches Around the World</i> 305</p> <p>Teacher’s Edition: Unit 1 PS 30-31 Unit 5 DC 240-241 Unit 6 PS 304-305</p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>	
<p>Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	
<p>2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 10, 38, 82 Unit 2 <i>Comprehension</i> 248 Unit 3 <i>Comprehension</i> 314, 396 Unit 4 <i>Comprehension</i> 10, 84 Unit 5 <i>Comprehension</i> 216 <i>Language Arts</i> 230 Unit 6 <i>Comprehension</i> 388 <i>Language Arts</i> 406 Teacher Edition: Unit 1 DC 14, 18, 48 Unit 2 DC 250; RA 157A Unit 3 DC 318, 413 Unit 4 DC 92; RA 7A Unit 5 DC 222, 390 Unit 6 PS 408; RA 385A</p>
<p>2.A.1b Classify literary works as fiction or nonfiction.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 70, 141 Unit 2 <i>Comprehension</i> 160 Unit 3 <i>Comprehension</i> 295, 396 Unit 4 <i>Comprehension</i> 10, 84 Unit 5 <i>Comprehension</i> 216 Unit 6 <i>Comprehension</i> 388 <i>Folktales</i> 416 <i>Genre</i> 414 Teacher Edition: Unit 1 ELL 7B Unit 2 ELL 245B; RA 157A, 245A Unit 3 RA 311A Unit 4 RA 38A-39B Unit 6 RA 311A-311B, 337A-337B</p>

STANDARDS	PAGE REFERENCES
<p>2.A.1c Describe differences between prose and poetry.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 10 Unit 2 <i>Comprehension</i> 248 <i>Poetry</i> 240 Unit 3 <i>Comprehension</i> 314 Unit 4 <i>Comprehension</i> 10, 84 Unit 5 <i>Comprehension</i> 216, 230 Unit 6 <i>Comprehension</i> 388, 406</p> <p>Teacher’s Edition: Unit 1 DC 14; RA 7A, 35A, 113A Unit 2 DC 250; RA 157A Unit 3 DC 318; RA 287A, 359A, 393A Unit 4 RA 7A, 69A, 81A Unit 5 DC 222; RA 201A Unit 6 DC 390, 408; RA 385A</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.</p>	<p>Teacher’s Edition: Unit 1 C 71; DC 12, 40, 84, 118 Unit 2 DC 162, 196, 228, 250 Unit 3 DC 292, 316, 364, 398 Unit 4 DC 12, 44, 86, 116 Unit 5 DC 178, 218, 240 Unit 6 DC 320</p>
<p>2.B.1b Identify common themes in literature from a variety of eras.</p>	<p>Teacher’s Edition: Unit 1 C 60; MC 101 Unit 2 C 247A; DC 251; ELL 257; MS 248; TE 256 Unit 3 C 303B; DC 298 Unit 4 C 41A; C 298 Unit 5 BL 211AA Unit 6 C 323, 357; DC 374</p>

STANDARDS	PAGE REFERENCES
<p>2.B.1c Relate character, setting and plot to real-life situations.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 10 <i>Reread for Comprehension</i> 9 Unit 2 <i>Comprehension Check</i> 269 <i>Reread for Comprehension</i> 247 Unit 3 <i>Comprehension</i> 314 Unit 6 <i>Reread for Comprehension</i> 387</p> <p>Teacher’s Edition: Unit 1 C 9A, 60; DC 15 Unit 2 DC 168, 171, 265 Unit 3 C 313A; DC 298, 317, 326 Unit 4 DC 12, 22, 45, 46, 60 Unit 5 C 263; PS 264 Unit 6 C 387A; DC 272, 274, 3-68</p>
<p>STATE GOAL 3: Write to communicate for a variety of purposes.</p>	
<p>Why This Goal Is Important: The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	
<p>A. Use correct grammar, spelling, punctuation, capitalization and structure.</p>	
<p>3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.</p>	<p>Teacher’s Edition: Unit 1 CP 111H; ELL 33EE, 145EE; S 77L; SQ 33G Unit 2 ELL 275EE Unit 3 ELL 423EE Unit 4 ELL 109EE Unit 6 ELL 335EE, 411EE</p>
<p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p>	
<p>3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).</p>	<p>Teacher’s Edition: Unit 1 PN 77A; T 31A, 67A, 109A; TP xvi Unit 2 EW 221A, 281B; T 187A, 207A; TP xvi Unit 3 HTL 357A, 429B; TP xvi Unit 4 FN 79A, 137B; T 65B; TP xvi Unit 5 RP 211A, 273B; TP xvi Unit 6 PE 417B; TP xvi</p>

