CELEBRATION PRESS READING:
GOOD HABITS, GREAT READERS
©2007

correlated to

New York
Learning Standards for
English Language Arts
Grade 3

For More Information Contact
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**Standard 1 – Language for Information and Understanding**

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

<table>
<thead>
<tr>
<th>NY Learning Standards for English Language Arts, Elementary Listening and Reading</th>
<th>Celebration Press Reading: Good Habit, Great Readers Grade 3</th>
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</thead>
</table>
| Students gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. | **Shared Reading Teacher’s Guide**  
- Unit 2, Week 2: Asking Questions – pp. 94-105  
- Unit 5, Week 1: Setting and Monitoring Your Purpose for Reading – pp. 244-255  
- Unit 5, Week 2-4: Identifying and Using Nonfiction Features and Structures – pp. 256-291  
- Unit 6, Week 2: Taking Notes on Nonfiction – pp. 310-321 |
| **Guided Reading Teaching Plans**  
Reading Skill: Understanding Nonfiction Features  
- *Animals of the Tundra* (*DRA* Level 30)  
- *Away We Go!* (*DRA* Level 34)  
- *Beetles* (*DRA* Level 34)  
- *Ellen Ochoa: Reaching for the Stars* (*DRA* Level 38)  
- *The Wonder of Whales* (*DRA* Level 30)  
- *Tigers* (*DRA* Level 30)  
| **Assessment Handbook** pp. 55, 56, 72, 73 |
| Students select information appropriate to the purpose of their investigation and relate ideas from one text to another. | **Shared Reading Teacher’s Guide** pp. 23, 240-243  
- Unit 1, Week 2, Day 2: Considering Your Purpose for Reading – p. 44-45  
- Unit 3, Week 1, Day 4: Making Text-to-Text Connections – pp. 144-145  
- Unit 3, Week 1, Day 5: Making Several Connections at Once – pp. 146-147  
- Unit 5, Week 1: Setting and Monitoring Your Purpose For Reading – pp. 244-255  
- Unit 7, Week 1: Evaluating Nonfiction – pp. 352-363 |
| **Guided Reading Teaching Plans**  
Reading Skill: Make Connections  
- *Shark Attack!* (*DRA* Level 38)  
| **Assessment Handbook** pp. 51, 55, 57, 68, 72, 74 |
| Students select and use strategies they have been taught for notetaking, organizing, and categorizing information. | **Shared Reading Teacher’s Guide** pp. 292-293  
- Unit 2, Week 4: Summarizing and Retelling – pp. 118-129  
- Unit 6, Week 1: Taking Notes on Fiction – pp. 298-309  
- Unit 6, Week 2: Taking Notes on Nonfiction – pp. 310-321 |
| **Guided Reading Teaching Plans**  
Reading Skill: Categorize and Classify  
|
Students ask specific questions to clarify and extend meaning. | Encyclopedia of World Sports (DRA2 Level 38)  
Assessment Handbook  
pp. 56, 73 |
---|---|
| | Shared Reading Teacher’s Guide  
pp. 76-79, 240-243  
• Unit 2, Week 2: Asking Questions – pp. 94-105  
• Unit 7, Week 1: Evaluating Nonfiction – pp. 352-363  
• Unit 7, Week 2: Engaging with Books – pp. 364-375  
• Unit 7, Week 4: Identifying and Evaluating the Theme of the Book – pp. 388-399  
Assessment Handbook  
pp. 52, 57, 69, 74 |
| Students make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. | Shared Reading Teacher’s Guide  
Day 2 of the Shared Reading Routine always includes a Word Study Mini-lesson.  
• Unit 2, Week 1: Making Predictions – pp. 82-93  
• Unit 2, Week 3: Self-Monitoring – pp. 106-117  
• Unit 3, Week 1: Making Connections – pp. 136-147  
• Unit 3, Week 2: Activating Background Knowledge – pp. 148-159  
• Unit 3, Week 3: Building Vocabulary and Concept Knowledge – pp. 160-171  
Guided Reading Teaching Plans  
Word Study Mini-lessons focus on specific word study skills such as homophones, borrowed words, word roots, comparatives and superlatives, etc.  
Reading Skill: Make Connections  
• Shark Attack! (DRA2 Level 38)  
Reading Skill: Make Predictions  
• The Case of the Missing Planet (DRA2 Level 30)  
• Thinking Outside the Box (DRA2 Level 38)  
Assessment Handbook  
pp. 52, 53, 69, 70 |
| Students support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. | Shared Reading Teacher’s Guide  
- Unit 3, Week 4: Making Inferences – pp. 172-183  

