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**Macmillan/McGraw-Hill**

**English Language Arts  
Grade Level Content Expectations  
Grade 3**



STANDARDS	PAGE REFERENCES
<p><b>READING</b></p> <p><b>Word Recognition and Word Study</b></p> <p><b>Word Recognition</b> <i>Students will...</i></p>	
<p><b>R.WS.03.01</b> automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read Fluently increasing steadily across the school year.</p>	<p><b>Student Edition:</b> <i>Decoding</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 214, 326, 338, 350</p> <p><b>Teacher's Edition:</b> FLU 3, 7, 9, 11, 15, 17, 21, 25, 29, 31, 35, 37, 41, 45, 49, 51, 59, 61, 65, 67, 71, 73, 77, 81, 83, 85, 87, 89, 93, 95, 99, 101, 105, 109, 117, 121, 123, 125, 129, 133, 139, 143, 147, 151, 155, 157, 159, 161, 165, 173, 177, 181, 185, 189, 195, 197, 201, 203, 207, 211, 215, 219, 227, 229, 233, 235, 239, 243, 245, 251, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333</p>

Codes used for Teacher's Edition pages are the initial caps of headings on that page.

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<p><b>R.WS.03.02</b> use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>	<p><b>Student Edition:</b>  <i>Decoding</i> 6, 16, 26, 50, 62, 86, 110, 134, 158, 170, 194, 206, 230, 254, 266, 278, 290, 302, 326, 338, 361</p> <p><b>Teacher’s Edition:</b>            SA 6, 8, 10, 16, 18, 20, 28, 30, 32, 48, 50, 62, 64, 66, 84, 86, 88, 104, 106, 108, 128, 130, 132, 150, 152, 154, 160, 162, 164, 184, 186, 188, 196, 198, 200, 216, 218, 220, 240, 242, 252, 254, 256, 262, 264, 266, 272, 274, 276, 286, 288, 290, 308, 310, 312, 318, 320, 322, 332</p>
<p><b>R.WS.03.03</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p><b>Student Edition:</b>  <i>Vocabulary</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 214, 326, 338, 350</p> <p><b>Teacher’s Edition:</b>            VOC 2, 4, 14, 24, 28, 34, 36, 46, 60, 68, 70, 80, 82, 90, 92, 100, 102, 114, 116, 124, 126, 136-137, 138, 148-149, 158-159, 172-173, 180-181, 182-183, 194, 204, 214, 228-229, 250, 260, 270, 282-283, 284-285, 292-293, 294-295, 306, 316, 326</p>
<p><b>R.WS.03.04</b> automatically recognize the 220 Dolch basic sight words and 95 common nouns.</p>	<p><b>Student Edition:</b>  <i>Decoding</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 182, 206, 218, 230, 242, 254, 266, 278, 290, 302, 314, 326</p> <p><i>Read</i> 7, 17, 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 147, 183, 207, 219, 231, 243, 253, 267, 279, 291, 303, 315, 327, 339, 351</p> <p>*Sight words also appear in every story.</p> <p><b>Teacher’s Edition:</b>            DEC 4, 14, 22, 24, 26, 34, 36, 46, 60, 68, 70, 80, 82, 90, 92, 94, 110, 114, 116, 118, 126, 136, 138, 166, 170, 172, 190, 192, 194, 202, 204, 212, 214, 216, 222, 226, 228, 236, 238, 248, 250, 258, 260, 268, 270, 278, 282, 284, 292, 294, 302, 304, 306, 312; FLU 5, 13, 15, 25, 27, 33, 37, 47, 61, 67, 71, 83, 89, 93, 103, 117, 127, 139, 149, 159, 173, 195, 205, 215, 229, 239, 251, 261, 271, 285, 295, 307, 317, 327</p>

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<p><b>R.WS.03.05</b> make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p>	<p><b>Student Edition:</b>  <i>Decoding</i> 6, 16, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 290, 302, 314, 326, 338, 350  <i>Vocabulary</i> 6, 16, 38, 62, 86, 98, 122, 134, 146, 194, 206, 230, 278            *Sight words also appear in every story.</p> <p><b>Teacher’s Edition:</b>            DEC 4, 14, 36, 46, 48, 50, 60, 68, 70, 72, 80, 82, 84, 90, 92, 102, 106, 114, 116, 118, 124, 126, 128, 136, 138, 140, 146, 148, 150, 156, 158, 160, 170, 172, 180, 182, 184, 192, 194, 196, 202, 204, 206, 212, 214, 216, 226, 228, 230, 238, 240, 242, 250, 252, 268, 270, 272, 282, 284, 286, 292, 294, 296, 304, 306, 308, 314, 316, 318, 324, 326, 328;            FLU 7, 13, 15, 37, 47, 63, 71, 83, 93, 103, 117, 127, 139, 149, 159, 173, 183, 193, 195, 205, 215, 229, 239, 251, 271, 285, 295, 307, 317, 327; VOC 4, 6, 14, 36, 60, 80, 82, 92, 115, 117, 120, 126, 137, 138, 181, 182, 194, 214</p>
<p><b>R.WS.03.06</b> acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p>	<p><b>Student Edition:</b>  <i>Decoding</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 214, 326, 338, 350  <i>Vocabulary</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 214, 326, 338, 350</p> <p><b>Teacher’s Edition:</b>            DEC 2, 4, 12, 14, 24, 26, 34, 36, 44, 46, 58, 60, 68, 70, 80, 82, 90, 92, 100, 102, 114, 116, 124, 126, 136, 138, 146, 148, 156, 158, 170, 172, 180, 182, 192, 194, 202, 204, 212, 214, 226, 228, 236, 238, 248, 250, 258, 260, 268, 270, 282, 284, 292, 294, 304, 306, 314, 316, 324, 326</p>

