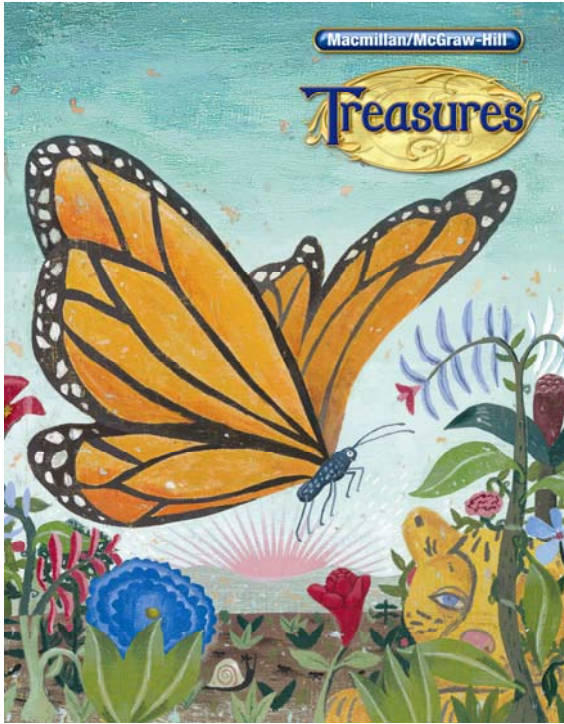




Macmillan/McGraw-Hill

Reading
Grade-Level
Expectations
Grade 3



Macmillan/McGraw-Hill



Grade 3

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STANDARDS

PAGE REFERENCES

Reading — Grade 3

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference, topic, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Read words containing complex letter patterns and/or word families (e.g., -ieve, -eive, -ield) in isolation and in context.
- Apply multi-syllabic decoding when reading words in all text.

Student Edition:

- Unit 1 *Vocabulary* 114; *Word Study* 150
- Unit 2 *Word Study* 281
- Unit 3 *Vocabulary* 394; *Word Study* 428
- Unit 4 *Vocabulary* 8
- Unit 5 *Vocabulary* 214
- Unit 6 *Vocabulary* 386

STANDARDS	PAGE REFERENCES
<p>Continued from the cell above...</p> <p>1.1.4 Apply understanding of <u>phonics</u>.</p> <ul style="list-style-type: none"> Read words containing complex <u>letter patterns</u> and/or <u>word families</u> (e.g., -ieve, -eive, -ield) in isolation and in context. Apply multi-syllabic decoding when reading words in all text. 	<p>Continued from the cell above...</p> <p>Teacher's Edition:</p> <p>Unit 1 PH 7D, 35D, 67D, 79D, 113D; PH/WS S5, S29, 12, 85</p> <p>Unit 2 PH 157D, 191D, 211D, 223D, 245D; PH/WS 197</p> <p>Unit 3 MOR 347D; PH 287D, 311D, 359D, 393D; PH/WS 293, 365; SF 287D; VOC 333</p> <p>Unit 4 MOR 39D; PH 7D, 69D, 81D, 111D; PH/WS 13, 45; SF 69D; VOC 14, 88, 122</p> <p>Unit 5 PH 143D, 173D, 201D, 213D, 235D; VOC 160, 224</p> <p>Unit 6 MOR 279D, 385D; PH 311D, 337D, 349D; PH/WS 317, 391, 393; VOC 287, 318</p>
<p>Component 1. 2 Use vocabulary (word meaning) strategies to comprehend text.</p>	
<p>1.2.1 Apply reference skills to determine word meanings.</p> <ul style="list-style-type: none"> Use glossaries and dictionaries to find and confirm word meanings. 	<p>Student Edition:</p> <p>Unit 1 <i>Vocabulary</i> 36</p> <p>Unit 2 <i>Vocabulary</i> 158</p> <p>Unit 3 <i>Glossary</i> 431; <i>Vocabulary</i> 394</p> <p>Unit 4 <i>Vocabulary</i> 8; <i>Word Study</i> 136</p> <p>Unit 5 <i>Vocabulary</i> 236</p> <p>Unit 6 <i>Glossary</i> 418; <i>Vocabulary</i> 350, 386</p> <p>Teacher's Edition:</p> <p>Unit 1 DC 43; RSS 73C; VOC S13, S30</p> <p>Unit 3 GLO 429O; RSS 353C; VOC 400</p> <p>Unit 4 GLO 137O</p> <p>Unit 5 GLO 273OVOC 176, 246</p> <p>Unit 6 GLO 417O; VOC 394</p>

STANDARDS	PAGE REFERENCES
<p>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</p> <ul style="list-style-type: none"> • Use the meanings of <u>prefixes</u>, <u>suffixes</u>, and abbreviated words to determine the meaning of unknown words in grade-level text. • Describe how word meanings change as <u>affixes</u> are added to base words (e.g., rest/unrest/restful). • Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of <u>print conventions</u> to determine meaning of unknown words in <u>informational/expository text</u> and <u>literary/narrative text</u>. • Use <u>prior knowledge</u>, context, pictures, illustrations, and diagrams to <u>predict</u>, clarify, and/or expand word meaning, including <u>multiple-meaning words</u>. 	<p>Student Edition:</p> <p>Unit 1 <i>Talk About It</i> 35, 79, 113; <i>Vocabulary</i> 8, 80, 114</p> <p>Unit 2 <i>Talk About It</i> 157, 210, 245; <i>Vocabulary</i> 158, 192, 224, 246</p> <p>Unit 3 <i>Talk About It</i> 346; <i>Vocabulary</i> 288, 312, 348, 360, 394</p> <p>Unit 4 <i>Talk About It</i> 39; <i>Vocabulary</i> 8, 40, 82, 112</p> <p>Unit 5 <i>Talk About It</i> 143, 200, 235; <i>Vocabulary</i> 144, 214, 236</p> <p>Unit 6 <i>Talk About It</i> 336, 385; <i>Vocabulary</i> 280, 312, 350</p> <p>Teacher's Edition:</p> <p>Unit 1 OL 34, 66; VOC S11-12, 8, 18, 37, 50, 70, 80, 126</p> <p>Unit 2 CV 165; VOC 160, 194, 212, 226, 234; VR 157A, 193, 211A</p> <p>Unit 3 CV 386; VOC 288, 290, 298, 314, 350, 370, 396</p> <p>Unit 4 VOC 10, 14, 42, 50, 70, 88</p> <p>Unit 5 CV 194; VOC 144, 202, 224, 238</p> <p>Unit 6 CV 304; VOC 282, 287, 338, 351</p>

