



Tales of a Fox Treasures

Grade 3

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STANDARDS	PAGE REFERENCES
<p align="center">Early Reading Strategies (R-9)</p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<p align="center">End of Grade 3</p> <p align="center">LOCAL ONLY</p>	
<p>No GLE at this grade level</p>	
<p align="center">READING FLUENCY and ACCURACY (R-11)</p>	
<p>R-3-11 Reads grade-level appropriate material with...</p>	
<ul style="list-style-type: none"> R-11.1 Accuracy: reading material appropriate for <u>grade 3</u> with at least 90-94% accuracy (See Appendix F for sample titles.) (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Teacher Edition:</p> <p>Unit 1 ELL 33A, 67A, 111A; EOWA 37L, 73L, 85L, 115L, 147L; F 33A, 67A, 81A, 111A, 141A; R 141A</p> <p>Unit 2 ELL 205A, 255L; EOWA 177L, 211L, 223L, 277L; F 171A, 205A, 219A, 249A, 273A</p> <p>Unit 3 EOWA 313L, 339L, 351L, 383L; F 307A, 335A, 347A, 379A, 411A</p> <p>Unit 4 ELL 73A, 107A; EOWA 45L, 77L, 89L, 111L, 145L; F 45L, 77L, 89L, 111L, 145L; 39A, 73A, 85A, 107A, 139A</p> <p>Unit 5 ELL 177A, 281A; EOWA 183L, 217L, 229L, 259L, 285L; F 177A, 211A, 225A, 253A, 281A</p> <p>Unit 6 ELL 379A, 399A; EOWA 321L, 345L, 357L, 383L, 403L; F 315A, 339A, 353A, 379A, 399A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> • R—3—11.2 Fluency: reading with oral fluency rates of <u>at least 90- 120</u> words correct per minute (See Appendix C for suggested rates.) (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Teacher Edition: Unit 4 F 39A, 73A, 85A, 89Q, 89S, 139A, 145S; SG 45Q, 45S, 77Q, 89Q, 89S, 111Q, 111S, 145Q Unit 5 F 177A, 211A, 235A, 281A; SG 183Q, 183S, 217Q, 217S, 229Q, 229S, 259Q, 259S, 285Q, 285S Unit 6 EOWA 321L, 345L, 357L, 383L, 403L; F 339A, 353A, 357Q, 357S, 379A</p>
<ul style="list-style-type: none"> • R—3—11.3 Fluency: reading <u>familiar text</u> with phrasing and expression, and with attention to <u>text features, such as punctuation, italics, and dialogue</u> (Local) 	<p>Student Edition: Unit 2 <i>Science</i> 206 Unit 2 <i>Using Text Features</i> 207</p> <p>Teacher Edition: Unit 1 F 30, 33A, 67A, 81A; SG 37Q, 37S, 73N, 73S, 147N, 147Q Unit 2 F 162, 171A, 188, 205A, 219A, 255S, 268, 273A; R 152R; SG 177N, 177Q, 211N, 211Q, 211S, 277S; TF 206, 207 Unit 3 F 300, 307A, 329, 360, 379A, 391, 411A; R 282R; SG 313N, 313Q, 313S, 339Q, 383N, 383Q, 383S, 417N, 417Q, 417S Unit 4 F 23, 39A, 56, 85A, 126; R 46I; SG 77N, 89Q Unit 5 F 162, 177A, 205, 225A, 242; SG 183S, 229S, 259S Unit 6 F 312, 315A, 321N, 353A, 368, 379A; SG 321Q, 321S, 345Q, 345S, 357N</p>

STANDARDS	PAGE REFERENCES
WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.1 to R-1.3)	
R–3–1 Applies word identification/ decoding strategies by ...	
<ul style="list-style-type: none"> R–3–1.1 Identifying <u>multi-syllabic words</u>, by using knowledge of sounds, syllable types, or word patterns (including <u>prefixes</u>, <u>suffixes</u>, or <u>variant spellings for consonants or vowels</u>, e.g., <u>bought</u>) (State) EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES (multi-syllabic words): pretending, discussion 	Teacher Edition: Unit 1 P 37E, 73E, 85E, 115E, 147E; SG 37M, 73M, 85M, 115M Unit 2 P 177E, 211E, 223E; SG 177M, 211M, 223M, 255M, 277M Unit 3 P 313E, 339E, 351E, 383E, 417E; S 417G-417H; SG 313M, 339M, 351M, 383M Unit 4 P 45E, 77E, 89E, 111E, 145E; R 46I; S 77G-77H; SG 45M, 77M, 89M, 111M, 145M Unit 5 P 183E, 217E, 229E; SG 183M, 217M, 229M Unit 6 P 259E, 285E, 321E, 345E, 403E; S 403G-403H, 345G-345H; SG 259M, 285M, 321M; WS 322I, 384I
<ul style="list-style-type: none"> R–3–1.2 Reading regularly spelled <u>multi-syllabic words by using knowledge of sounds, syllable types, or word patterns</u> (Local) 	Teacher Edition: Unit 1 P 37E, 73E, 85E, 115E, 147E; SG 37M, 73M, 85M, 115M Unit 2 P 177E, 211E, 223E; SG 177M, 211M, 223M, 255M, 277M Unit 3 P 313E, 339E, 351E, 383E, 417E; S 417G-417H; SG 313M, 339M, 351M, 383M Unit 4 P 45E, 77E, 89E, 111E, 145E; R 46I; S 77G-77H; SG 45M, 77M, 89M, 111M, 145M Unit 5 P 183E, 217E, 229E; SG 183M, 217M, 229M Unit 6 P 259E, 285E, 321E, 345E, 403E; S 403G-403H, 345G-345H; SG 259M, 285M, 321M; WS 322I, 384I
<ul style="list-style-type: none"> R—3—1.3 Reading grade-level appropriate words (in connected text) with automaticity (Local) 	Teacher Edition: Unit 1 SG 37N, 73N, 85N, 115N, 147N Unit 2 SG 177N, 211N, 223N, 223S, 255N, 277N Unit 3 SG 313N, 313Q, 313S, 339N, 351N, 383N, 417 Unit 4 SG 45N, 77N, 89N, 111N, 145N, 183N Unit 5 SG 217N, 229N, 259N, 285N Unit 6 SG 321N, 345N, 375N, 383N, 403N