STANDARDS	PAGE REFERENCES
<p>3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).</p>	<p>Student Edition: Unit 3 <i>Write to a Prompt</i> 356-357 Unit 4 <i>Write on Demand</i> 78-79 Unit 5 <i>Write to a Prompt</i> 210-211 Unit 6 <i>Write to a Prompt</i> 346-347</p> <p>Teacher’s Edition: Unit 1 PN 151A-151E; W 112L Unit 2 EW 281A-281E; W 244L Unit 3 HTL 429A-429E Unit 4 FN 429A-429E; W 6L Unit 5 W 142L, 200L</p>
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	
<p>3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.</p>	<p>Student Edition: Unit 3 <i>Write to a Prompt</i> 356-357 Unit 4 <i>Write on Demand</i> 78-79 Unit 5 <i>Write to a Prompt</i> 210-211 Unit 6 <i>Write to a Prompt</i> 346-347</p> <p>Teacher’s Edition: Unit 1 PN 151A-151E; W 112L Unit 2 EW 281A-281E; W 244L Unit 3 HTL 429A-429E Unit 4 FN 429A-429E; W 6L Unit 5 W 142L, 200L</p>
<p>3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.</p>	<p>Teacher’s Edition: Unit 1 ML 151J Unit 2 ML 281J Unit 3 ML 429J Unit 4 ML 137J Unit 5 ML 273J Unit 6 ML 417J</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 4: Listen and speak effectively in a variety of situations.	
<p>Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.</p>	
A. Listen effectively in formal and informal situations.	
<p>4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.</p>	<p>Teacher’s Edition: Unit 1 PN 77F, 151E Unit 2 AL 189Q, 275Q; BL 243X; EW 221F Unit 3 HTL 357F; TPWU 429K Unit 4 AL 131Q; FN 79F; OL 37T; TPWU 137K-137L Unit 5 AL 199Q; 267Q; RR 211F; TPWU 273K-273L Unit 6 AR T3, T5, T7; ELL 335HH, 383HH; PE 417E; TPWU 417K-417L</p>
<p>4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.</p>	<p>Student Edition: Unit 2 <i>Connect to Content</i> 271 Unit 4 <i>Comprehension</i> 23</p> <p>Teacher Edition: Unit 2 RA 191B; TAI 157 Unit 3 LS xvii; RA 359B; TAI 359 Unit 4 RA 111B; TAI 68, 81 Unit 5 LS xvii, 182; RA 213B; TAI 173, 213</p>
<p>4.A.1c Follow oral instructions accurately.</p>	<p>Student Edition: Unit 5 <i>Follow Directions</i> 195 Unit 6 <i>Comprehension</i> 417</p> <p>Teacher’s Edition: Unit 3 BL 423W Unit 4 MC 22 Unit 5 C195; PS 194</p>
<p>4.A.1d Use visually oriented and auditorily based media.</p>	<p>Teacher’s Edition: Unit 1 ML 151J Unit 2 ML 281J Unit 3 ML 429J Unit 4 ML 137J Unit 5 ML 273J Unit 6 ML 417J</p>