Guided Reading Teaching Plans  
Reading Skill: Make Inferences  
- *Building a Winner* (DRA2 Level 30)  
- *The Great Riddle Mystery* (DRA2 Level 30)  
- *First Kids* (DRA2 Level 34)  
- *The Creature Vanishes* (DRA2 Level 38)  

Assessment Handbook  
pp. 53, 70  

| 2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.  

| **NY Learning Standards for English Language Arts, Elementary Speaking and Writing** | **Celebration Press Reading: Good Habit, Great Readers Grade 3**  
Students present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts.  

|  

| **Shared Reading Teacher’s Guide**  
pp. 76-77, 348-351  
Day 4 & 5 of the Shared Reading Routine always includes Guided/Independent Retelling Mini-lesson.  
- Unit 2, Week 4: Summarizing and Retelling – pp. 118-129  

Guided Reading Teaching Plans  
Reading Skill: Retell  
- *Talk! Talk! Talk!* (DRA2 Level 30)  
- *Tiger Tales: A Story of Survival* (DRA2 Level 34)  

Reading Skill: Summarize  
- *The Beauty of Bali* (DRA2 Level 30)  
- *Introducing Snakes* (DRA2 Level 34)  
- *The Adventures of Robin Hood* (DRA2 Level 38)  

Assessment Handbook  
pp. 30-36, 52, 69  

| Students select a focus, organization, and point of view for oral and written presentations. |  

| The Shared Reading 5-Day Planner offers easy-to-implement learning centers to reinforce and extend skills. |
Students use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference.

and strategies students learn during the week. The Writing Center provides the opportunity for students to select a focus, organization, and point of view for written presentations.

Guided Reading Teaching Plans
Each Guided Reading Teaching Plan offers Options for Further Instruction. The Writing extension activity, based on a significant text structure or feature of the text, also allow students to select a focus, organization, and point of view.

Drawing on examples from the text and lessons, students use traditional structures for conveying information.

Shared Reading Teacher’s Guide
The Writing Center, an easy-to-implement learning center that reinforces and extends skills and strategies, is found in every Shared Reading 5-Day Planner. pp. 210, 212

• Unit 2, Week 4: Summarizing and Retelling – pp. 118-129
• Unit 4, Week 2, Day 3: Identifying More Than One Problem – pp. 208-209
• Unit 5, Week 4, Day 5: Identifying When Authors Use Cause and Effect – pp. 290-291
• Unit 7, Week 3, Day 2: Noticing How Characters Change – pp. 380-381
• Unit 7, Week 3, Day 5: Comparing Characters to Yourself and to Others – pp. 386-387

Guided Reading Teaching Plans
Each Guided Reading Teaching Plan offers Options for Further Instruction, which includes a Writing extension activity, based on a significant text structure or feature of the text.

Reading Skill: Compare and Contrast
• Grasslands (DRA2 Level 30)
• Looking at Lizards (DRA2 Level 34)
• It's a Mammal! (DRA2 Level 38)
• ZD3, the Handy Robot (DRA2 Level 38)

Assessment Handbook
pp. 52, 57, 69, 74
| Students use details, examples, anecdotes, or personal experiences to explain or clarify information. | Shared Reading Teacher’s Guide
The **Writing Center**, an easy-to-implement learning center that reinforces and extends skills and strategies, is found in every Shared Reading 5-Day Planner.