STANDARDS	PAGE REFERENCES
WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.4 to R-1.6)	
R-3-1 Applies word identification/ decoding strategies by ...	
<ul style="list-style-type: none"> R—3—1.4 Reading grade- appropriate, high-frequency words (including irregularly spelled words) (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Teacher Edition:</p> <p>Unit 1 P 37E, 73E, 85E, 115E, 147E; S 37G-37H, 73G-73H, 85G-85H, 115G-115H, 147G-147H; VB 37F, 73F, 85F, 115F, 147F; WS 10R, 38I, 74I; WT 73B</p> <p>Unit 2 P 177E, 211E, 223E, 255E, 277E; S 177G-177H, 211G-211H; VB 177F, 211F, 223F, 277F; WS 152R, 178I, 212I, 224I, 256I</p> <p>Unit 3 P 313E, 339E, 351E, 383E, 417E; S 313G-313H, 339G-339H, 383G-383H, 417G-417H; VB 313F, 339F, 351F, 383F, 417F; WS 282R, 340I, 352I, 384I</p> <p>Unit 4 P 45E, 77E, 89E, 111E, 145E; S 45G-45H, 77G-77H, 89G-89H, 111G-111H, 145G-145H; VB 45F, 77G, 89G, 111F, 145F; WS 10R, 46I, 78I, 90I, 112I</p> <p>Unit 5 P 183E, 217E, 229E, 259E, 285E; S 183G-183H, 217G-217H, 229G-229H, 259G-259H, 259G-259H, 285G-259H; VB 183F, 217F, 229F, 285F; WS 150R, 184I, 218I, 230I, 260I</p> <p>Unit 6 P 321E, 357E, 383E, 403E; S 321G-321H, 357G-357H, 383G-383H; VB 321F, 357F, 383F, 403F; WS 290R, 346I, 358I, 384I</p>
<ul style="list-style-type: none"> R-3-1.5 <p>No GLE at this grade level</p>	
<ul style="list-style-type: none"> R-3-1.6 <p>No GLE at this grade level</p>	

STANDARDS	PAGE REFERENCES
VOCABULARY STRATEGIES (R-2)	
R-3-2 Students identify the meaning of unfamiliar vocabulary by...	
<ul style="list-style-type: none"> R-3-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as “uncovered;” or context clues; or <u>other resources, such as dictionaries, glossaries;</u> or prior knowledge) (State) 	<p>Student Edition: Unit 1 <i>Vocabulary</i> 40</p> <p>Teacher Edition: Unit 1 DC 48; IT 144; SG 730, 115Q, 147Q; SS 81B; V 26, 41, 89, 181, 227; VB 37F, 73F; WCM 22, 107; WS 74I</p> <p>Unit 2 DC 200; RV 277D; SG 255O, 277Q; V 181, 227; VB 277F; WS 224I, 256I</p> <p>Unit 3 DC 294, 327, 391; RV 351D, 417D; SG 383Q, 4170, 417Q; V 355, 387; WS 384I</p> <p>Unit 4 DC 52; SG 77O, 111O; V 13, 93; VB 77F; WS 46I</p> <p>Unit 5 DC 206, 237; RV 259D; SG 259Q; WS 230I</p> <p>Unit 6 DC 335, 373; RV 321D, 345D, 383D, 403D; SG 321O, 321Q, 345O, 403Q; V 324, 325, 368, 387; VB 357F, 403F; WS 358I</p>
BREADTH of VOCABULARY (R-3)	
R-3-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...	
<ul style="list-style-type: none"> R-3-3.1 Identifying synonyms, antonyms, or <u>homonyms/ homophones;</u> or categorizing words (State) 	<p>Teacher Edition: Unit 1 SG 85N</p> <p>Unit 2 DC 162; RV 177D; SG 177O, 177Q; V 155; VB 211F</p> <p>Unit 3 DC 294; RV 313D, 383D; SG 313O, 313Q, 383O, 383Q; V 285, 355; WS 282R, 352I</p> <p>Unit 4 P 111E; S 111G-111H; V 63; VB 45F, 89F, 145F; WS 90I</p> <p>Unit 6 VB 321F, 357F</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—3—3.2 Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), <u>or words with multiple meanings</u> (State) EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text – The word “fall” can mean a time of the year or losing your step. What words from the passage help you to know what “fall” means in this story? EXAMPLE (multiple meanings): The word “fall” has many different meanings. Which sentence below uses the word “fall” to mean a time of the year? OR Which sentence below uses “fall” with the same meaning as it is used in the poem? 	<p>Teacher Edition: Unit 1 DC 128; RV 147D; SG 147O; V 119 Unit 2 DC 200; RV 211D; SG 211O, 211Q; V 181; WS 178I Unit 3 DC 327, 346; RV 351D; SG 351O, 351Q; V 343; WS 340I Unit 4 RV 77D; SG 77O, 77Q; V 49 Unit 6 DC 392; RV 403D; SG 403O, 403Q</p>
<ul style="list-style-type: none"> R—3—3.3 <p>This GLE is subsumed under R-3-2.1</p>	