STANDARDS	PAGE REFERENCES
B. Speak effectively using language appropriate to the situation and audience.	
4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	Teacher's Edition: Unit 1 PN 77F, 151E Unit 2 AL 189Q, 275Q; EW 221F Unit 3 HTL 357F; TPWU 429K-429L Unit 4 AL 131Q; FN 79F; TPWU 137K-137L Unit 5 AL 199Q; RR 211F; TPWU 273K-273L Unit 6 PE 417E; TPWU 417K-417L
4.B.1b Participate in discussions around a common topic.	Teacher's Edition: Unit 1 BT 33P, 65V, 77X, 111HH, 145R Unit 2 BT 156H, 189V, 209T, 209HH, 243R Unit 3 BT 309P, 309V, 345Z, 357T, 357DD Unit 4 BT 6H, 37T, 67R, 79V, 79LL Unit 5 BT 142H, 171HH, 199V, 211T, 234H Unit 6 BT 309V, 247DD, 347KK, 383Z, 383HH
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
5.A.1a Identify questions and gather information.	Student Edition: Unit 1 <i>Connect and Compare</i> 109, 143 Unit 3 <i>Connect and Compare</i> 343, 389 Unit 5 <i>Connect and Compare</i> 197 Teacher Edition: Unit 1 CC 109, 143; M xvii; TP xvi-xvii Unit 2 TP xvi-xvii Unit 3 CC 343, 389; TP xvi-xvii Unit 4 TP xvi-xvii Unit 5 TP xvi-xvii Unit 6 TP xvi-xvii

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<p>5.A.1b Locate information using a variety of resources.</p>	<p>Student Edition: Unit 1 <i>Social Studies</i> 140 Unit 2 142-143</p> <p>Teacher’s Edition: Unit 1 BRV 65C; DC 43; ML 151J Unit 2 M xvii; ML 281J Unit 3 BRV 423C; DC 409; G 429O-429S; ML 429J; SS 353C-353D; V 400 Unit 4 G 137O-137S; ML 137J; SS 75C-75D; WR 137C Unit 5 G 273O-273S; ML 173J; OL 171U; V 236, 246 Unit 6 DC 356; PWS 348K; G 417O-417S; V 350, 386; WR 417C</p>
<p>B. Analyze and evaluate information acquired from various sources.</p>	
<p>5.B.1a Select and organize information from various sources for a specific purpose.</p>	<p>Teacher’s Edition: Unit 1 TP xvi-xvii Unit 2 TP xvi-xvii Unit 3 TP xvi-xvii Unit 4 TP xvi-xvii Unit 5 TP xvi-xvii Unit 6 TP xvi-xvii</p>
<p>5.B.1b Cite sources used.</p>	<p>Teacher’s Edition: Unit 1 RS xvi Unit 3 RS xvi Unit 4 RS xvi Unit 5 M xvii Unit 6 M xvii</p>
<p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p>	
<p>5.C.1a Write letters, reports and stories based on acquired information.</p>	<p>Student Edition: Unit 4 <i>Reading and Writing Connection</i> 36-37 Unit 5 <i>Reading and Writing Connection</i> 170-171, 266-267 Unit 6 <i>Reading and Writing Connection</i> 308-308, 410-411</p> <p>Teacher’s Edition: Unit 1 T 31A-31B, 77A-77B, 109A-109B Unit 2 T 187A-187B, 207A-207B, 221A-221E Unit 3 T 307A-307B, 343A-343B, 357A-357B, 421A-421B Unit 4 FN 79C-79D</p>

STANDARDS	PAGE REFERENCES
<p>5.C.1b Use print, nonprint, human and technological resources to acquire and use information.</p>	<p>Student Edition: Unit 1 <i>Social Studies</i> 140 Unit 2 142-143</p> <p>Teacher’s Edition: Unit 1 BRV 65C; DC 43; ML 151J Unit 2 M xvii; ML 281J Unit 3 BRV 423C; DC 409; G 429O-429S; ML 429J; SS 353C-353D; V 400 Unit 4 G 137O-137S; ML 137J; SS 75C-75D; WR 137C Unit 5 G 273O-273S; ML 173J; OL 171U; V 236, 246 Unit 6 DC 356; PWS 348K; G 417O-417S; V 350, 386; WR 417C</p>