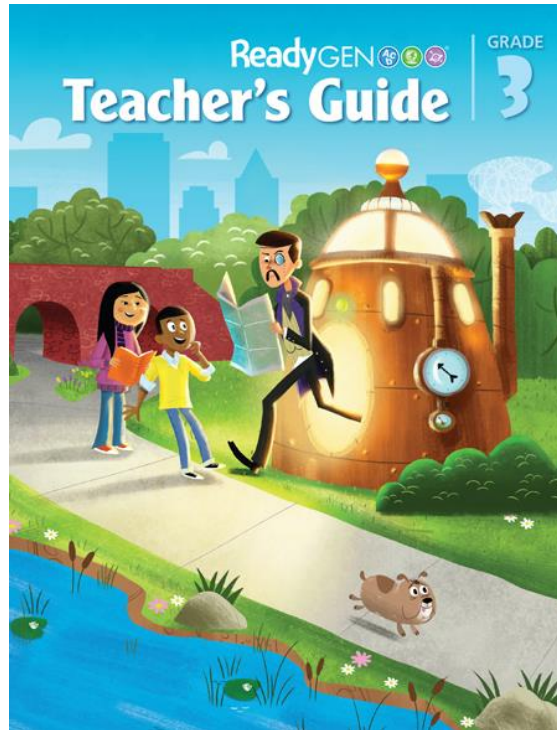


A Correlation of

ReadyGEN

Grade 3, ©2016



To the

**Massachusetts Curriculum Framework
2017 English Language Arts and Literacy**

Grade 3

A Correlation of ReadyGEN, Grade 3 ©2016 to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Massachusetts Curriculum Framework 2017 English Language Arts and Literacy*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

ReadyGEN © 2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students' behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher's Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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Massachusetts Curriculum Framework 2017 English Language Arts and Literacy	ReadyGEN Grade 3 ©2016
Grade 3 Reading Standards	
Grade 3 Reading Standards for Literature [RL]	
Key Ideas and Details	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>TG U1: 13, 23, 34, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 243, 253, 263, 273, 283, 293, 373, 383</p> <p>TG U2: 33, 43, 53, 63, 73, 83, 93, 103, 106, 107, 113, 117, 123, 133, 137, 153, 163, 173, 176, 177, 183, 333, 334, 342, 343, 344, 346, 347</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183</p> <p>TG U4: 13, 23, 33, 113, 123, 133, 143, 153, 183</p>
<p>2. Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.</p>	<p>TG U1: 252, 292, 293, 294, 295, 296, 297, 374, 375, 382, 383, 384, 385, 386, 387</p> <p>TG U2: 62, 63, 64, 65, 66, 67, 72, 92, 93, 94, 95, 96, 97, 132, 133, 134, 135, 332, 333, 334, 335, 337, 343, 352, 353, 377, 382, 383</p> <p>TG U3: 22, 23, 24, 72, 73, 92, 93, 94, 95, 96, 97, 122, 123, 132, 133, 136, 137, 142, 143, 144, 145, 146, 147, 172, 173, 174, 175, 176, 177</p> <p>TG U4: 24, 26, 27, 122, 123, 124, 125, 126, 127, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>TG U1: 12, 14, 16, 17, 32, 44, 46, 47, 52, 62, 72, 82, 84, 86, 87, 92, 173, 182, 183, 262, 264, 266, 267, 272, 273, 282, 283, 284, 286, 287</p> <p>TG U2: 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 52, 53, 57, 72, 73, 124, 125, 126, 127, 142, 143, 144, 145, 146, 147, 162, 163, 166, 167</p> <p>TG U3: 10, 12, 13, 14, 42, 43, 44, 45, 46, 47, 62, 82, 83, 84, 85, 86, 87, 102, 103, 104, 106, 107, 162, 163, 164, 165, 166, 167</p> <p>TG U4: 12, 14, 16, 17, 22, 23, 24, 26, 27, 142, 143, 144, 146, 147</p>