STANDARDS	PAGE REFERENCES
<p>INITIAL UNDERSTANDING of LITERARY TEXTS (R-4)</p> <p>All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. A list of suggested literary texts for instructional and assessment purposes is included in the Appendix A.</p>	
<p>R-3-4 Demonstrate initial understanding of elements of literary texts by...</p>	
<ul style="list-style-type: none"> R-4-4.1 Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u> (State) 	<p>Student Edition:</p> <p>Unit 1 <i>Character</i> 27, 44, 51 Unit 1 <i>Comprehension</i> 14, 42, 120 Unit 1 <i>Comprehension Check</i> 33, 42, 67, 141 Unit 1 <i>Plot</i> 19 Unit 1 <i>Reread for Comprehension</i> 13 Unit 3 <i>Comprehension</i> 318 Unit 3 <i>Comprehension Check</i> 335 Unit 3 <i>Plot and Setting</i> 321 Unit 3 <i>Reread for Comprehension</i> 317 Unit 6 <i>Comprehension</i> 350</p> <p>Teacher Edition:</p> <p>Unit 1 C 14, 33B, 42, 67, 141B; CC 33, 67, 141; DC 16, 17, 18, 20, 24, 25, 28, 29, 30, 44, 45, 50, 51, 55, 56, 61, 62, 125, 127, 129, 132; RC 13A-13B, 41A-41B, 42-43, 119A-119B; SG 37O, 37P, 37R, 37T, 73O, 37P, 37R, 37T, 73O, 73P, 73R, 73T, 147O, 147R Unit 2 C 171B, 196, 205B; DC 162, 186, 192, 199; Unit 3 C 318, 379B; CC 335; DC 321, 322, 325, 326, 329, 332, 366, 372; RC 317A-317B; SG 339O, 339R, 339T Unit 4 C 73B; DC 30, 33, 52, 66, 120 Unit 5 DC 163, 170 Unit 6 C 35O, 399B; DC 352; RC 349A-349B; SG 357O, 357P, 357T</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—3—4.2 Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text (State) 	<p>Student Edition: Unit 2 <i>Comprehension</i> 228 Unit 2 <i>Comprehension Check</i> 171, 205, 249, 273 Unit 2 <i>Summarize</i> 232, 235 Unit 3 <i>Comprehension Check</i> 307, 411 Unit 4 <i>Comprehension Check</i> 39, 73, 107, 139 Unit 5 <i>Comprehension Check</i> 177, 211, 253, 281 Unit 6 <i>Comprehension Check</i> 315, 339, 353, 372, 399</p> <p>Teacher Edition: Unit 1 C 93, 156, 171B; DC 60, 94, 103, 130, 160; RC 155A-155B Unit 2 C 228, 273B; CC 171, 205, 249, 273; DC 192, 232, 235, 268; RC 227A-227B; SG 177O, 177R, 177T, 223O, 255O, 255P, 255R, 255T Unit 3 C 307B; CC 307, 335, 347, 411; DC 298, 301, 328, 368, 402, 406 Unit 4 CC 39, 73, 85, 107, 128; DC 26, 60, 102, 128, 139 Unit 5 C 225A, 281B; CC 177, 211, 225, 253, 281; DC 202, 244, 274; IT 213 Unit 6 C 379B; CC 315, 339, 353, 399; DC 306, 334, 372, 394; IT 342</p>
<ul style="list-style-type: none"> R—3—4.3 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local) 	<p>Student Edition: Unit 2 <i>Comprehension</i> 156, 182, 228</p> <p>Teacher Edition: Unit 2 C 156, 182, 228, 255O, 255P, 255R; DC 161, 165, 167, 188, 195, 197, 241, 245; RC 155A, 181A, 227A; SG 177O, 177P, 177R, 211O, 211R</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—3—4.4 <u>Identifying the characteristics of a variety of types of text</u> (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction) (Local) 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 14, 42, 120</p> <p>Unit 1 <i>Health</i> 34</p> <p>Unit 2 <i>Comprehension</i> 156, 159, 182, 261</p> <p>Unit 2 <i>Science</i> 206, 250</p> <p>Unit 2 <i>Poetry</i> 274</p> <p>Unit 3 <i>Comprehension</i> 286, 318, 344, 356, 388</p> <p>Unit 3 <i>Fine Arts</i> 412</p> <p>Unit 3 <i>Poetry</i> 336</p> <p>Unit 3 <i>Social Studies</i> 308</p> <p>Unit 4 <i>Comprehension</i> 14, 50, 116</p> <p>Unit 4 <i>Poetry</i> 108</p> <p>Unit 5 <i>Comprehension</i> 154, 234</p> <p>Unit 5 <i>Poetry</i> 282</p> <p>Unit 6 <i>Comprehension</i> 294, 326</p> <p>Unit 6 <i>Language Arts</i> 380</p> <p>Unit 6 <i>Poetry</i> 400</p> <p>Teacher Edition:</p> <p>Unit 1 IT 34; P 112; RA 11, 75, 87, 117</p> <p>Unit 2 C 260; P 274, RA 213, 225, 257, 283; RA 213, 225, 257, 283</p> <p>Unit 3 C 286, 318, 356; IT 308, 412; P 336; RA 315, 341, 353, 385</p> <p>Unit 4 C 14, 50, 116; DC 118; P 108; RA 11, 47, 79, 113</p> <p>Unit 5 C 154, 234; DC 241; P 282; RA 151, 185, 219, 231, 260</p> <p>Unit 6 C 294, 326, 347, 362, 384; LA 380; P 400; RA 323</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—3—4.5 Identifying literary devices as appropriate to genre: rhyme, <u>alliteration</u>, dialogue, or <u>description</u> (Local) 	<p>The following references can be used in classroom discussions to meet the needs of this objective.</p> <p>Student Edition: Unit 1 <i>Poetry</i> 112-113 Unit 1 112-113 Unit 2 <i>Poetry</i> 274 Unit 2 274-275 Unit 3 <i>Poetry</i> 336 Unit 3 336-337 Unit 4 <i>Poetry</i> 108 Unit 4 108-109</p> <p>Teacher Edition: Unit 1 C 104; DC 98; LE 112-113; RA 75; SG 115S Unit 2 LE 274-275; SG 277S Unit 3 LE 336-337 Unit 4 DC 126; LE 108-109; SG 111S Unit 5 AC 252</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.4) All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<p>R–3–5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p>	
<ul style="list-style-type: none"> R–3–5.1 Making logical predictions (State) 	<p>Student Edition: Unit 4 <i>Comprehension</i> 116 Unit 4 <i>Make Predictions</i> 122, 131 Unit 5 <i>Comprehension</i> 234 Unit 5 <i>Comprehension Check</i> 253 Unit 5 <i>Make and Confirm Predictions</i> 247</p> <p>Teacher Edition: Unit 1 DC 19, 57, 59; PP 15, 43, 79, 121; SG 37P, 73P, 85P, 115P, 147P Unit 2 DC 197, 199; PP 157, 183, 217, 229, 261; SG 177P, 211P, 223P, 255P, 277P Unit 3 PP 287, 319, 345, 357, 389; SG 313P, 339P, 351P, 383P, 417P Unit 4 C 116; CC 139; DC 63, 64, 119, 123, 127, 131, 132, 133, 134, 137; PP 51; RC 115A-115B; SG 145O Unit 5 C 234, 240; DC 156, 158, 243, 247, 249; ELL 247; PP 155, 235, 265; RC 233A-233B; SG 259O, 259P Unit 6 C 379B; DC 301, 302, 371, 376</p>
<ul style="list-style-type: none"> R–3–5.2 <u>Describing</u> main characters' physical characteristics or personality traits; or <u>providing examples of thoughts, words or actions that reveal characters' personality traits</u> (State) 	<p>Student Edition: Unit 1 <i>Character</i> 27, 51 Unit 1 <i>Comprehension</i> 14, 42 Unit 1 <i>Comprehension Check</i> 33, 67</p> <p>Teacher Edition: Unit 1 C 14, 33B, 42, 67B, 141B; CC 33, 67; DC 17, 20, 24, 25, 29, 51, 59, 61, 64; RC 13A-13B, 41A-41B; SG 37O, 37P, 37R, 37T, 73O, 73P, 73R, 73T Unit 2 C 205B; DC 186, 196, 199 Unit 3 DC 330, 363 Unit 4 DC 30, 125 Unit 5 DC 163, 170</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–3–5.3 Making basic inferences about problem, <u>conflict</u>, or solution (e.g., cause-effect relationships) (State) EXAMPLE: How might the story have been different if...? 	<p>Student Edition: Unit 1 <i>Comprehension</i> 120 Unit 1 <i>Comprehension Check</i> 141 Unit 1 <i>Problem and Solution</i> 129, 135 Unit 3 <i>Comprehension</i> 344 Unit 5 <i>Cause and Effect</i> 197, 201 Unit 5 <i>Comprehension</i> 188 Unit 6 <i>Comprehension</i> 350</p> <p>Teacher Edition: Unit 1 C 120, 127; CC 141; DC 123, 129, 131, 132, 138; RC 119A-119B; SG 147O, 147P, 147R, 147T Unit 2 C 171B; DC 162 Unit 3 C 344, 346; DC 372, 346, 365, 369; RC 343A-343B; SG 351O, 351P, 351R; 351T Unit 4 C 85A; DC 33; R 75 Unit 5 C 188, 193; DC 193, 201, 205, 207; ELL 197, 204; RC 187A-187B; SG 217O, 217P, 217R, 217T Unit 6 C 350, 352, 399B; DC 299, 352, 390; IT 318; RC 349A-349B; SG 357O, 357P, 357R, 357T</p>
<ul style="list-style-type: none"> R–3–5.4 <u>Identifying who is telling the story</u> (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Teacher Edition: Unit 2 C 265 Unit 3 DC 358 Unit 5 C 157; DC 158, 238 Unit 6 DC 298; 331</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.5 to R-5.7, and R-6)	
<ul style="list-style-type: none"> R–3–5.5 Identifying the author’s basic message (State) EXAMPLE: In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn? 	<p>Student Edition: Unit 5 <i>Comprehension</i> 294 Unit 5 <i>Comprehension Check</i> 315 Unit 5 <i>Theme</i> 297</p> <p>Teacher Edition: Unit 2 C 201 Unit 3 C 304 Unit 4 C 70 Unit 5 C 294; CC 315; DC 297, 305, 308, 336; ELL 308; RC 293A-293B; SG 321O, 321P, 321R, 321T</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—3—5.6 Identifying possible motives of characters (Local) 	<p>Student Edition: Unit 1 <i>Character</i> 27, 44, 51 Unit 1 <i>Comprehension</i> 14, 42, 120 Unit 1 <i>Comprehension Check</i> 33, 42, 67, 141 Unit 1 <i>Plot</i> 19 Unit 1 <i>Reread for Comprehension</i> 13 Unit 3 <i>Comprehension</i> 318 Unit 3 <i>Comprehension Check</i> 335 Unit 3 <i>Plot and Setting</i> 321 Unit 3 <i>Reread for Comprehension</i> 317 Unit 6 <i>Comprehension</i> 350</p> <p>Teacher Edition: Unit 1 C 14, 33B, 42, 67, 141B; CC 33, 67, 141; DC 16, 17, 18, 20, 24, 25, 28, 29, 30, 44, 45, 50, 51 55, 56, 61, 62, 125, 127, 129, 132; RC 13A-13B, 41A-41B, 42-43, 119A-119B; SG 37O, 37P, 37R, 37T, 73O, 37P, 37R, 37T, 73O, 73P, 73R, 73T, 147O, 147R Unit 2 C 171B, 196, 205B; DC 162, 186, 192, 199; Unit 3 C 318, 379B; CC 335; DC 321, 322, 325, 326, 329, 332, 366, 372; RC 317A-317B; SG 339O, 339R, 339T Unit 4 C 73B; DC 30, 33, 52, 66, 120 Unit 5 DC 163, 170 Unit 6 C 35O, 399B; DC 352; RC 349A-349B; SG 357O, 357P, 357T</p>
<ul style="list-style-type: none"> R—3—5.7 Recognizing explicitly stated causes or effects (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Student Edition: Unit 5 <i>Comprehension</i> 188 Unit 5 <i>Comprehension Check</i> 211</p> <p>Teacher Edition: Unit 3 DC 365, 369; RC 343A-343B; SG 351O, 351P, 351R, 351T Unit 4 C 85A Unit 5 C 188, 193; CC 211; DC 193, 197, 201, 204, 207; ELL 197, 204; RC 187A-187B; SG 217O, 217P, 217R, 217T Unit 6 C 315B; DC 299, 395; IT 318</p>