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<p><b>Fluency</b> <i>Students will...</i></p> <p><b>R.WS.03.07</b> apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.</p>	<p><b>Student Edition:</b> <i>Decoding</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 182, 206, 218, 230, 242, 254, 266, 278, 290, 302, 314, 326 <i>Read</i> 7, 17, 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 147, 183, 207, 219, 231, 243, 253, 267, 279, 291, 303, 315, 327, 339, 351</p> <p><b>Teacher’s Edition:</b> FLU 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 45, 47, 49, 51, 53, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333</p>
<p><b>Vocabulary</b> <i>Students will...</i></p> <p><b>R.WS.03.08</b> in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.</p>	<p><b>Student Edition:</b> <i>Vocabulary</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 214, 326, 338, 350</p> <p><b>Teacher’s Edition:</b> VOC 16, 18, 20, 28, 30, 32, 38, 40, 42, 48, 50, 52, 72, 74, 76, 94, 96, 98, 104, 106, 108, 118, 120, 122, 128, 130, 132, 140, 142, 144, 150, 152, 154, 160, 162, 164, 174, 176, 178, 184, 186, 188, 206, 208, 210, 262, 264, 266, 286, 288, 290, 328, 330, 332</p>

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<p><b>Narrative Text</b> <i>Students will...</i></p>	
<p><b>R.NT.03.01</b> explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p><b>Student Edition:</b> <i>Think About It</i> 25, 61, 73, 121, 133, 169, 193, 205, 229, 241, 253, 265, 289, 313, 325</p> <p><b>Teacher’s Edition:</b> COMP 21, 53, 67, 109, 123, 155, 179, 189, 211, 221, 235, 245, 267, 291, 301</p>
<p><b>R.NT.03.02</b> identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.</p>	<p><b>Student Edition:</b> <i>Comprehension</i> 110, 158, 182, 206, 230, 254, 266, 278, 314, 338, 350</p> <p><b>Teacher’s Edition:</b> COMP 101, 103, 105, 107, 109, 203, 205, 207, 209, 211, 315, 317, 319, 321, 323</p>
<p><b>R.NT.03.03</b> identify and describe characters’ thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).</p>	<p><b>Student Edition:</b> <i>Comprehension</i> 6, 16, 26, 38, 50, 98, 122, 146, 158, 194, 230, 254, 278, 290, 302, 314, 326, 350</p> <p><i>Think About It</i> 25, 61, 73, 121, 133, 169, 193, 205, 229, 241, 253, 265, 289, 313, 325</p> <p><b>Teacher’s Edition:</b> COMP 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 181, 183, 185, 187, 189, 283, 285, 287, 289, 291, 305, 307, 309, 311, 313, 325, 327, 329, 331, 333</p>
<p><b>R.NT.03.04</b> explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.</p>	<p><b>Student Edition:</b> <i>Comprehension</i> 6, 16, 122, 134, 158, 194, 230, 278, 314, 326, 350</p> <p><i>Think About It</i> 25, 133, 145, 169, 205, 229, 241, 289, 325, 337, 361</p> <p><b>Teacher’s Edition:</b> COMP 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 125, 127, 129, 131, 133, 213, 215, 217, 219, 221, 259, 261, 263, 265, 267</p>
<p><b>Informational Text</b> <i>Students will...</i></p>	
<p><b>R.IT.03.01</b> identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</p>	<p><b>Teacher’s Edition:</b> VOC 28, 30, 32, 128, 130, 132</p>