STANDARDS	PAGE REFERENCES
Component 1.3 Build vocabulary through wide reading.	
<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, in own oral and written communication. 	<p>Student Edition:</p> <p>Unit 1 <i>Author’s Purpose</i> 58; <i>Comprehension Check</i> 59; <i>Talk About It</i> 7, 66; <i>Test Practice</i> 74; <i>Write to a Prompt</i> 76; <i>Writer’s Checklist</i> 65</p> <p>Unit 2 <i>Comprehension Check</i> 183; <i>Talk About It</i> 157, 191; <i>Write to a Prompt</i> 220; <i>Writer’s Checklist</i> 243</p> <p>Unit 3 <i>Comprehension Check</i> 303; <i>Talk About It</i> 346; <i>Vocabulary</i> 360</p> <p>Unit 4 <i>Talk About It</i> 7, 39; <i>Write on Demand</i> 78</p> <p>Unit 5 <i>Talk About It</i> 235; <i>Writing Prompt</i> 211</p> <p>Unit 6 <i>Connect and Compare</i> 409; <i>Talk About It</i> 336, 349; <i>Word Study</i> 417</p> <p>Teacher’s Edition:</p> <p>Unit 1 OL 7; RA 79A; SR 111C, 145C; VOC S11-13, 80, 102, 115, 126; WAI 58</p> <p>Unit 2 CV 165; OL 223; SR 189C, 275C; VOC 159, 193, 224</p> <p>Unit 3 AC 228; SR 309C; VOC 288, 298, 348, 370; VR 311A</p> <p>Unit 4 DC 30; RA 81A; SR 37C, 79G; VOC 8, 39A, 41, 88, 113</p> <p>Unit 5 AC 228; SR 211G; VOC 144, 160, 214, 224, 236</p> <p>Unit 6 SR 347G; VOC 280, 287, 318, 350</p>
<p>1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text. W</p> <ul style="list-style-type: none"> Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. Select, from multiple choices, the meaning of words necessary to understand content/academic text. Explain that some words have a different meaning in different content/academic texts (e.g., <i>area</i> in math and geography). Use new vocabulary in oral and written communication. 	<p>Student Edition:</p> <p>Unit 1 <i>Science</i> 106; <i>Social Studies</i> 30, 140</p> <p>Unit 2 <i>Social Studies</i> 184, 270</p> <p>Unit 3 <i>Social Studies</i> 340, 420; <i>Vocabulary</i> 360</p> <p>Unit 4 <i>Genre</i> 137; <i>Science</i> 34; <i>Vocabulary</i> 70, 112</p> <p>Unit 5 <i>Comprehension Check</i> 193; <i>Language Arts</i> 230, 262; <i>Science</i> 194; <i>Talk About It</i> 143;</p> <p>Unit 6 <i>Connect and Compare</i> 333; <i>Science</i> 330; <i>Social Studies</i> 304</p> <p>Teacher’s Edition:</p> <p>Unit 1 AL S9; CV 30, 106, 140</p> <p>Unit 2 CC 187; CV 184, 270</p> <p>Unit 3 CV 340, 420; VOC 360</p> <p>Unit 4 AL 109I; CV 34; VOC 122</p> <p>Unit 5 CV 194; RA 143A</p> <p>Unit 6 CV 304, 330</p>

STANDARDS	PAGE REFERENCES
Component 1.4 Apply word recognition skills and strategies to read fluently.	
<p>1.4.2 Apply <u>fluency</u> to enhance comprehension.</p> <ul style="list-style-type: none"> Read aloud familiar grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> accurately, using appropriate pacing, phrasing, and expression. Read aloud unpracticed grade-level text with fluency in a range of 110–120+ words correct per minute. 	<p>Student Edition:</p> <p>Unit 1 8-9, 11-27, 36-37, 39-57, 68-69, 70-73, 80-81, 83-103, 114-115, 117-137, 140-141</p> <p>Unit 2 158-159, 161-181, 184-185, 192-193, 195-203, 212-213, 214-217, 227-237, 246-247, 249-267, 270-272</p> <p>Unit 3 288-289, 291-301, 312-313, 315-337, 340-343, 348-349, 350-353, 360-361, 363-383, 386-389, 394-395, 397-417, 420-421</p> <p>Unit 4 8-9, 11-31, 34-35, 40-41, 43-61, 70-71, 72-75, 85-103, 112-113, 115-125</p> <p>Unit 5 144-145, 147-165, 174-175, 177-191, 194-197, 202-203, 204-207, 236-237, 239-259, 262-265</p> <p>Unit 6 280-281, 283-301, 304-307, 312-313, 315-327, 330-333, 338-339, 340-343, 350-351, 353-375, 386-387, 389-403, 406-409</p> <p>Teacher’s Edition:</p> <p>Unit 1 FLU S22, 29A, 59A, 105A, 139A; MF 7B, 35B, 67B, 79B, 113B; RT 7B</p> <p>Unit 2 FLU 183A, 217A, 269A; MF 157B, 191B, 211B, 245B</p> <p>Unit 3 FLU 303A, 339A, 353A, 419A; MF 287B, 311B, 347B, 359B, 393B; RT 287B</p> <p>Unit 4 FLU 33A, 63A, 105A; MF 7B, 39B, 63B, 81B, 111B</p> <p>Unit 5 FLU 207A, 229A, 261A; MF 173B, 201B, 213B, 235B</p> <p>Unit 6 FLU 303A, 329A, 343A, 377A, 405A; MF 279B, 311B, 337B, 349B, 385B</p>