**pp. 130-135**
- Unit 3, Week 1: Making Connections – pp. 136-147
- Unit 3, Week 2: Activating Background Knowledge – pp. 148-159

**Guided Reading Teaching Plans**
Each Guided Reading Teaching Plan offers Options for Further Instruction, which includes a **Writing** extension activity, based on a significant text structure or feature of the text.

- **Reading Skill: Make Connections**
  - *Shark Attack!* (*DRA2* Level 38)

**Assessment Handbook**
pp. 53, 70

| Students include relevant information and exclude extraneous material. | Shared Reading Teacher’s Guide
**pp. 76-77**
Day 4 & 5 of the Shared Reading Routine always includes Guided/Independent Retelling Mini-lesson.
- Unit 2, Week 4: Summarizing and Retelling – pp. 118-129

**Guided Reading Teaching Plans**
Reading Skill: Retell
- *Talk! Talk! Talk!* (*DRA2* Level 30)
- *Tiger Tales: A Story of Survival* (*DRA2* Level 34)

- **Reading Skill: Summarize**
  - *The Beauty of Bali* (*DRA2* Level 30)
  - *Introducing Snakes* (*DRA2* Level 34)
  - *The Adventures of Robin Hood* (*DRA2* Level 38)

**Assessment Handbook**
pp. 30-36, 52, 69

| Students use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts. | When completing the **Writing Center** activities available in every Shared Reading 5-Day Planner and the **Writing** extension activities in the Guided Reading Teaching Plans, encourage students to use the “writing process” to produce well-constructed informational texts.

| Students observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. | Students observe basic writing conventions in the books provided with the program. They can use these as examples when completing the **Writing Center** activities available in every Shared Reading 5-Day Planner and the **Writing** extension activities in the Guided Reading Teaching Plans. |
**Standard 2 – Language for Literary Response and Expression**