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<p><b>R.IT.03.02</b> identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.</p>	<p><b>Student Edition:</b>  <i>Comprehension</i> 50, 170, 182, 206, 242, 290, 326  <i>Read</i> 171, 183, 207, 243, 291, 327  <i>Retell</i> 61  <i>Summarize</i> 181, 217, 253, 301, 337  <i>Think About It</i> 193</p> <p><b>Teacher’s Edition:</b>            COMP 45, 47, 49, 51, 53, 157, 159, 161, 163, 165, 171, 172, 175, 177, 179, 193, 195, 197, 199, 201, 227, 229, 231, 233, 235, 269, 271, 273, 275, 277, 305, 307, 309, 311, 313</p>
<p><b>R.IT.03.03</b> explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.</p>	<p>This objective can be met through classroom discussion and activities involving the text features of the student edition.</p>
<p><b>Comprehension</b>  <i>Students will...</i></p>	
<p><b>R.CM.03.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p><b>Student Edition:</b>  <i>Think About It</i> 15, 25, 37, 49, 61, 73, 97, 109, 121, 145, 157, 169, 193, 205, 217, 229, 241, 265, 277, 289, 301, 313, 325  <i>Write About It</i> 15, 37, 61, 133, 169, 193, 205, 217, 229, 241, 265, 289, 313, 325, 361</p> <p><b>Teacher’s Edition:</b>            COMP 11, 21, 33, 43, 53, 89, 99, 109, 133, 145, 155, 179, 189, 191, 201, 211, 221, 245, 247, 257, 267, 277, 279, 291, 301, 335</p>

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<p><b>R.CM.03.02</b> retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p>	<p><b>Student Edition:</b>  <i>Comprehension</i> 6, 26, 38, 62, 98, 170, 242, 302  <i>Read</i> 7, 17, 27, 39, 61, 63, 87, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 265, 267, 279, 291, 303, 315, 327, 339  <i>Retell</i> 15, 25, 37, 49  <i>Summarize</i> 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 277, 289, 301, 313, 325, 337, 349</p> <p><b>Teacher’s Edition:</b>  COMP 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 59, 61, 63, 65, 67, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 127, 129, 131, 133, 135, 137, 139, 227, 229, 231, 233, 235, 269, 271, 273, 275, 277, 283, 285, 287, 289, 291</p>
<p><b>R.CM.03.03</b> compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.</p>	<p><b>Student Edition:</b>  <i>Comprehension</i> 182, 206  <i>Read</i> 183, 207,  <i>Summarize</i> 217  <i>Think About It</i> 193</p> <p><b>Teacher’s Edition:</b>  COMP 171, 173, 175, 177, 179, 193, 195, 197, 199, 201</p>
<p><b>R.CM.03.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>The following stories may be used to meet this objective.</p> <p><b>Student Edition:</b>  <i>Animals Change Shape</i> 352-360  <i>Ant Tricks</i> 28-36  <i>Be Smart: Save Water!</i> 208-216  <i>Ben Franklin</i> 112-120  <i>Dolores Huerta: She Took a Stand</i> 256-264  <i>Flight: Gliders to Jets</i> 88-96  <i>Hot-Air Balloons</i> 268-276  <i>Jane Goodall</i> 340-348  <i>The Everglades</i> 148-156  <i>Wetlands</i> 40-48</p>

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<p><b>Metacognition</b> <i>Students will...</i></p>	
<p><b>R.MT.03.01</b> self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.</p>	<p><b>Student Edition:</b>  <i>Comprehension</i> 122, 158, 230, 278  <i>Read</i> 123, 159, 231, 279  <i>Retell</i> 15, 25, 37, 49  <i>Summarize</i> 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 277, 289, 301, 313, 325, 337, 349</p> <p><b>Teacher’s Edition:</b>            COMP 25,27, 29, 31, 33, 35, 37, 39, 41, 43, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 147, 149, 151, 153, 155, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 293, 295, 297, 299, 301, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333</p>

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<p><b>R.MT.03.02</b> plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.</p>	<p><b>Student Edition:</b>  <i>Comprehension</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 314, 326, 338, 350  <i>Read</i> 7, 17, 27, 39, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303, 315, 327, 339, 351  <i>Retell</i> 15, 37, 49, 51, 61  <i>Summarize</i> 73, 97, 109, 145, 169, 181, 205, 241, 253, 265, 277, 301, 313, 325, 337, 349, 361  <i>Think About It</i> 25, 85, 121, 133, 157, 193, 217, 229, 289</p> <p><b>Teacher’s Edition:</b>  COMP 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 137, 139, 141, 143, 145, 147, 149, 151, 153, 157, 159, 161, 163, 165, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 193, 195, 197, 199, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 315, 317, 319, 323, 325, 3327, 329, 331, 333</p>
<p><b>Reading Attitude</b>  <i>Students will...</i></p>	
<p><b>R.AT.03.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>The following references may be used to meet this objective.</p> <p><b>Student Edition:</b>  <i>Write About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361</p> <p><b>Teacher’s Edition:</b>  COMP 11, 23, 33, 43, 53, 55, 667, 77, 79, 89, 99, 109, 111, 123, 133, 135, 145, 155, 165, 167, 179, 189, 201, 211, 223, 235, 245, 257, 267, 277, 279, 291, 301, 303, 313, 323, 333, 335</p>