STANDARDS	PAGE REFERENCES
<p>1.4.3 Apply different reading rates to match text.</p> <ul style="list-style-type: none"> Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information). 	<p>Without mentioning <i>rate</i> specifically in the Student Edition, the teacher could lead a discussion regarding genre, difficulty of text, and appropriate reading rate using each of the following selections:</p> <p>Student Edition:</p> <p>Unit 1 8-9, 11-27, 36-37, 39-57, 68-69, 70-73, 80-81, 83-103, 114-115, 117-137, 140-141</p> <p>Unit 2 158-159, 161-181, 184-185, 192-193, 195-203, 212-213, 214-217, 227-237, 246-247, 249-267, 270-272</p> <p>Unit 3 288-289, 291-301, 312-313, 315-337, 340-343, 348-349, 350-353, 360-361, 363-383, 386-389, 394-395, 397-417, 420-421</p> <p>Unit 4 8-9, 11-31, 34-35, 40-41, 43-61, 70-71, 72-75, 85-103, 112-113, 115-125</p> <p>Unit 5 144-145, 147-165, 174-175, 177-191, 194-197, 202-203, 204-207, 236-237, 239-259, 262-265</p> <p>Unit 6 280-281, 283-301, 304-307, 312-313, 315-327, 330-333, 338-339, 340-343, 350-351, 353-375, 386-387, 389-403, 406-409</p> <p>Teacher’s Edition:</p> <p>Unit 1 FLU 73A; MF 113B</p> <p>Unit 2 FLU 205A, 239A; MF 191B, 223B, 359B</p> <p>Unit 5 FLU 229A; MF 143B, 173B, 213B</p>

STANDARDS	PAGE REFERENCES
EALR 2: The student understands the meaning of what is read.	
Component 2.1 Demonstrate evidence of reading comprehension.	
<p>2.1.3 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.</u> W</p> <ul style="list-style-type: none"> • State main idea of an <u>informational/expository text</u> passage and give two reasons from the text supporting the choice. • State the main idea of a <u>literary/narrative text</u> passage and support with two details from the story. • Select, from multiple choices, the main idea of a passage, poem, or selection. • Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details. • State the theme/message in <u>culturally relevant literary/narrative text</u> and support with text-based evidence with teacher guidance. • Organize main ideas and supporting details in a teacher-selected <u>graphic organizer</u> to enhance comprehension of text. 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 70</p> <p>Unit 2 <i>Comprehension</i> 214, 248; <i>Comprehension Check</i> 259; <i>Test Practice</i> 219; <i>Theme</i> 262; <i>Writing Hints</i> 221</p> <p>Unit 3 <i>Comprehension Check</i> 385; <i>Theme</i> 45</p> <p>Unit 4 <i>Comprehension</i> 42; <i>Comprehension Check</i> 63</p> <p>Unit 5 <i>Comprehension</i> 146, 175, 176; <i>Comprehension Check</i> 167, 193; <i>Test Practice</i> 209; <i>Writer’s Checklist</i> 199; <i>Writing</i> 198</p> <p>Teacher’s Edition:</p> <p>Unit 1 COMP 70, 105B; DC 72; PS 108</p> <p>Unit 2 COMP 214; DC 216, 217, 232, 259, 262, 266; ES 259</p> <p>Unit 3 COMP 303B; DC 298, 366, 378</p> <p>Unit 4 DC 45, 46, 49, 51, 57, 60, 122; ES 51</p> <p>Unit 5 DC 149, 152, 153, 156, 160, 163, 183, 189, 243; MS 146; PS 196; RRC 175B</p> <p>Unit 6 SYT 414</p>

STANDARDS	PAGE REFERENCES
<p>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema</u>.</p> <ul style="list-style-type: none"> • Explain connections between self and characters, events, and information occurring within <u>culturally relevant</u> text or among multiple texts. • Call on <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension Check</i> 59, 105, 139; <i>Talk About It</i> 7, 35, 66, 79, 113; <i>Write to a Prompt</i> 76</p> <p>Unit 2 <i>Comprehension Check</i> 183, 205, 269; <i>Talk About It</i> 157, 191, 210, 223, 245</p> <p>Unit 3 <i>Comprehension Check</i> 303, 339, 385, 419; <i>Talk About It</i> 287, 311, 346, 359, 393</p> <p>Unit 4 <i>Comprehension Check</i> 33, 63, 105, 127; <i>Talk About It</i> 7, 39, 69, 81, 111</p> <p>Unit 5 <i>Comprehension Check</i> 167, 193, 229, 261; <i>Talk About It</i> 143, 173, 200, 213, 235</p> <p>Unit 6 <i>Comprehension Check</i> 329, 377, 405; <i>Connect and Compare</i> 307; <i>Talk About It</i> 279, 311, 336, 349, 384</p> <p>Teacher’s Edition:</p> <p>Unit 1 MC 59; OL 6, 34, 66, 78, 112</p> <p>Unit 2 CC 236; OL 156, 190, 210, 222, 244</p> <p>Unit 3 MC 385, 419; OL 286, 310, 346, 358, 392</p> <p>Unit 4 MC 33, 63, 105, 127; OL 6, 38, 68, 80, 110</p> <p>Unit 5 CC 181; MC 167, 193, 229, 261; OL 142, 172, 200, 212, 234</p> <p>Unit 6 CC 307, 333; MC 377, 405; OL 278, 310, 336, 348, 384</p>