STANDARDS	PAGE REFERENCES
<p>R-3-6 Analyze and interpret author’s craft, citing evidence where appropriate by...</p>	
<ul style="list-style-type: none"> R-3-6.1 <u>Recognizing the use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings</u> (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Student Edition: Unit 1 <i>Poetry</i> 112 Unit 1 112-113 Unit 2 <i>Poetry</i> 274 Unit 2 274-275 Unit 3 <i>Poetry</i> 336 Unit 3 336-337 Unit 4 <i>Poetry</i> 108 Unit 4 108-109 Unit 5 <i>Poetry</i> 282 Unit 5 <i>Vocabulary</i> 232 Unit 5 282-283 Unit 6 <i>Language Arts</i> 380 Unit 6 <i>Poetry</i> 400 Unit 6 400-401</p> <p>Teacher Edition: Unit 1 C 104; DC 98; ELL 98; LE 112-113; RA 75; SG 115S Unit 2 LE 274-275; SG 277S Unit 3 LE 336-337; SG 339S; WT 417B Unit 4 AC 72, 138; DC 60, 64, 126; LE 108-109; SG 111S Unit 5 AC 210, 252; C 170; DC 162, 170, 237; LE 282-283; RV 259D; SG 259S, 285S; V 233 Unit 6 AC 314, 338, 378; DC 304, 310; LE 380-381, 400-401; SG 403S</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)	
R—3—16 Generates a personal response to what is read through a variety of means by...	
<ul style="list-style-type: none"> R—3—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other <u>books</u> (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Student Edition:</p> <p>Unit 1 <i>Talk About It</i> 11, 39, 74, 87, 117 Unit 2 <i>Talk About It</i> 179, 212, 225, 257 Unit 3 <i>Talk About It</i> 315, 340, 353, 385 Unit 4 <i>Talk About It</i> 11, 47, 78, 91, 113 Unit 5 <i>Talk About It</i> 151, 185, 218, 231, 261 Unit 6 <i>Talk About It</i> 291, 323, 346, 359, 385</p> <p>Teacher Edition:</p> <p>Unit 1 BB 10, 38, 74, 86, 116; ELL 10, 38, 74, 86, 116 Unit 2 BB 178, 212, 224, 256; ELL 178, 212, 224, 256 Unit 3 BB 314, 340, 352, 384; ELL 314, 340, 352, 384 Unit 4 BB 10, 46, 78, 90, 112; ELL 10, 46, 78, 90, 112 Unit 5 BB 150, 184, 218, 230, 260; ELL 150, 184, 218, 230, 260 Unit 6 BB 290, 322, 346, 358, 384; ELL 290, 322, 346, 358, 384</p>
<ul style="list-style-type: none"> R—3—16.2 No GLE at this grade level 	