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Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>TG U1: 14, 24, 33, 34, 44, 54, 63, 64, 74, 83, 84, 93, 94, 95, 96, 97, 243, 244, 254, 263, 264, 273, 274, 283, 284, 293, 294, 303, 373, 374</p> <p>TG U2: 34, 43, 44, 53, 54, 55, 56, 57, 64, 73, 74, 84, 94, 104, 113, 114, 124, 134, 144, 154, 162, 164, 165, 166, 167, 173, 174, 184, 222, 223, 224, 225, 226, 227, 334, 343, 344, 352</p> <p>TG U3: 13, 14, 23, 24, 25, 26, 27, 33, 34, 35, 37, 43, 44, 53, 54, 56, 57, 63, 64, 74, 75, 76, 77, 84, 94, 104, 114, 133, 134, 143, 144, 153, 154, 164, 174, 184, 234, 235, 274, 275</p> <p>TG U4: 14, 23, 24, 26, 33, 34, 53, 73, 93, 112, 113, 114, 115, 116, 117, 124, 134, 135, 144, 154, 244, 245, 246, 247, 283, 344, 345, 346, 347</p>
5. Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.	<p>TG U1: 11, 13, 23, 34, 62, 63, 67, 73, 82, 83, 93, 94, 117, 123, 137, 153, 163, 164, 165, 167, 173, 174, 177, 182, 183, 187, 192, 287, TR68</p> <p>TG U2: 39, TR68</p> <p>TG U3: TR68</p> <p>TG U4: 15, 24, 293, TR68</p>
6. Distinguish their own point of view from that of a text’s narrator or those of its characters.	<p>TG U1: 102, 103, 104, 105, 106, 107, 242, 243, 244, 246, 247</p> <p>TG U3: 32, 33, 52, 53, 112, 113, 114, 115, 116, 117, 152, 153, 156</p> <p>TG U4: 34, 218</p>
Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>TG U1: 272, 274, 275, 276, 277, 377, 383</p> <p>TG U2: 82, 83, 84, 85, 86, 87, 142, 143, 144, 145, 146, 147, 342, 344, 346, 347, 352, 354, 356, 357, 362, 364, 366, 372, 374, 375, 376, 377</p> <p>TG U3: 14, 15, 16, 17, 62, 63, 64, 65, 66, 67, 122, 124, 125, 126, 127</p> <p>TG U4: 13, 14, 52, 53, 54, 56, 57</p>
8. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)	Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

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<p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>TG U1: 114, 115, 116, 117</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 245, 255, 265, 275, 285, 295, 375, 385 TG U2: 32, 142, 332, 352 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155 TG U4: 15, 25, 35, 45, 105, 115, 125, 135, 145, 155, 175</p>
<p>Grade 3 Reading Standards for Informational Text [RI]</p>	
<p>Key Ideas and Details</p>	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>TG U1: 213, 223, 233, 303, 307, 313, 317, 323, 327, 333, 343, 347, 353, 363, 364, 373, 383, 387 TG U2: 13, 16, 17, 23, 24, 133, 134, 136, 137, 183, 213, 214, 216, 217, 223, 232, 233, 236, 237, 243, 262, 263, 264, 265, 266, 267, 273, 336 TG U3: 213, 214, 216, 217, 223, 232, 233, 236, 237, 243, 253, 263, 264, 266, 267, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353 TG U4: 43, 46, 53, 56, 63, 73, 83, 93, 103, 163, 173, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 343, 353, 363, 373, 383</p>
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>TG U1: 212, 213, 214, 215, 216, 217, 223, 224, 306, 307, 312, 314, 315, 316, 317, 327, 334, 352, 363, 372, 374, 382, 383, 384, 385, 386, 387 TG U2: 12, 13, 14, 15, 16, 17, 22, 23, 132, 133, 134, 135, 136, 137, 273, 274, 275, 276, 277, 292, 293, 324, 325, 326, 327, 337, 372, 383 TG U3: 212, 215, 242, 252, 262, 263, 272, 273, 282, 283, 302, 303, 312, 313, 342, 343, 372, 373, 374, 375, 376, 377, 382 TG U4: 82, 83, 84, 85, 86, 87, 212, 213, 214, 215, 216, 217, 242, 243, 292, 293, 302, 303, 322, 323, 324, 325, 326, 327, 332, 333, 334, 335</p>