STANDARDS	PAGE REFERENCES
<p>2.1.5 Apply <u>comprehension strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> from grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> Predict or infer about text content using prior knowledge, text, and text features in both informational/expository and literary/narrative text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next). Use text to make, confirm, or revise <u>inferences</u> and <u>predictions</u> in both literary/narrative and informational/expository text. Select, from multiple choices, a prediction or inference from <u>literary/narrative text</u> (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem). Select, from multiple choices, a prediction or inference from <u>informational/expository text</u> (e.g., what is likely to happen, or what will happen next). Organize information that supports a prediction or inference in a teacher-selected <u>graphic organizer</u> to enhance comprehension. 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 116; <i>Comprehension Check</i> 139; <i>Make and Confirm Predictions</i> 122, 131</p> <p>Unit 2 <i>Comprehension</i> 281</p> <p>Unit 3 <i>Comprehension</i> 395; <i>Comprehension Check</i> 419; <i>Make Inferences</i> 399, 414</p> <p>Unit 6 <i>Comprehension Check</i> 303</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 103, 119, 122, 125, 127, 131, 132, 133, 134, 137; ES 127; MS 116; PP 83, 117; TE 133</p> <p>Unit 2 COMP 183B; DC 162, 164, 181, 203, 236, 237, 255, 256, 267; PP 161, 195, 215, 227, 249</p> <p>Unit 3 COMP 412; DC 301, 329, 337, 383, 399, 400, 406, 407, 410, 411, 415-416, 417; PP 291, 315, 351, 363, 397; TE 411</p> <p>Unit 4 COMP 33B; DC 19, 23, 24, 27, 31, 56, 58, 59, 61, 87, 103; PP 11, 43, 115</p> <p>Unit 5 DC 165; PP 147, 217</p> <p>Unit 6 DC 284, 288, 289, 291, 293, 296, 297, 298, 300, 301, 326, 327; ES 293; PP 283, 315; TE 292</p>

STANDARDS	PAGE REFERENCES
<p>2.1.6 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> • Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning. • Generate and answer questions before, during, and after reading. • Draw, write about, or verbally describe the <u>mental imagery</u> that occurs while reading. • Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer). 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 82; <i>Comprehension Check</i> 29, 59, 105, 139; <i>Connect and Compare</i> 63, 143; <i>Read to Find Out</i> 10, 38, 82, 116</p> <p>Unit 2 <i>Comprehension Check</i> 183, 205, 239, 269; <i>Connect and Compare</i> 187, 207; <i>Read to Find Out</i> 160, 194, 226, 248; <i>Think and Compare</i> 217</p> <p>Unit 3 <i>Comprehension</i> 314; <i>Comprehension Check</i> 303, 339, 385, 419; <i>Read to Find Out</i> 290, 362, 396</p> <p>Unit 4 <i>Comprehension</i> 10, 41; <i>Comprehension Check</i> 33, 63, 105, 127; <i>Connect and Compare</i> 35; <i>Read to Find Out</i> 10, 42, 84, 114</p> <p>Unit 5 <i>Comprehension</i> 282; <i>Comprehension Check</i> 167, 229, 261, 303; <i>Read to Find Out</i> 146, 176, 216, 238</p> <p>Unit 6 <i>Comprehension</i> 314, 340, 352; <i>Read to Find Out</i> 282, 314, 352</p> <p>Teacher’s Edition:</p> <p>Unit 1 CC 139; DC 88, 89, 95, 96, 118; MC 88; MS 82; PS 59</p> <p>Unit 2 CC 205; COMP 201; DC 202, 264</p> <p>Unit 3 COMP 294; DC 293, 299, 300, 316, 319, 328; MC 300, 316; MS 290, 314</p> <p>Unit 4 AC 62; COMP 101; DC 13, 28, 44; MC 18, 44, 48, 52; MS 10, 42; RC 41A; WAI 62</p> <p>Unit 5 COMP 245; MC 209, 242</p> <p>Unit 6 COMP 313; DC 295, 299, 316, 319, 323, 325, 358; MS 282, 352</p>

STANDARDS	PAGE REFERENCES
<p>2.1.7 Apply <u>comprehension strategies</u> during and after reading: <u>summarize grade-level literary/narrative text</u> and <u>informational/expository text</u>. W</p> <ul style="list-style-type: none"> Summarize the events or ideas in <u>literary/narrative text</u>, citing text-based evidence. Summarize the events, information, or ideas in <u>informational/expository text</u> (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence. Summarize the plot/message in culturally relevant <u>literary/narrative text</u>. Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details. Organize summary information in a teacher-selected <u>graphic organizer</u> to enhance comprehension. 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension Check</i> 29, 59, 106, 139 Unit 2 <i>Comprehension Check</i> 183, 205, 239 Unit 3 <i>Comprehension Check</i> 303, 339, 385, 419 Unit 4 <i>Comprehension Check</i> 33, 63, 105, 127 Unit 5 <i>Comprehension</i> 146; <i>Comprehension Check</i> 193, 229, 261 Unit 6 <i>Comprehension</i> 314; <i>Comprehension Check</i> 303, 329, 377, 405</p> <p>Teacher’s Edition:</p> <p>Unit 1 CC 105; DC 20, 50, 73, 94, 120, 124, 128, 135; MS 116 Unit 2 CC 205; DC 166, 170, 180, 200, 217, 234, 260; MS 160 Unit 3 DC 298, 332, 376 Unit 4 DC 20, 52, 94, 121; MS 114 Unit 5 DC 148, 155, 158, 161, 167, 186, 247, 256; MS 146 Unit 6 DC 294, 317, 318, 321, 364, 398; MS 314</p>
<p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Understand sequence in <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> Explain story ideas or events in <u>sequential</u> order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly). Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced). 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 160 Unit 2 <i>Comprehension Check</i> 183 Unit 3 <i>Comprehension</i> 362; <i>Comprehension Check</i> 385; <i>Text Feature</i> 340 Unit 4 <i>Comprehension</i> 114; <i>Comprehension</i> 127; <i>Check Sequence</i> 118, 120 Unit 5 <i>Comprehension</i> 273</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 13 Unit 2 COMP 205B; DC 163, 164, 167, 168, 171, 172, 177; MS 160 Unit 3 DC 364, 365, 368, 375, 378, 380, 381, 402; MS 362; RC 361A; TF 340 Unit 4 DC 98, 118, 120, 123, 124; MS 114 Unit 5 COMP 167B; DC 164 Unit 6 DC 292, 367</p>