STANDARDS	PAGE REFERENCES
<p align="center">INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)</p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes</p>	
<p>R-3-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p>	
<ul style="list-style-type: none"> R-3-7.1 Obtaining information, from text features (e.g., <u>table of contents</u>, glossary, <u>basic transition words</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>graphic organizers</u>, charts, graphs, or illustrations) (State) EXAMPLES: What words does the author want you to notice on this page? What is the last step of the directions? 	<p>Student Edition: Unit 1 <i>Health</i> 34 Unit 1 34-35 Unit 2 <i>Comprehension</i> 182 Unit 2 <i>Reread for Comprehension</i> 182 Unit 3 <i>Comprehension</i> 388 Unit 4 <i>Comprehension</i> 14 Unit 6 <i>Features in a Textbook</i> 319 Unit 6 <i>Social Studies</i> 316 Unit 6 316-317</p> <p>Teacher Edition: Unit 1 C 131, 198; DC 26, 51, 58, 61, 95, 133, 184; IT 35; RC 41B, 89B; RSS 219B; SG 37R, 37T; SP 43; TF 34 Unit 2 DC 188, 193; RC 181B; SG 223S; SP 183 Unit 4 DC 17, 22, 84, 136; IT 141; SP 15 Unit 5 C 169; DC 196, 203 Unit 6 DC 369; IT 318; RI 357A; SF 321S; TF 316</p>
<ul style="list-style-type: none"> R-3-7.2 Using information from the text to answer questions <u>related to explicitly stated main/central ideas</u> or details (State) 	<p>Student Edition: Unit 1 <i>Comprehension</i> 78, 90 Unit 1 <i>Comprehension Check</i> 111 Unit 1 <i>Main Idea and Details</i> 92</p> <p>Teacher Edition: Unit 1 C 78, 80, 81A, 90, 106, 111B; CC 111; DC 92, 93, 96, 97, 101, 107, 108; ELL 77A, 97, 108; RC 77A-77B; 89A-89B; SG 85O, 85P, 85R, 85T, 115O, 115P, 115R, 115T Unit 2 C 219A; DC 235, 242 Unit 3 DC 392; IT 310 Unit 5 C 278; DC 277; IT 179</p>