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<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>TG U1: 323, 342, 343, 344, 346, 347, 353 TG U3: 222, 223, 224, 225, 226, 227, 252, 254, 256, 257, 292, 293, 294, 295, 296, 297, 332, 333, 334, 335, 337, 343, 352, 353, 354, 355 TG U4: 42, 43, 44, 46, 47, 62, 63, 64, 65, 66, 67, 173, 232, 233, 262, 263, 264, 265, 266, 267, 282, 283, 312, 313, 352, 353, 354, 355, 356</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>TG U1: 214, 224, 234, 304, 314, 324, 334, 344, 354, 356, 357, 363, 364, 365, 366, 374, 383 TG U2: 14, 24, 134, 184, 214, 224, 234, 244, 252, 253, 254, 256, 257, 264, 274, 284, 294, 304, 312, 313, 314, 315, 316, 317, 324, 364, 374, 384 TG U3: 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 255, 264, 274, 283, 284, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 346 TG U4: 44, 54, 64, 74, 84, 94, 104, 214, 224, 234, 244, 254, 264, 274, 284, 285, 286, 287, 294, 304, 314, 324, 334, 344, 354, 364, 374, 384</p>
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>TG U1: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 302, 303, 304, 305, 306, 307, 324, 326, 327, 332, 334, 342, 343, 344, 346, 347 TG U2: 262, 266, 267, 292, 293, 294, 295, 296, 297, 312, 313, 314, 315, 316, 317, 362, 363, 364, 366, 367 TG U4: 224, 225, 226, 227, 243, 254, 255, 256, 257</p>
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>TG U1: 327 TG U2: 302, 303, 304, 305, 306, 307 TG U4: 72, 73, 74, 75, 76, 77, 234, 235, 237, 304, 305, 306, 307, 384, 385, 386, 387</p>

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Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>TG U1: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 236, 237, 303, 322, 323, 324, 325, 326, 327, 333, 334, 342, 344, 346, 347, 356</p> <p>TG U2: 13, 232, 233, 234, 235, 237, 266, 267, 268, 272, 273, 277, 282, 283, 284, 285, 286, 287, 292, 293, 296, 297, 313, 362, 363, 364, 366</p> <p>TG U3: 233, 242, 243, 244, 245, 246, 247, 252, 262, 263, 266, 267, 272, 306, 313, 322, 323, 324, 325, 326, 327, 333, 337, 343, 362, 363</p> <p>TG U4: 52, 53, 54, 55, 56, 57, 217, 222, 223, 224, 225, 226, 227, 252, 253, 272, 273, 283, 292, 293, 302, 337, 343, 367, 377</p>
Connections to the Standards for Mathematical Practice	
2. Reason abstractly and quantitatively.	<p>TG U1: 10, 13, 17, 18, 23, 33, 57, 173, 174, 210, 257, TR50</p> <p>TG U2: 10, 57, 123, 210, 223, 257</p> <p>TG U3: 10, 57, 81, 91, 210, 257, 280, 281, 290, 291</p> <p>TG U4: 10, 57, 210, 257, TR54, TR55, TR56</p>
6. Attend to precision. <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	<p>TG U1: 17, 18, 52, 123, 173, 174, 188</p> <p>TG U2: 24, 199</p> <p>TG U3: 108</p> <p>TG U4: 116, 169, FS2</p>
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>TG U1: 342, 343, 344, 346</p> <p>TG U2: 289, 299</p> <p>TG U3: 224, 225, 226, 227, 254, 256, 294, 295, 296, 297, 304, 305, 306, 307, 333, 334, 335, 343, 354, 356, 374, 376, 377, 384, 386</p> <p>TG U4: 62, 63, 64, 65, 289</p>
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>TG U1: 384, 386, 387</p> <p>TG U2: 322, 323, 324, 325, 326, 327, 362, 363, 364, 365, 366, 367, 372, 373, 374, 375, 376, 377, 382, 383, 384, 385, 386, 387</p> <p>TG U3: 302, 303, 304, 306, 307, 364, 366, 367, 372, 374, 376, 377</p> <p>TG U4: 42, 43, 44, 45, 46, 47, 312, 313, 314, 315, 316, 317, 362, 363</p>