STANDARDS	PAGE REFERENCES
<p>2.2.2 Apply knowledge of printed and <u>electronic text</u> features to locate and comprehend text. W</p> <ul style="list-style-type: none"> Identify and use grade-level appropriate <u>text features</u>. Explain how certain text features help you understand the selection. Interpret information from graphs, charts, diagrams, and tables. Identify, from multiple choices, where certain information/ideas might be found in the text. Use <u>icons</u>, <u>pull-down menus</u>, <u>key word searches</u>. 	<p>Student Edition:</p> <p>Unit 1 31, 68, 69, 107-109, 140-143; <i>Social Studies Activity</i> 31; <i>Text Features</i> 30, 106, 140</p> <p>Unit 2 184-187, 196-203, 214-217, 227-237, 270-273, 279; <i>Connect and Compare</i> 273; <i>Features in a Textbook</i> 273; <i>Social Studies Activity</i> 187; <i>Text Features</i> 184, 270</p> <p>Unit 3 340-341, 348-349, 350-353, 386-389, 420-421; <i>Connect and Compare</i> 343; <i>Text Feature</i> 340, 386, 420</p> <p>Unit 4 72-75, 114-125, 134-135</p> <p>Unit 5 168-169, 176-191, 195, 239-259; <i>Comprehension</i> 273; <i>Text Feature</i> 194</p> <p>Unit 6 305, 331-332; <i>Connect and Compare</i> 333; <i>Text Feature</i> 304, 330</p> <p>Teacher’s Edition:</p> <p>Unit 1 PS 30, 106, 107, 108, 140, 142</p> <p>Unit 2 CL 281; PS 186, 270, 272; SYT 279</p> <p>Unit 3 PS 340, 341, 386, 387, 420, 421; SSA 343</p> <p>Unit 4 SYT 135</p> <p>Unit 5 DC 180, 182, 242, 244, 254; PS 194; SYT 273</p> <p>Unit 6 PS 304, 330, 331, 332</p>
<p>2.2.3 Understand <u>story elements</u>. W</p> <ul style="list-style-type: none"> Describe characters’ physical traits and <u>infer</u> personality traits by what they say and do. Describe the problem faced by a character and how he/she/it solves the problem. Explain how the <u>setting</u> is important to the story. Identify the speaker (narrator) in a selection and explain first person <u>point of view</u>. Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character’s problem, or importance of character). 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 10, 82, 151; <i>Comprehension Check</i> 29, 59, 105, 139</p> <p>Unit 2 <i>Comprehension Check</i> 29, 183</p> <p>Unit 3 <i>Comprehension Check</i> 339</p> <p>Unit 4 <i>Comprehension Check</i> 33, 63, 105, 137</p> <p>Unit 5 <i>Comprehension Check</i> 229</p> <p>Unit 6 <i>Comprehension</i> 388; <i>Comprehension Check</i> 303, 329, 377, 405; <i>Folktales</i> 416</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 13, 15, 16, 20, 24, 25, 26, 42, 45, 51, 86, 92, 101; ES 21; MS 10, 82; SYT 151; TE 16</p> <p>Unit 2 DC 168, 176, 179, 252, 254, 265</p> <p>Unit 3 DC 317, 321, 322, 323, 336, 412; TE 332</p> <p>Unit 4 DC 12, 17, 22, 46, 60, 89</p> <p>Unit 5 PS 263, 264</p> <p>Unit 6 DC 285, 286, 324, 354, 368, 391, 392, 394, 396, 402; ES 397; MS 388; TE 396; SYT 417</p>

STANDARDS	PAGE REFERENCES
<p>2.2.4 Apply understanding of simple <u>text organizational structures</u>.</p> <ul style="list-style-type: none"> Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension. Identify and use text written in the text organizational structures of <i>description</i> and <i>compare and contrast</i> to find and organize information and comprehend text. 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 38, 82; <i>Comprehension Check</i> 105</p> <p>Unit 2 <i>Comprehension</i> 226</p> <p>Unit 3 <i>Comprehension</i> 362</p> <p>Unit 4 <i>Comprehension</i> 42</p> <p>Unit 5 <i>Comprehension</i> 146, 216, 237, 238, 273; <i>Science</i> 194</p> <p>Unit 6 <i>Comprehension</i> 282, 351, 352</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 96; PH 7C, 7D, 35C, 67C, 79C, 79D, 113C</p> <p>Unit 2 DI 243E; PH 157C, 157D, 191C, 191D, 211C, 211D, 223C, 223D, 245C, 245D</p> <p>Unit 3 PH 287C, 287D, 311C, 311D, 347C, 347D, 359C, 359D, 393C, 393D; WS 309E</p> <p>Unit 4 DC 49, 57; PH 7C, 7D, 39C, 39D, 69C, 69D, 81C, 81D, 111C, 111D</p> <p>Unit 5 DC 153, 257; PH 143C, 143D, 173C, 173D, 201D, 213C, 213D, 235C, 235D; RRC 237B</p> <p>Unit 6 DC 297, 342, 355, 374; PH 279C, 279D, 311C, 311D, 337D, 349D, 385C, 385D</p>