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<b>WRITING</b>	
<b>Spelling</b> <i>Students will...</i>	
<b>W.SP.03.01</b> in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	The following references may be used to meet this objective. <b>Student Edition:</b> <i>Write About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361
<b>SPEAKING</b>	
<b>Conventions</b> <i>Students will...</i>	
<b>S.CN.03.01</b> use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.	<i>Comprehension Check</i> questions and activities may be used to meet this objective.
<b>S.CN.03.02</b> adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.	<i>Comprehension Check</i> questions and activities can be expanded to meet this objective.
<b>S.CN.03.03</b> speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.	This standard falls outside the scope of <i>Reading Triumphs Grade 3</i> © 2007.
<b>S.CN.03.04</b> present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	This standard falls outside the scope of <i>Reading Triumphs Grade 3</i> © 2007.
<b>S.CN.03.05</b> understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.	This standard falls outside the scope of <i>Reading Triumphs Grade 3</i> © 2007.

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<p><b>Discourse</b> <i>Students will...</i></p>	
<p><b>S.DS.03.01</b> engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p><i>Partner Reading</i> activities can be extended to meet this objective.</p>
<p><b>S.DS.03.02</b> discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.</p>	<p><i>Comprehension Check</i> questions and activities can be expanded to meet this objective.</p>
<p><b>S.DS.03.03</b> respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p>	<p><b>Student Edition:</b>  <i>Think About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361  <i>Write About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361  <b>Teacher's Edition:</b>            COMP 11, 21, 33, 43, 53, 89, 99, 109, 133, 145, 155, 179, 189, 191, 201, 211, 221, 245, 247, 257, 267, 277, 279, 291, 301, 335</p>

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STANDARDS	PAGE REFERENCES
<p><b>S.DS.03.04</b> plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.</p>	<p>The following references and activities can be expanded to include planning and delivering presentations to the class.</p> <p><b>Student Edition:</b></p> <p><i>Comprehension</i> 6, 16, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 314, 326, 338, 350</p> <p><i>Retell</i> 15, 37, 49, 51, 61</p> <p><i>Summarize</i> 73, 97, 109, 145, 169, 181, 205, 241, 253, 265, 277, 301, 313, 325, 337, 349, 361</p> <p><i>Think About It</i> 25, 85, 121, 133, 157, 193, 217, 229, 289</p>
<b>LISTENING &amp; VIEWING</b>	
<p><b>Conventions</b> <i>Students will...</i></p>	
<p><b>L.CN.03.01</b> ask substantive questions of the speaker that will provide additional elaboration and details.</p>	<p><b>Teacher’s Edition:</b> COMP 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 91, 93, 95, 97, 99</p>
<p><b>L.CN.03.02</b> listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>	<p>Teachers can guide students to practice these skills while listening to others read the textbook stories.</p>
<p><b>L.CN.03.03</b> distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 3</i> © 2007.</p>
<p><b>L.CN.03.04</b> be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 3</i> © 2007.</p>

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STANDARDS	PAGE REFERENCES
<p><b>Response</b> <i>Students will...</i></p>	
<p><b>L.RP.03.01</b> listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p>	<p>The following references can be used in classroom discussions and activities by having students compare their responses to their peers.</p> <p><b>Student Edition:</b> <i>Think About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361 <i>Write About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361</p>
<p><b>L.RP.03.02</b> select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>This standard falls outside the scope of <i>Reading Triumphs Grade 2</i> © 2007.</p>
<p><b>L.RP.03.03</b> respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.</p>	<p><b>Student Edition:</b> <i>Think About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361 <i>Write About It</i> 15, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361</p> <p><b>Teacher’s Edition:</b> COMP 11, 21, 33, 43, 53, 89, 99, 109, 133, 145, 155, 179, 189, 191, 201, 211, 221, 245, 247, 257, 267, 277, 279, 291, 301, 335</p>
<p><b>L.RP.03.04</b> combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).</p>	<p><b>Student Edition:</b> <i>Retell</i> 15, 37, 49, 51, 61 <i>Summarize</i> 73, 97, 109, 145, 169, 181, 205, 241, 253, 265, 277, 301, 313, 325, 337, 349, 361</p> <p><b>Teacher’s Edition:</b> COMP 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 59, 61, 63, 65, 67, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 127, 129, 131, 133, 135, 137, 139, 227, 229, 231, 233, 235, 269, 271, 273, 275, 277, 283, 285, 287, 289, 291</p>

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STANDARDS	PAGE REFERENCES
<b>L.RP.03.05</b> respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.	<i>Retell</i> and <i>Write About It</i> activities can be used to meet this objective.