STANDARDS	PAGE REFERENCES
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3 to R-7.5)	
<ul style="list-style-type: none"> R—3—7.3 <u>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)</u> (State) EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things 	<p>Teacher Edition: Unit 1 DC 93, 97, 101; R 79; RC 89B Unit 2 DC 233, 243; R 229; RC 227B Unit 3 DC 160, 163, 168; R 157; RC 155B Unit 5 DC 166</p>
<ul style="list-style-type: none"> R—3—7.4 <u>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.</u> (Local) 	<p>Student Edition: Unit 2 <i>Comprehension</i> 156, 182, 228 Unit 2 <i>Comprehension Check</i> 171, 249</p> <p>Teacher Edition: Unit 2 C 156, 159, 182, 228; CC 171, 249; DC 161, 165, 167, 188, 195, 196, 231, 245, 255O, 255P, 255R, 255T; RC 155A, 181A-181B, 227A-227B; SG 177O, 177P, 177R, 211O, 211P, 211R Unit 5 DC 268</p>
<ul style="list-style-type: none"> R—3—7.5 <u>Identifying the characteristics</u> of a variety of types of text (e.g., reference: <u>dictionaries, glossaries, children’s magazines, content trade books, textbooks, children’s newspapers;</u> and practical/functional texts: <u>book orders, procedures, instructions, announcements, invitations</u>) (Local) 	<p>The following examples can be used in classroom discussion to meet the needs of this objective.</p> <p>Teacher Edition: Unit 1 CCC 49, 103; RI 10H, 10I, 85A; RSS 81B; WT 85B Unit 2 RI 152H; SA 209 Unit 3 RI 282H; WT 351B Unit 4 RI 10H Unit 5 RI 150H, 173, 181 Unit 6 RI 290H, 357A</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8) All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</p>	
<p>R-3-8 Analyze and interpret informational texts, citing evidence where appropriate by...</p>	
<ul style="list-style-type: none"> R-3-8.1 Connecting information <i>within</i> a text (State) EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Student Edition: Unit 1 <i>Science</i> 142 Unit 2 <i>Performing Arts</i> 172 Unit 4 <i>Connect and Compare</i> 43 Unit 4 <i>Social Studies</i> 40</p> <p>Teacher Edition: Unit 1 SG 147S; TF 142-143, 145 Unit 2 DC 236; SG 177Q, TF 172-173, 174-175 Unit 3 DC 239, 241 Unit 4 CC 43; R 41; SG 45S; TF 40, 41 Unit 6 AC 398 AL SS T10</p>
<ul style="list-style-type: none"> R-3-8.2 Recognizing generalizations about text (e.g., identifying appropriate titles, <u>assertions, or controlling ideas</u>) (State) 	<p>The following references can be modified to meet the needs of this objective.</p> <p>Student Edition: Unit 3 <i>Comprehension</i> 286, 356 Unit 3 <i>Comprehension Check</i> 307, 379 Unit 3 <i>Make Inferences</i> 289, 305, 379</p> <p>Teacher Edition: Unit 1 DC 21, 23, 49, 53, 60, 63 Unit 2 DC 159, 194, 201, 202, 234, 238 Unit 3 C 286, 295, 356, 411B; CC 307, 379; DC 288, 292, 293, 295, 296, 297, 301, 302, 303, 376, 374, 376, 399, 401, 404, 406; ELL 293, 301; RC 285A-285B, 355A-355B; SG 313O, 313P, 313R, 313T, 383O, 383P, 383R, 383T Unit 4 DC 27, 32, 61, 129 Unit 5 C 211B; DC 163, 165, 194, 199, 200, 202, 273 Unit 6 DC 309, 311, 335, 369, 370; IT 317</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–3–8.3 Making basic inferences, drawing basic conclusions, <u>or forming judgments/opinions about central ideas that are relevant</u> (State) 	<p>Student Edition: Unit 3 <i>Comprehension</i> 286, 356 Unit 3 <i>Comprehension Check</i> 307, 379 Unit 3 <i>Make Inferences</i> 289, 305, 379</p> <p>Teacher Edition: Unit 1 DC 21, 23, 49, 53, 60, 63 Unit 2 DC 159, 194, 201, 202, 234, 238 Unit 3 C 286, 295, 356, 411B; CC 307, 379; DC 288, 292, 293, 295, 296, 297, 301, 302, 303, 376, 374, 376, 399, 401, 404, 406; ELL 293, 301; RC 285A-285B, 355A-355B; SG 313O, 313P, 313R, 313T, 383O, 383P, 383R, 383T Unit 4 DC 27, 32, 61, 129 Unit 5 C 211B; DC 163, 165, 194, 199, 200, 202, 273 Unit 6 DC 309, 311, 335, 369, 370; IT 317</p>
<ul style="list-style-type: none"> R–3–8.4 <u>Distinguishing fact from opinion</u> (State) 	<p>Student Edition: Unit 2 <i>Comprehension</i> 216 Unit 5 <i>Comprehension</i> 222</p> <p>Teacher Edition: Unit 2 C 216, 218, 249B; CC 219; DC 218, 244; RC 215A-215B; SG 223O, 223P, 223R, 223T Unit 3 F 347A Unit 5 C 222, 224; CC 225; DC 224; RC 221A-221AB; SG 229O, 229P, 229T</p>
<ul style="list-style-type: none"> R–3–8.5 Making inferences about causes or effects (State) EXAMPLE: What probably caused the fire to start in the garage? 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Student Edition: Unit 5 <i>Comprehension</i> 188 Unit 5 <i>Comprehension Check</i> 211</p> <p>Teacher Edition: Unit 3 DC 365, 369; RC 343A-343B; SG 351O, 351P, 351R, 351T Unit 4 C 85A Unit 5 C 188, 193; CC 211; DC 193, 197, 201, 204, 207; ELL 197, 204; RC 187A-187B; SG 217O, 217P, 217R, 217T Unit 6 C 315B; DC 299, 395; IT 318</p>