STANDARDS	PAGE REFERENCES
Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.	
<p>2.3.1 Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts. Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings). Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections). Recognize and explain cause and effect relationships in <u>informational/expository</u> and <u>literary/narrative text</u>, using evidence from the text. Select, from multiple choices, a sentence that explains the cause of events or the effects of actions. 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 38, 82; <i>Comprehension Check</i> 29, 59, 105, 139; <i>Connect and Compare</i> 63, 143</p> <p>Unit 2 <i>Comprehension Check</i> 205, 239, 269; <i>Connect and Compare</i> 187, 273</p> <p>Unit 3 <i>Comprehension Check</i> 303, 339, 385, 419; <i>Connect and Compare</i> 343, 421</p> <p>Unit 4 <i>Comprehension Check</i> 63, 105, 127</p> <p>Unit 5 <i>Comprehension Check</i> 167, 193, 229, 261; <i>Connect and Compare</i> 169, 197, 231, 265</p> <p>Unit 6 <i>Comprehension</i> 352; <i>Comprehension Check</i> 303, 329, 377, 405; <i>Connect and Compare</i> 307, 333, 381, 409</p> <p>Teacher’s Edition:</p> <p>Unit 1 CC 29; COMP 73B; DC 41, 44, 49, 50, 54, 85, 92, 96, 136</p> <p>Unit 2 COMP 166; DC 173, 263</p> <p>Unit 3 DC 295, 325, 335, 352, 372, 380, 408</p> <p>Unit 4 DC 87</p> <p>Unit 5 COMP 262; DC 187, 206, 241, 245, 248, 255, 257, 258; ES 251; PS 196; MS 204; TE 250</p> <p>Unit 6 COMP 331, 340; DC 342, 355, 357, 360, 374; ES 363; RRC 351B; TE 362</p>
<p>2.3.2 Apply understanding of systems for organizing information.</p> <ul style="list-style-type: none"> Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary. 	<p>Student Edition:</p> <p>Unit 1 107, 142; <i>Text Features</i> 106, 140; <i>Vocabulary</i> 36; <i>Word Study</i> 151</p> <p>Unit 2 <i>Text Features</i> 270; <i>Word Study</i> 281</p> <p>Unit 4 <i>Word Study</i> 136</p> <p>Unit 5 <i>Vocabulary</i> 236</p> <p>Teacher’s Edition:</p> <p>Unit 1 PS 106, 142; SS 73C; VOC S13, S14, 36</p> <p>Unit 2 PS 270; RSS 217C</p> <p>Unit 3 RSS 353C</p> <p>Unit 4 SYT 137</p> <p>Unit 5 VOC 236, 246</p> <p>Unit 6 RSS 343C</p>

STANDARDS	PAGE REFERENCES
<p>2.3.3 Understand <u>literary/narrative devices</u>.</p> <ul style="list-style-type: none"> Explain <u>similes</u>, <u>metaphors</u>, <u>alliterative sentences</u>, and <u>onomatopoeia</u> and identify each in literary/narrative passages. 	<p>Student Edition:</p> <p>Unit 1 <i>Word Study</i> 150</p> <p>Unit 3 305-306; <i>Literary Elements</i> 304</p> <p>Unit 4 32, 64; <i>Connect and Compare</i> 65; <i>Literary Elements</i> 64</p> <p>Unit 5 155, 184</p> <p>Teacher’s Edition:</p> <p>Unit 1 AC 58, 138; COMP/WR 14; DC 90, 126; MC 90; WAI 58</p> <p>Unit 2 COMP 258</p> <p>Unit 3 COMP 318; DC 336; LE 304; PS 305, 306</p> <p>Unit 4 AC 32; LE 64; 65; PS WAI 32</p> <p>Unit 5 DC 154, 184</p>
<p>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.</p>	
<p>2.4.1 Understand how to draw conclusions and give a response to <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation). Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text. 	<p>Student Edition:</p> <p>Unit 2 <i>Comprehension Check</i> 205; <i>Draw Conclusions</i> 197, 200</p> <p>Unit 3 <i>Comprehension Check</i> 339</p> <p>Unit 4 <i>Comprehension</i> 10; <i>Comprehension Check</i> 33; <i>Draw Conclusions</i> 16, 24</p> <p>Unit 5 <i>Comprehension</i> 216; <i>Comprehension Check</i> 229; <i>Draw Conclusions</i> 218, 226</p> <p>Unit 6 <i>Comprehension Check</i> 405; <i>Show What You Know</i> 412</p> <p>Teacher’s Edition:</p> <p>Unit 2 AL 209M; BL 209Y; CC 205; DC 197, 199, 200; RRC 193A, 194; TE 198</p> <p>Unit 3 CC 339; DC 369, 371, 373</p> <p>Unit 4 CC 33; COMP 75B; DC 16, 21, 25, 29, 74, 91; ES 19; MS 10; RRC 9A; TE 20</p> <p>Unit 5 COMP 261B; DC 180, 219, 220, 223, 226, 246, 252; ES 223; RRC 215A; TE 221</p> <p>Unit 6 CC 405; DC 362, 370; PS 332; SYT 413</p>