1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

<table>
<thead>
<tr>
<th><strong>NY Learning Standards for English Language Arts</strong>&lt;br&gt;<strong>Elementary Listening and Reading</strong></th>
<th><strong>Celebration Press Reading: Good Habit, Great Readers</strong>&lt;br&gt;<strong>Grade 3</strong></th>
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<tbody>
<tr>
<td>Students read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.</td>
<td><strong>Shared Reading</strong>&lt;br&gt;Offers big books and trade books that include 7 fiction titles and 14 nonfiction titles covering a variety of genres. In addition, there are poetry posters.</td>
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<td>Students recognize some features that distinguish the genres and use those features to aid comprehension.</td>
<td><strong>Guided Reading</strong>&lt;br&gt;Includes 30 fiction titles and 35 nonfiction titles covering a variety of genres.</td>
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<td><strong>Guided Reading Teaching Plans</strong>&lt;br&gt;<strong>Reading Skill: Understand Genre</strong>&lt;br&gt;• <em>The Plant That Almost Ate the World</em> (DRA2 Level 34)&lt;br&gt;• <em>A Home for the New Nation</em> (DRA2 Level 38)&lt;br&gt;• <em>They Changed the World</em> (DRA2 Level 38)</td>
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<td></td>
<td><strong>Reading Skill: Understand Nonfiction Text Structures</strong>&lt;br&gt;• <em>Discovering the Titanic</em> (DRA2 Level 30)&lt;br&gt;• <em>Koalas</em> (DRA2 Level 30)&lt;br&gt;• <em>Make It, Wear It</em> (DRA2 Level 34)&lt;br&gt;• <em>Playground Science</em> (DRA2 Level 34)&lt;br&gt;• <em>A Year in Antarctica</em> (DRA2 Level 38)&lt;br&gt;• <em>So You Want to Make a Video!</em> (DRA2 Level 38)&lt;br&gt;• <em>The Mystery of Magnets</em> (DRA2 Level 38)</td>
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<td><strong>Reading Skill: Use Nonfiction Features</strong>&lt;br&gt;• <em>Animals of the Tundra</em> (DRA2 Level 30)&lt;br&gt;• <em>The Wonder of Whales</em> (DRA2 Level 30)&lt;br&gt;• <em>Tigers</em> (DRA2 Level 30)&lt;br&gt;• <em>Away We Go!</em> (DRA2 Level 34)&lt;br&gt;• <em>Beetles</em> (DRA2 Level 34)&lt;br&gt;• <em>Ellen Ochoa: Reaching for the Stars</em> (DRA2 Level 38)</td>
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<td><strong>Assessment Handbook</strong>&lt;br&gt;pp. 54, 55, 71, 72</td>
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Students understand the literary elements of setting.
<table>
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<tr>
<th>Students use inference and deduction to understand the text.</th>
<th>pp. 132-135, 186-189</th>
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<tbody>
<tr>
<td>• Unit 3, Week 1, Day 1: Making Text-to-Self Connections – pp. 138-139</td>
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<td>• Unit 3, Week 1, Day 2: Using Connections to Understand a Character – pp. 140-141</td>
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<td>• Unit 3, Week 1, Day 5: Making Several Connections at Once – pp. 146-147</td>
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<td>• Unit 4, Week 1 &amp; 2: Understanding Story Grammar – pp. 190-213</td>
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<td>• Unit 4, Week 3: Identifying and Understanding Literary Devices – pp. 214-225</td>
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<td>Guided Reading Teaching Plans</td>
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<td>Reading Skill: Analyze Character, Setting, or Theme</td>
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<td>• <em>King Midas &amp; the Golden Touch (DRA2 Level 30)</em></td>
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<td>• <em>Intergalactic Cell Phone (DRA2 Level 34)</em></td>
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<td>• <em>What Happens to the Dog? (DRA2 Level 34)</em></td>
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<td>• <em>Gray Wolf (DRA2 Level 38)</em></td>
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<td>Reading Skill: Understand Plot</td>
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<td>• <em>Aladdin &amp; the Magic Lamp (DRA2 Level 30)</em></td>
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<td>• <em>King Arthur and the Magic Sword (DRA2 Level 34)</em></td>
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<td>• <em>The Legend of the Blue Bonnets (DRA2 Level 34)</em></td>
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<td>• <em>Too Close to the Sun (DRA2 Level 38)</em></td>
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<tr>
<td>Reading Skill: Understand Sequence of Events</td>
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<td>• <em>The Mystery of the Spy’s Diary (DRA2 Level 34)</em></td>
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<td>Reading Skill: Make Connections</td>
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<td>• <em>Shark Attack! (DRA2 Level 38)</em></td>
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<td>pp. 54, 70</td>
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<th>character, plot, theme, and point of view and compare those features to other works and to their own lives.</th>
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<td>Guided Reading Teaching Plans</td>
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<td>Reading Skill: Make Inferences</td>
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<td>• <em>Building a Winner (DRA2 Level 30)</em></td>
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<td>• <em>The Great Riddle Mystery (DRA2 Level 30)</em></td>
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<td>• <em>The Creature Vanishes (DRA2 Level 38)</em></td>
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<td>Assessment Handbook</td>
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<td>pp. 53, 70</td>
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### Students read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning.

**Shared Reading Teacher’s Guide**  
pp. 20-21  
Day 2 of the Shared Reading Routine always includes a Word Study Mini-lesson. Day 3 offers a Fluency Mini-lesson.  
- Unit 2, Week 3: Self-Monitoring – pp. 106-117  
- Unit 6, Week 3: Self-Monitoring/ Self-Correcting – pp. 322-333

**Guided Reading Teaching Plans**  
Word Study Mini-lessons focus on specific word study skills such as homophones, borrowed words, word roots, comparatives and superlatives, etc.