STANDARDS	PAGE REFERENCES
<p>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</p> <p>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<p>R-3-12 Demonstrates ability to monitor comprehension for different types of texts and purposes by...</p>	
<ul style="list-style-type: none"> R-3-12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures]), etc.) (Local) 	<p>Student Edition: Unit 2 <i>Comprehension</i> 156, 182, 228 Unit 4 <i>Comprehension</i> 82, 94, 228 Unit 4 <i>Reread for Comprehension</i> 115</p> <p>Teacher Edition: Unit 1 C 93, 125; DC 20, 48, 94, 103,128; ES 59 Unit 2 C 156, 182, 228, 232; DC 161, 165, 167, 188, 195, 196, 231, 235, 241, 245, 262; ES 237, 267; RC 155A-155B; SG 177O, 177P, 177R, 177T, 211O, 211P, 255O, 255P, 255R, 255T Unit 3 DC 291, 324, 369, 400; ES 401; LE 337 Unit 4 C 82, 94, 116; DC 21, 31, 58, 97, 99, 103, 104, 118, 120, 124, 128, 135; ES 101, 127; RC 81A, 93A, 115, 115A; SG 89O, 89P, 89R, 89T, 111O, 111P, 111R, 111T, 145O, 145P, 145R, 145T Unit 5 DC 159, 247, 268, 271; ES 243; IT 179 Unit 6 C 326; DC 306, 328, 332, 335, 374; ES 333, 334; RC 325A; SG 345O, 345P, 345R, 345T</p>
<p>R-3-12.2 Subsumed in R-2-12.1</p>	

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</p> <p style="text-align: center;">All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<ul style="list-style-type: none"> • R—3—13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text. (Local) • EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text- based inferences; determining importance; generating <u>literal</u> and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g. <u>transition words</u>, <u>subheadings</u>, <u>bold/italicized print</u>, parts of the book) (See also Appendix D) 	<p>Student Edition:</p> <p>Unit 2 <i>Comprehension</i> 156, 182</p> <p>Unit 2 <i>Using Text Features</i> 207</p> <p>Unit 4 <i>Comprehension</i> 14, 50, 116</p> <p>Unit 5 <i>Comprehension</i> 188, 222</p> <p>Teacher Edition:</p> <p>Unit 1 CC 33, 67, 81, 111; DC 19, 57; OL 10, 38, 74, 86, 116; UI 151I</p> <p>Unit 2 C 156, 182, 211O; DC 161, 165, 167, 168, 188, 195, 196, 197; OL 152, 178, 212; RC 155A, 181A; SG 177O, 211Q; TF 206</p> <p>Unit 3 DC 293, 300, 331, 333</p> <p>Unit 4 C 14, 116; CC 39, 73, 85, 107; DC 20, 28, 31, 32, 35, 53, 61, 64, 67, 68; OL 10, 46, 50, 78, 90, 112; RC 13A; SG 45O, 45P, 77O, 145P</p> <p>Unit 5 C 188, 222; CC 253; DC 156, 191, 194, 199, 200, 202, 207; OL 150, 184, 218, 230, 260; R 265; RC 187A, 221A, 233A; SG 217O, 259P</p> <p>Unit 6 CC 315; DC 302, 376; IT 34O; OL 290, 322, 346, 358, 384</p>

STANDARDS	PAGE REFERENCES
READING EXTENSIVELY* and IN DEPTH (R-14 and R-17)	
R-3-14 Demonstrates the habit of reading widely and extensively* by...	
<ul style="list-style-type: none"> R—3—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Teacher Edition:</p> <p>Unit 1 LA 10R, 38I, 86I, 116I; RI 15, 43, 79, 91, 121; SG 37T, 73T, 85T, 115T, 147T</p> <p>Unit 2 LA 152R, 178I, 256I; RI 157, 183, 217, 229, 261; SG 177T, 211T, 223T, 255T, 277T</p> <p>Unit 3 LA 282R, 314I, 340I, 352I, 384I; RI 287, 319, 345, 357, 389; SG 313T, 339T, 351T, 383T, 417T</p> <p>Unit 4 LA 10R, 46, 78I, 90I, 112I; RI 15, 51, 83, 95, 117; SG 45T, 77T 89T, 111T, 145T</p> <p>Unit 5 LA 150R, 184I, 218I, 230I, 260I; RI 155, 189, 223, 235, 265; SG 183T, 217T, 229T, 259T, 285T</p> <p>Unit 6 LA 290R, 322I, 346I, 358I, 384I; RI 295, 327, 351, 363, 389; SG 321T, 345T, 357T, 383T, 403T</p>
<ul style="list-style-type: none"> R—3—14.2 Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A) 	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 14, 42, 90, 120</p> <p>Unit 2 <i>Comprehension</i> 156, 182, 260</p> <p>Unit 2 <i>Performing Arts</i> 172</p> <p>Unit 2 <i>Science</i> 206</p> <p>Unit 3 <i>Comprehension</i> 286, 318, 356</p> <p>Unit 3 <i>Social Studies</i> 380</p> <p>Unit 4 <i>Comprehension</i> 14, 50</p> <p>Unit 4 <i>Poetry</i> 108</p> <p>Unit 4 <i>Social Studies</i> 40, 74, 140</p> <p>Unit 5 <i>Comprehension</i> 154</p> <p>Unit 5 <i>Social Studies</i> 212</p> <p>Unit 6 <i>Comprehension</i> 326</p> <p>Unit 6 <i>Science</i> 340</p> <p>Teacher Edition:</p> <p>Unit 1 C 14, 42, 91, 96, 120; DC 23, 46, 122; RA 39, 117</p> <p>Unit 2 C 156, 182, 260; DC 167, 264; IT 172, 206; RA 153</p> <p>Unit 3 C 286, 318, 356; DC 304, 320; IT 380; RA 315</p> <p>Unit 4 C 14, 50; DC 70; IT 40, 74, 140; P 108; RA 11, 47, 79, 91, 113</p> <p>Unit 5 C 154; DC 157; IT 212; RA 185, 231</p> <p>Unit 6 C 326; DC 332; IT 340; LA 380</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—3—14.3 Reading multiple texts for depth of understanding an author or genre (Local) 	<p>The following references can be used in classroom discussion to meet the needs of this objective.</p> <p>Student Edition:</p> <p>Unit 1 <i>Comprehension</i> 14, 42, 90, 120 Unit 2 <i>Comprehension</i> 156, 182, 260 Unit 2 <i>Performing Arts</i> 172 Unit 2 <i>Science</i> 206 Unit 3 <i>Comprehension</i> 286, 318, 356 Unit 3 <i>Social Studies</i> 380 Unit 4 <i>Comprehension</i> 14, 50 Unit 4 <i>Poetry</i> 108 Unit 4 <i>Social Studies</i> 40, 74, 140 Unit 5 <i>Comprehension</i> 154 Unit 5 <i>Social Studies</i> 212 Unit 6 <i>Comprehension</i> 326 Unit 6 <i>Science</i> 340</p> <p>Teacher Edition:</p> <p>Unit 1 C 14, 42, 91, 96, 120; DC 23, 46, 122; RA 39, 117 Unit 2 C 156, 182, 260; DC 167, 264; IT 172, 206; RA 153 Unit 3 C 286, 318, 356; DC 304, 320; IT 380; RA 315 Unit 4 C 14, 50; DC 70; IT 40, 74, 140; P 108; RA 11, 47, 79, 91, 113 Unit 5 C 154; DC 157; IT 212; RA 185, 231 Unit 6 C 326; DC 332; IT 340; LA 380</p>