STANDARDS	PAGE REFERENCES
<p>2.4.2 Understand the <u>author's purpose</u> for and <u>style of writing</u> in both <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> Decide on the author's purpose for writing a selection and support the decision with evidence/details from the text. Identify simple <u>elements of style</u> (word choice, sentence structure and length, <u>literary devices</u>) (with teacher guidance). 	<p>Student Edition:</p> <p>Unit 1 <i>Author's Purpose</i> 28, 58, 104, 138 Unit 2 <i>Author's Purpose</i> 182, 235, 238, 268 Unit 3 <i>Author's Purpose</i> 294, 299, 302, 338, 384, 418 Unit 4 <i>Author's Purpose</i> 32, 62, 104, 126 Unit 5 <i>Author's Purpose</i> 166, 192, 228, 260 Unit 6 <i>Author's Purpose</i> 302, 328, 376, 404</p> <p>Teacher's Edition:</p> <p>Unit 1 AC 28, 58, 104, 138; AP 28, 58, 104, 138 Unit 2 AC 182, 238, 268; AP 182, 238, 268; DC 235 Unit 3 AC 302, 338, 384, 418; AP 302, 338, 384, 418; DC 294, 297, 299; ES 297; TE 296 Unit 4 AC 32, 62, 104, 126; AP 32, 62, 104, 126 Unit 5 AC 166, 192, 228, 260; AP 166, 192, 228, 260 Unit 6 AC 302, 328, 376, 404; AP 302, 328, 376, 404</p>
<p>2.4.3 Understand the difference between fact and opinion. W</p> <ul style="list-style-type: none"> Identify facts and opinions and explain the difference between them. Select, from multiple choices, a statement that is a fact or an opinion. 	<p>Student Edition:</p> <p>Unit 6 <i>Writer's Checklist</i> 309; <i>Writing</i> 308</p> <p>Teacher's Edition:</p> <p>Unit 4 COMP 98; LS 60 Unit 5 COMP 183; LS 182 Unit 6 LS 374; ML 309A, 417C; TI 307A, 307B</p>
<p>2.4.4 Evaluate author's effectiveness for a chosen audience. W</p> <ul style="list-style-type: none"> Read an article and explain whether the author convinced the reader to think or act differently. W 	<p>Student Edition:</p> <p>Unit 1 74 Unit 3 352-353; <i>Author's Purpose</i> 302</p> <p>Teacher's Edition:</p> <p>Unit 1 TP 74 Unit 2 CC 273 Unit 3 AP 302; DC 352 Unit 4 COMP 24, 124</p>
<p>2.4.5 Understand how to <u>generalize</u> from text. W</p> <ul style="list-style-type: none"> Generalize about common characteristics of literary/narrative <u>sub-genres</u>. Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po). 	<p>Teacher's Edition:</p> <p>Unit 1 COMP 94 Unit 5 COMP 262 Unit 6 COMP 298, 357, 401, 406</p>

STANDARDS	PAGE REFERENCES
EALR 3: The student reads different materials for a variety of purposes.	
Component 3.1 Read to learn new information.	
<p>3.1.1 Understand how to select and use appropriate <u>resources</u>.</p> <ul style="list-style-type: none"> Identify two resources and use them to answer a question or solve a problem. 	<p>Student Edition: Unit 1 142 Unit 3 <i>Writer’s Checklist</i> 391 Unit 4 <i>Comprehension</i> 137</p> <p>Teacher’s Edition: Unit 1 COMP S17; PS 142 Unit 2 CC 179, 187; COMP 180, 232 Unit 3 RI xvi; RSS 353C Unit 4 COMP 99, 124; RSS 75C Unit 5 CC 161, 249; TPLS 182; xvi Unit 6 CC 307; COMP 305</p>
Component 3.2 Read to perform a task.	
<p>3.2.1 Understand information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> Use signs, labels, and instructions to answer questions or complete a task, using grade-level text. Interpret information from common <u>environmental print</u> to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text). 	<p>Student Edition: Unit 2 185, 186; <i>Connect and Compare</i> 187 Unit 3 349; <i>Show What You Know</i> 426-427; <i>Using A Map</i> 421 Unit 4 <i>Connect and Compare</i> 65; <i>Time for Kids</i> 71 Unit 5 241; <i>Comprehension</i> 273; <i>Following Directions</i> 195; <i>Review</i> 271 Unit 6 <i>Comprehension</i> 417; <i>Time for Kids</i> 339</p> <p>Teacher’s Edition: Unit 2 CC 179, 187, 202, 271; PS 186, 187 Unit 3 CC 389; HTL 357A-B; SYT 426-427; TF 420; WR 429A Unit 4 COMP 23, 107; MC 22 Unit 5 COMP 195; DC 241; REV 271 Unit 6 COMP 294, 368, 400; REV 417</p>
<p>3.2.2 Understand a variety of <u>functional documents</u>.</p> <ul style="list-style-type: none"> Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules). 	<p>Student Edition: Unit 3 <i>Write to a Prompt</i> 356 Unit 4 <i>Text Feature</i> 34</p> <p>Teacher’s Edition: Unit 3 WP 356-357 Unit 4 TF 34</p>

STANDARDS	PAGE REFERENCES
Component 3.4 Read for literary experience in a variety of genres.	
<p>3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.</p> <ul style="list-style-type: none"> Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response. 	<p>Student Edition:</p> <p>Unit 1 11-27, 39-57, 60-63, 117-137; <i>Comprehension Check</i> 29, 59, 139</p> <p>Unit 2 161-181, 214-217, 227-237, 249-267, 270-272; <i>Comprehension Check</i> 183, 239, 269; <i>Show What You Know</i> 278; <i>Think and Compare</i> 217, 273</p> <p>Unit 3 315-337, 394-395, 397-417; <i>Comprehension Check</i> 339, 419</p> <p>Unit 4 8-9, 11-31, 40-41, 43-61, 70, 72-75, 85-103; <i>Comprehension Check</i> 33, 105</p> <p>Unit 5 262-265</p> <p>Unit 6 283-301, 304-307, 315-327, 333, 340-343, 389-403; <i>Comprehension Check</i> 303, 329, 405; <i>Think and Compare</i> 343</p> <p>Teacher’s Edition:</p> <p>Unit 1 CC 29, 59, 139; COMP 94</p> <p>Unit 2 CC 183, 273; DC 217; PS 273; RA 211A, 223A; SYT 278</p> <p>Unit 3 CC 339, 419</p> <p>Unit 4 CC 33, 63, 105; RRC 41B</p> <p>Unit 5 CC 265</p> <p>Unit 6 CC 303, 307, 405; DC 343; PS 333</p>