**Assessment Handbook**  
pp. 52, 56, 69, 73

### Students evaluate literary merit.

**Shared Reading Teacher’s Guide**  
pp. 281, 346-351  
- Unit 7, Week 1: Evaluating Nonfiction – pp. 352-363

**Assessment Handbook**  
pp. 57, 74

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2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

### NY Learning Standards for English Language Arts, Elementary Speaking and Writing

**Students present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure.**

**Celebration Press Reading: Good Habit, Great Readers Grade 3**

**Shared Reading Teacher’s Guide**  
The **Writing Center**, an easy-to-implement learning center that reinforces and extends skills and strategies, is found in every Shared Reading 5-Day Planner.  
pp. 348-351  
- Unit 7, Week 2: Engaging with Books – pp. 364-375  
- Unit 7, Week 3: Responding to Characters – pp. 376-387  
- Unit 7, Week 4, Day 3: Comparing the Theme to Your Own Life – pp. 394-395  
- Unit 7, Week 4, Day 4: Proposing Solutions to Problems Posed by the Text – pp. 396-397  
- Unit 7, Week 4, Day 5: Transforming Themes into Personal Action – pp. 398-399

**Guided Reading Teaching Plans**  
Each Guided Reading Teaching Plan offers Options for Further Instruction, which includes a **Writing** extension activity, based on a significant text structure or feature of the text.

**Reading Skill: Analyze Character, Setting, or Theme**  
- **King Midas & the Golden Touch (DRA2 Level 30)**
| Students explain the meaning of literary works with some attention to meanings beyond the literal level. | • *Intergalactic Cell Phone* (DRA2 Level 34)  
• *What Happens to the Dog?* (DRA2 Level 34)  
• *Gray Wolf* (DRA2 Level 38)  
Reading Skill: Understand Plot  
• *Aladdin & the Magic Lamp* (DRA2 Level 30)  
• *King Arthur and the Magic Sword* (DRA2 Level 34)  
• *The Legend of the Blue Bonnets* (DRA2 Level 34)  
• *Too Close to the Sun* (DRA2 Level 38)  
Assessment Handbook  
pp. 57, 74 |
|---|---|
| Students create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary. | When completing the **Writing Center** activity available in each Shared Reading 5-Day Planner and the **Writing** extension activity in each Guided Reading Teaching Plan, students will have an opportunity to create their own stories, poems, songs, and other types of writing incorporating the elements of the literature they have read in the program’s texts and appropriate vocabulary taught during lessons.  
**Shared Reading Teacher’s Guide**  
Day 2 of the Shared Reading Routine always includes a Word Study Mini-lesson.  
pp. 29, 53, 215, 389  
**Guided Reading Teaching Plans**  
Students can also use vocabulary introduced in the **Vocabulary** section of each Guided Reading Teaching Plan. |

NY Learning Standards for English Language Arts – Elementary

correlated *Celebration Press: Good Habits, Great Readers, Grade 3*
Students observe the conventions of grammar and usage, spelling, and punctuation. Students observe conventions of grammar and usage, spelling, and punctuation in the books provided with the program. They can use these as examples when completing the Writing Center activity available in each Shared Reading 5-Day Planner and the Writing extension activity in each Guided Reading Teaching Plan.

**Standard 3 – Language for Critical Analysis and Evaluation**

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

### NY Learning Standards for English Language Arts, Elementary Listening and Reading

Students read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor.