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Range of Reading and Level of Text Complexity	
10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See more on qualitative and quantitative dimensions of text complexity.)	<p>TG U1: 215, 225, 235, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 15, 25, 135, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 365, 375, 385</p> <p>TG U3: 215, 225, 235, 245, 255, 265, 275, 285</p> <p>TG U4: 45, 55, 65, 75, 85, 95, 105, 165, 215, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>
Grade 3 Reading Standards for Foundational Skills [RF]	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	<p>TG U1: FS8, FS9, FS10</p> <p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: FS8, FS9, FS10, FS11, FS12, FS13</p> <p>TG U4: 62, 72, 82, 92, 102, 243, 312, 322, 332, 342, 352, 353, FS5, FS6, FS7, FS17, FS18, FS19, FS20, FS21, FS22</p>
b. Decode words with common Latin suffixes.	<p>TG U2: 312, 322, 332, 342, 352, FS20, FS21, FS22</p> <p>TG U4: 233, FS17, FS18, FS19</p>
c. Decode multisyllable words.	<p>TG U1: 12, 22, 32, 42, 52, 132, 312, 322, 332, 342, 352, 362, 372, 382, FS2, FS3, FS4, FS8, FS9, FS10, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U2: 12, 22, 32, 42, 52, FS2, FS3, FS4, FS14, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS14–FS19</p> <p>TG U4: 142, 162, 172, 233, 362, 372, FS2–FS25</p>
d. Read grade-appropriate irregularly spelled words.	<p>TG U1: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U2: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: 41, 51, FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p>

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Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p>
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U2: 17, 27, 47, 67, 77, 87, 97, 127, 147, 167, 177, 187, 217, 227, 247, 277, 287, 317, 327, 357, 377, 387</p> <p>TG U3: 17, 27, 47, 52, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U4: 17, 47, 77, 97, 127, 157, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 377, 387</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS23, FS25</p> <p>TG U2: 13, 43, 53, 56, 83, 103, 163, 233, 263, 283, 303, 333, 353, 373</p> <p>TG U3: FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24</p> <p>TG U4: FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS23, FS24, FS25</p>

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Grade 3 Writing Standards [W]	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting an opinion with reasons.	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TG U1: 65, 105, 215, 235, 265, 335 TG U3: 48, 49, 50, 88, 89, 90, 148, 149, 150, 158, 159, 160, 192, 194 TG U4: 48, 49, 50, 58, 59, 60, 78, 79, 80, 159, 194, 196, 215, 220, 230, 240, 245, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 396
b. Provide reasons that support the opinion.	TG U1: 65, 105, 215, 235, 265, 335 TG U3: 68, 69, 70, 78, 79, 80, 192, 194 TG U4: 19, 68, 69, 70, 215, 219, 229, 240, 245, 268, 269, 270, 278
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	TG U3: 98, 99, 100 TG U4: 88, 89, 90, 169, 170, 288, 289, 290, 396
d. Provide a concluding statement or section.	TG U3: 108, 109, 110, 118, 119, 120, 192, 194 TG U4: 98, 99, 100, 108, 109, 110, 298, 299, 300, 308, 309, 310, 396
<i>In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.</i>	
Connections to the Standards for Mathematical Practice	
2. Reason abstractly and quantitatively.	TG U1: 10, 13, 17, 18, 23, 33, 57, 173, 174, 210, 257, TR50 TG U2: 10, 57, 123, 210, 223, 257 TG U3: 10, 57, 81, 91, 210, 257, 280, 281, 290, 291 TG U4: 10, 57, 210, 257, TR54, TR55, TR56
3. Construct viable arguments and respond to the reasoning of others. See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.	TG U1: 23, 173, 188, 194 TG U3: 60, 68-70, 78, 234, 274 TG U4: 32, 48-50, 68, 218-220, 258-260, 268-270

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.	TG U1: 218, 228, 238, 239, 240, 248, 249, 258, 259, 268, 288, 289, 290, 329, 339, 392 TG U2: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392 TG U3: 248, 249, 250, 268, 269, 270, 278, 279, 280, 392
b. Develop the topic with facts, definitions, and details.	TG U1: 219, 220, 229, 230, 249, 258, 259, 260, 269, 270, 279, 280 TG U2: 238, 239, 240, 258, 259, 260, 268, 269, 270, 278, 279, 280 TG U3: 238, 239, 240, 258, 259, 260, 392
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	TG U1: 268, 269, 270, 278, 279, 280 TG U2: 288, 289, 290, 298, 299, 300, 392 TG U3: 288, 289, 290
d. Provide a concluding statement or section.	TG U1: 308, 309, 310, 340, 392 TG U2: 308, 309, 310, 392, 396 TG U3: 298, 299, 300, 308, 309, 310, 396
3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	
a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	TG U1: 18, 28, 38, 48, 58, 68, 78, 108, 118, 148, 158, 194 TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 138, 139, 140, 158, 159, 160, 192
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.	TG U1: 19, 29, 39, 49, 59, 69, 79, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 148, 149, 169, 170 TG U2: 58, 59, 60, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 192, 196
c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)	TG U1: 13, 19, 20, 23, TR31 TG U2: 118, 119, 120, TR31 TG U3: 27, 53, 54, 55, 57, 63, 134, 135, TR31, TR48