STANDARDS	PAGE REFERENCES
<p>READING EXTENSIVELY* and IN DEPTH (R-14 and R-17) All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.</p>	
<p>R–5–17 Demonstrates participation in a literate community by...</p>	
<ul style="list-style-type: none"> R—3—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local) 	<p>Teacher Edition: Unit 1 LA 10R, 38I, 74I, 86I,116I; SG 37T, 73T, 85T, 115T, 147T Unit 2 LA 152R, 178I, 212I, 224I, 256I; SG 177T, 211T, 223T, 255T, 277T Unit 3 LA 282R, 314I, 340I, 352I, 384I; SG 313T, 339T, 351T, 383T, 417T Unit 4 LA 10R, 46I, 78I, 90I, 112I; SG 45T, 77T, 89T, 111T, 145T Unit 5 LA 150R, 184I, 218I, 230, 260I; SG 183T, 217T, 229T, 259T, 285T Unit 6 LA 290R, 322I, 346I, 358I, 384I; SG 321T; 345T, 357T, 383T, 403T</p>
<ul style="list-style-type: none"> R—3—17.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local) 	<p>Teacher Edition: Unit 1 PR 151B, 151D, 151E; WT 115B, 147B Unit 2 PR 281B, 281D, 281E Unit 3 PR 421E; WT 313B Unit 4 PR 149B, 149D, 149E Unit 5 PR 289B, 289D, 289E Unit 6 PR 407D, 407E</p>

STANDARDS	PAGE REFERENCES
BREADTH OF READING: Reading for Research Across Content Areas (R-15)	
R-3-15 Research* by reading multiple sources (including print and non-print texts) to report information by...	
<ul style="list-style-type: none"> R—3—15.1 Using sources provided (Local) 	Teacher Edition: Unit 1 CCC 49; LOT 35, 113; RI 10H-10I, 71, 85A, 145 Unit 2 LOT 275; RI 152H-152I, 175, 209, 223A, 253A Unit 3 LOT 337, 381; RI 282H-282I, 311, 351A; T 383B; WT 313B Unit 4 LOT 43, 75, 109; RI 10H-10I, 89A Unit 5 LOT 215, 257, 283; RI 150H-150I, 173, 181, 208, 229A Unit 6 LOT 319, 381, 401; RI 290H-290I, 343, 357A, 396
<ul style="list-style-type: none"> R—3—15.2 Evaluating information presented in terms of relevance (Local) 	The following references can be used in classroom discussion to meet the needs of this objective. Teacher Edition: Unit 1 RI, 85A, 85B, 151K Unit 2 RI 223A, 223B Unit 3 RI 351A, 351B, 421K-421L Unit 4 RI 89A, 89B, 149K-149L Unit 5 RI 229A, 229B Unit 6 RI 357A, 357B, 407K-407L
<ul style="list-style-type: none"> R—3—15.3 Gathering information and using a given structure (e.g., chart, diagram. Outline, etc.) to organize it (Local) 	Teacher Edition: Unit 1 CCC 49; RI 10H, 145; WT 85B Unit 2 RI 253; WT 223B Unit 3 RI 282H; WT 351B Unit 4 RI 10H; WT 89B Unit 5 RI 150H; WT 229B Unit 6 CCC 290I; RI 290H; WT 357B

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—3—15.4 Using evidence to support conclusions (Local) 	<p>The following references can be used in classroom discussions to meet the needs of this objective.</p> <p>Teacher Edition:</p> <p>Unit 1 R 85A, 145; WT 85B</p> <p>Unit 2 WT 223B</p> <p>Unit 3 RI 282H, 351A; WT 351B</p> <p>Unit 4 RI 10H; WT 89B</p> <p>Unit 5 RI 150H; WT 229B</p> <p>Unit 6 RI 290H, 357A; WT 357B</p>