## Celebration Press Reading: Good Habit, Great Readers Grade 3

**Shared Reading Teacher’s Guide**

- p. 198
  - Unit 1, Week 2: Choosing Books – pp. 40-51
  - Unit 7, Week 1, Day 5: Evaluating a Book – pp. 362-363
  - Unit 7, Week 2, Day 2: Identifying the Author’s Stand on an Issue or Relation to a Topic – pp. 368-369
  - Unit 7, Week 2, Day 5: Identifying Viewpoint – pp. 374-375
  - Unit 7, Week 3: Responding to Characters – pp. 376-387
  - Unit 7, Week 4: Identifying and Evaluating the Theme of the Book – pp. 388-399

**Assessment Handbook**

- pp. 51, 57, 68, 74

### Celebration Press Reading: Good Habit, Great Readers Grade 3

**Shared Reading Teacher’s Guide**

- pp. 186-189, 348-351
  - Unit 1, Week 2: Choosing Books – pp. 40-51
  - Unit 4, Week 4: Identifying and Using Text Features – pp. 226-237
  - Unit 7, Week 1, Day 1: Asking Questions About the Author – pp. 354-355
  - Unit 7, Week 1, Day 2: Evaluating the Authenticity of Information – pp. 356-357
  - Unit 7, Week 1, Day 5: Evaluating a Book – pp. 362-363

**Assessment Handbook**

- pp. 51, 57, 68, 74

### Celebration Press Reading: Good Habit, Great Readers Grade 3

**Shared Reading Teacher’s Guide**

- Unit 1, Week 2: Choosing Books – pp. 40-51
- Unit 5, Week 1: Setting and Monitoring Your Purpose for Reading – pp. 244-255
- Unit 7, Week 1: Evaluating Nonfiction – pp. 352-363
- Unit 7, Week 2: Engaging with Books – pp. 364-375

**Assessment Handbook**

- pp. 51, 57, 68, 74

NY Learning Standards for English Language Arts – Elementary correlated Celebration Press: Good Habits, Great Readers, Grade 3
Students evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully.

<table>
<thead>
<tr>
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<tr>
<td><strong>Students express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.</strong></td>
<td>Students have many opportunities to express their opinions about books and related events, issues, and experiences during the <strong>Talk Together</strong> portion of the Shared Reading lessons; when completing the <strong>Writing Center</strong> activities available in every Shared Reading 5-Day Planner; during the <strong>Discuss the Text</strong> portion of the Guided Reading lessons; and as they work on the <strong>Writing</strong> extension activities in every Guided Reading Teaching Plan.</td>
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<td>Students present arguments for certain views or actions with reference to specific criteria that support the argument. (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.)</td>
<td>Students present arguments for certain views or actions with reference to specific criteria that support the argument during the <strong>Talk Together</strong> portion of the Shared Reading lessons; when completing the <strong>Writing Center</strong> activities available in every Shared Reading 5-Day Planner; during the <strong>Discuss the Text</strong> portion of the Guided Reading lessons; and as they work on the <strong>Writing</strong> extension activities in every Guided Reading Teaching Plan.</td>
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NY Learning Standards for English Language Arts – Elementary correlated Celebration Press: Good Habits, Great Readers, Grade 3

pp. 51, 55, 57, 68, 72, 74

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<tr>
<td>• Unit 6, Week 3: Self-Monitoring/Self-Correcting – pp. 322-333</td>
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<td>• Unit 7, Week 1: Evaluating Nonfiction – pp. 352-363</td>
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<td>• Unit 7, Week 2: Engaging with Books – pp. 364-375</td>
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Guided Reading Teaching Plans
Reading Skill: Distinguishing Between Fact and Opinion
• **Hanging Around With Bats** *(DRA2 Level 38)*
• **The Griffeyes: Father and Son Baseball** *(DRA2 Level 34)*

Assessment Handbook
pp. 51, 56, 57, 68, 73, 74

2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.
Students monitor and adjust their own oral and written presentations to meet criteria for competent performance. (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.) Students monitor and adjust their presentation to meet criteria for competent performance when participating in class/group discussions prompted by the Talk Together portion of the Shared Reading lessons and Discuss the Text portion of the Guided Reading lessons, and when completing writing activities from the Writing Center in every Shared Reading 5-Day Planner and the Writing extension activity in the Guided Reading Teaching Plan.