STANDARDS	PAGE REFERENCES
<p>3.4.2 Understand contemporary and traditional literature written in a variety of <u>genres</u>.</p> <ul style="list-style-type: none"> • Explain the characteristics of a variety of genres. • Respond to literature from multiple genres using teacher prompts appropriate to the text and content. 	<p>Student Edition:</p> <p>Unit 1 <i>Genre</i> 10, 30, 38, 60, 70, 82, 106</p> <p>Unit 2 <i>Genre</i> 160, 184, 194, 214, 226, 248, 270</p> <p>Unit 3 <i>Comprehension</i> 428; <i>Genre</i> 290, 314, 362, 386, 396, 420</p> <p>Unit 4 <i>Comprehension</i> 137; <i>Connect and Compare</i> 65; <i>Genre</i> 10, 34, 42, 72, 84, 114</p> <p>Unit 5 <i>Genre</i> 146, 176, 204, 216, 238, 262</p> <p>Unit 6 <i>Folktales</i> 416; <i>Genre</i> 282, 304, 314, 330, 340, 352, 388</p> <p>Teacher’s Edition:</p> <p>Unit 1 CC 63; DC 14, 48, 84; COMP 70; PS 31, 60, 106</p> <p>Unit 2 COMP 214; GEN 278; MS 160, 194, 226, 248; PS 184, 270</p> <p>Unit 3 COMP 367; GEN 426; MS 290, 362; PS 386, 420; RS 344</p> <p>Unit 4 COMP 64, 120; GEN 134; MS 10, 72, 84, 114; PS 34, 64; SYT 137</p> <p>Unit 5 COMP 168, 183; GEN 270; MS 176, 204, 216; PS 262</p> <p>Unit 6 COMP 340; CC 333; MS 314, 352, 388; SYT 417</p>

STANDARDS	PAGE REFERENCES
<p>3.4.3 Understand a variety of literature representing different cultures and traditions.</p> <ul style="list-style-type: none"> Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader. 	<p>Student Edition:</p> <p>Unit 1 11-27, 39-57, 60-63, 117-137; <i>Comprehension Check</i> 29, 59, 139</p> <p>Unit 2 161-181, 214-217, 227-237, 249-267, 270-272; <i>Comprehension Check</i> 183, 239, 269; <i>Show What You Know</i> 278; <i>Think and Compare</i> 217, 273</p> <p>Unit 3 315-337, 394-395, 397-417; <i>Comprehension Check</i> 339, 419</p> <p>Unit 4 8-9, 11-31, 40-41, 43-61, 70, 72-75, 85-103; <i>Comprehension Check</i> 33, 105</p> <p>Unit 5 262-265</p> <p>Unit 6 283-301, 304-307, 315-327, 333, 340-343, 389-403; <i>Comprehension Check</i> 303, 329, 405; <i>Think and Compare</i> 343</p> <p>Teacher’s Edition:</p> <p>Unit 1 CC 29, 59, 139; COMP 94</p> <p>Unit 2 CC 183, 273; DC 217; PS 273; RA 211A, 223A; SYT 278</p> <p>Unit 3 CC 339, 419</p> <p>Unit 4 CC 33, 63, 105; RRC 41B</p> <p>Unit 5 CC 265</p> <p>Unit 6 CC 303, 307, 405; DC 343; PS 333</p>

STANDARDS	PAGE REFERENCES
EALR 4: The student sets goals and evaluates progress to improve reading.	
Component 4.1 Assess reading strengths and need for improvement.	
<p>4.1.1 Apply strategies to monitor reading progress.</p> <ul style="list-style-type: none"> Identify reading strengths and weaknesses with teacher assistance and select targets on which to work. Track progress in reading achievement with graphs, charts, and checklists. 	<p>Assessment tools for teacher use are included with this series; the citations below are self-monitoring tools for student use.</p> <p>Teacher’s Edition: Unit 1 COMP S17, S20; MC 75, 118; FLU S22SI S8 Unit 2 MC 219 Unit 3 LIS 311A; MC 355, 401 Unit 4 MC 18, 77 Unit 5 MC 209; RRC 237A Unit 6 MC 345</p>
<p>4.1.2 Understand how to set grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> Set two reading goals and create a plan to meet those goals with teacher assistance. 	<p>The teacher can assist students in setting goals using literature from the textbook and <i>Leveled Readers</i>.</p> <p>Teacher’s Edition: Unit 1 S33</p>
Component 4.2 Develop interests and share reading experiences.	
<p>4.2.1 Evaluate authors and books to select favorites.</p> <ul style="list-style-type: none"> Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others. Self-select books to read at an <u>instructional level</u> and an <u>independent level</u>. 	<p>In addition to the textbook, <i>Leveled Readers</i> also are included with the series and can be used to meet this standard.</p> <p>Teacher’s Edition: Unit 1 S32; BT 33P, 33HH, 65P, 77T, 111Z, 145V; SSR 33R, 65R, 77V, 77X Unit 2 BT 189Z, 209P, 221T, 275V; SSR 209R, 221BB, 243T, 275T Unit 3 BT 309V, 345Z, 357DD, 391P, 423Z; SSR 309X, 345T, 357V, 391T, 423R Unit 4 BT 37P, 67V, 79T, 109V, 131Z; SSR 37X, 67R, 79BB, 109R, 131T Unit 5 BT 171V, 199V, 211Z, 267V; SSR 171R, 199X, 211V, 233R Unit 6 BT 309Z, 347DD, 383V, 411Z; SSR 309T, 347T, 383R, 411X</p>