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d. Use temporal words and phrases to signal order where appropriate.	TG U1: 88, 89, 90, 91 TG U2: 78, 79, 80, 138, 139, 140, 158, 159, 160, 192
e. Provide a sense of closure.	TG U1: 20, 30, 38, 39, 40, 50, 60, 70, 80, 90, 138, 139, 140 TG U2: 128, 129, 130, 138, 139, 140, 158, 159, 160, 192
f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.	Supporting Content: TG U1: 22, 222, TG U2: 22, 32, 212, 222, 352, TG U3: 12, 52, 232, 252, 297, 312, FS23, TR53, TR48, TR53 TG U4: 112, 116, 117, 122, 123, 126, 212, 322,
Production and Distribution of Writing	
4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TG U1: 18, 28, 38, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 148, 149, 150, 158, 159, 160, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 148, 149, 150, 158, 159, 160, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298 TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318
5. Develop and strengthen writing as needed by planning, revising, and editing.	
a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).	TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U2: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U4: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311

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b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).	<p>TG U1: 13, 19, 20, 23, 88, 89, 90, 91, 268, 269, 270, 278, 279, 280, TR31</p> <p>TG U2: 78, 79, 80, 118, 119, 120, 138, 139, 140, 158, 159, 160, 192, 288, 289, 290, 298, 299, 300, 392, TR31</p> <p>TG U3: 27, 53, 54, 55, 57, 63, 98, 99, 100, 134, 135, 288, 289, 290, TR31, TR48</p> <p>TG U4: 88, 89, 90, 169, 170, 288, 289, 290, 396, TR31</p>
<i>Connections to the Standards for Mathematical Practice</i>	
<p><i>6. Attend to precision. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 17, 18, 52, 123, 173, 174, 188</p> <p>TG U2: 24, 199</p> <p>TG U3: 108</p> <p>TG U4: 116, 169, FS2</p>
6. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 192, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190, 192, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 188, 189, 190, 192, 194, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 189, 190, 192, 220, 230, 240, 250, 260, 270, 280, 290, 300</p>
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	<p>TG U1: 258, 259, 260, 378, 379, 380, 392, 394</p> <p>TG U2: 18, 19, 20, 149, 150, 219, 328, 329, 330</p> <p>TG U3: 128, 129, 130, 138, 139, 140</p> <p>TG U4: 11, 118, 119, 120, 128, 129, 137</p>
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>TG U1: 149, 159, 193, 258, 259, 378, 379, 380, 388, 389, 390, 394</p> <p>TG U2: 19, 20, 28, 29, 30, 219, 259, 318, 319, 320, 328, 329, 330, 338</p> <p>TG U3: 128, 129, 130, 138, 139, 140, 318, 319, 320, 328, 329, 330</p> <p>TG U4: 49, 69, 118, 119, 120, 128, 129, 130, 138, 139, 140, 318, 319</p>

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9. (Begins in grade 4.)	Begins in grade 4 Massachusetts Curriculum Framework 2017 English Language Arts and Literacy
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U4: 30, 40, 50, 60, 80, 90, 107, 110, 120, 130, 150, 159, 160, 170, 180, 190, 250, 260, 270, 280, 290, 300, 307, 310, 314, 320, 330, 350</p>
Grade 3 Speaking and Listening Standards [SL]	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)</p>	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 333, 343, 353, 363, 373, 383, TR20–TR23</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 123, 153, 173, 213, 223, 233, 373, 383, TR20–TR23</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 333, 343, 353, 363, 373, 383, TR20–TR23</p> <p>TG U4: 13, 23, 33, 43, 47, 53, 63, 73, 77, 83, 93, 97, 103, 113, 133, 333, 343, 353, 363, 373, 383, TR20–TR23</p>

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<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U4: 14, 24, 34, 54, 64, 74, 104, 114, 124, 144, 154, 174, 184, 214, 234, 244, 254, 264, 274, 284, 304, 314, 324, 334, 344, 354, 364, 374</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U4: 12, 24, 32, 52, 62, 82, 92, 102, 112, 132, 142, 152, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312, 322, 332, 342, 352, 362</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 104, 114, 134, 144, 164, 174, 184, 214, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 174, 184, 214, 224, 234, 244, 250, 254, 264, 274, 284, 294, 304, 314</p>