Students use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. The Writing Center activities available in every Shared Reading 5-Day Planner and the Writing extension activities in Guided Reading Teaching Plans present opportunities for students to demonstrate their use of effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation.

Guided Reading Teaching Plans
Genre: Nonfiction/Persuasive
• Water Wise (DRA2 Level 38)

Standard 4 – Language for Social Interaction

1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

NY Learning Standards for English Language Arts, Elementary Listening and Reading

Students listen attentively and recognize when it is appropriate for them to speak.

Celebration Press Reading: Good Habit, Great Readers
Grade 3

Shared Reading Teacher’s Guide
Best practice routines are emphasized throughout program. Grade 3’s focus on “think-pair-share” helps students learn to listen attentively and recognize when it is appropriate for them to speak. The Talk Together portion of every Focus Lesson is a structured way to direct student discussion, allowing them to practice these skills. pp. 16-17

Guided Reading Teaching Plans
The Discuss the Text section, as well as other questions and discussion prompts in every Guided Reading Teaching Plan, also allow students to practice listening attentively and recognize when it is appropriate for them to speak.

Assessment Handbook
pp. 46-47

Students take turns speaking and respond to others’ ideas in conversations on familiar topics.

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Best practice routines are emphasized throughout program. Grade 3’s focus on “think-pair-share” helps students learn to take turns speaking and respond to others’ ideas. The Talk Together portion of every Focus Lesson is a structured way to direct student discussion, allowing them to practice these skills. pp. 16-17
| Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. | Guided Reading Teaching Plans  
The **Discuss the Text** section, as well as other questions and discussion prompts in every Guided Reading Teaching Plan, also allow students to practice taking turns speaking and responding to others’ ideas.  
Assessment Handbook  
pp. 46-47 |
|---|---|
| | Shared Reading Teacher’s Guide  
Best practice routines are emphasized throughout program. Grade 3’s focus on “think-pair-share” helps students learn to work as pairs. In addition, each lesson is structured the same starting with the teacher introducing and modeling the strategies, the group “talking together,” as well as further extension as a group or individually. This provides various circumstances for students to practice interacting appropriately.  
pp. 16-17 |
| | Guided Reading Teaching Plans  
The **Discuss the Text** section, as well as other questions and discussion prompts in every Guided Reading Teaching Plan, also allow students to practice recognizing the kinds of interaction appropriate for different circumstances.  
Assessment Handbook  
pp. 46-47 |
2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

<table>
<thead>
<tr>
<th>NY Learning Standards for English Language Arts, Elementary Speaking and Writing</th>
<th>Celebration Press Reading: Good Habit, Great Readers Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions.</td>
<td>When completing the Writing Center activities available in every Shared Reading 5-Day Planner and the Writing extension activities in the Guided Reading Teaching Plans, students will have an opportunity to write about special occasions, which can be used in friendly notes, cards, and letters.</td>
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<td>Students adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message.</td>
<td>Shared Reading Teacher’s Guide Day 2 of the Shared Reading Routine always includes a Word Study Mini-lesson. These words can be used and style can be adjusted when students complete the Writing Center activity available in each 5-Day Planner.</td>
</tr>
<tr>
<td>Guided Reading Teaching Plans Students can also use vocabulary introduced in the Vocabulary section of each Guided Reading Teaching Plan. Students adjust their vocabulary and style when completing the Writing extension activity, which is a part of every lesson.</td>
<td>The books used in the Shared and Guided Reading lessons include a variety of genres including letters, diaries, and journals. These supply students with examples of social writing.</td>
</tr>
</tbody>
</table>
| Students read and discuss published letters, diaries, and journals to learn the conventions of social writing. | Shared Reading Teacher’s Guide pp. 335, 336  
- Lake Critter Journal |
| Guided Reading Teaching Plans  
- The Mystery of the Spy’s Diary (DRA2 Level 38)  
- So You Want to Make a Video! (DRA2 Level 38) |