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<i>Connections to the Standards for Mathematical Practice</i>	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 13, 17, 18, 23, 33, 57, 173, 174, 210, 257, TR50 TG U2: 10, 57, 123, 210, 223, 257 TG U3: 10, 57, 81, 91, 210, 257, 280, 281, 290, 291 TG U4: 10, 57, 210, 257, TR54, TR55, TR56
<i>3. Construct viable arguments and respond to the reasoning of others.</i> <i>See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 23, 173, 188, 194 TG U3: 60, 68-70, 78, 234, 274 TG U4: 32, 48-50, 68, 218-220, 258-260, 268-270
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 212, 213, 214, 215, 216, 217, 252, 253, 292, 293, 294, 295, 296 TG U2: 12, 13, 14, 15, 16, 17, 22, 23, 84, 132, 133, 134, 135 TG U3: 22, 72, 92, 94, 96, 97, 122, 132, 142, 144, 146, 147, 172, 174, 176, 177, 182, 212, 272, 282, 302, 312, 342, 372 TG U4: 82, 83, 84, 85, 86, 87, 212, 214, 216, 217, 242, 292, 302, 322
<i>Connections to the Standards for Mathematical Practice</i>	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 13, 17, 18, 23, 33, 57, 173, 174, 210, 257, TR50 TG U2: 10, 57, 123, 210, 223, 257 TG U3: 10, 57, 81, 91, 210, 257, 280, 281, 290, 291 TG U4: 10, 57, 210, 257, TR54, TR55, TR56
<i>3. Construct viable arguments and respond to the reasoning of others.</i>	TG U1: 23, 173, 188, 194 TG U3: 60, 68-70, 78, 234, 274 TG U4: 32, 48-50, 68, 218-220, 258-260, 268-270
<i>6. Attend to precision.</i> <i>See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 17, 18, 52, 123, 173, 174, 188 TG U2: 24, 199 TG U3: 108 TG U4: 116, 169, FS2

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3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>TG U1: 16, 36, 37, 46, 56, 76, 86, 96, 106, 116, 126, 136, 137, 156, 166, 176, 186, 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>TG U2: 16, 26, 36, 37, 46, 56, 66, 76, 86, 96, 116, 126, 136, 156, 166, 176, 196, 216, 226, 236, 237, 246, 256, 266, 286, 306, 316, 326, 346</p> <p>TG U3: 16, 36, 37, 46, 56, 76, 86, 96, 106, 116, 126, 136, 137, 156, 166, 176, 186, 216, 226, 236, 237, 246, 266, 286, 296, 306, 316, 326</p> <p>TG U4: 16, 26, 36, 37, 46, 56, 66, 96, 106, 126, 136, 137, 166, 176, 186, 216, 226, 236, 237, 246, 256, 266, 306, 316, 326, 336, 337, 346</p>
Presentation of Knowledge and Ideas	
4. Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)	<p>TG U1: 17, 47, 57, 77, 87, 97, 107, 117, 127, 157, 167, 177, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 377, 387</p> <p>TG U2: 17, 27, 47, 57, 67, 87, 107, 117, 147, 157, 177, 197, 217, 227, 247, 267, 287, 317, 327, 347, 357, 377, 387</p> <p>TG U3: 17, 47, 57, 77, 87, 97, 107, 117, 127, 157, 167, 177, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 377, 387</p> <p>TG U4: 17, 27, 47, 67, 77, 87, 107, 127, 147, 157, 167, 187, 217, 227, 247, 257, 267, 307, 317, 327, 357, 367, 377, 387</p>
Connections to the Standards for Mathematical Practice	
<i>2. Reason abstractly and quantitatively</i>	<p>TG U1: 10, 13, 17, 18, 23, 33, 57, 173, 174, 210, 257, TR50</p> <p>TG U2: 10, 57, 123, 210, 223, 257</p> <p>TG U3: 10, 57, 81, 91, 210, 257, 280, 281, 290, 291</p> <p>TG U4: 10, 57, 210, 257, TR54, TR55, TR56</p>
<i>3. Construct viable arguments and respond to the reasoning of others</i>	<p>TG U1: 23, 173, 188, 194</p> <p>TG U3: 60, 68-70, 78, 234, 274</p> <p>TG U4: 32, 48-50, 68, 218-220, 258-260, 268-270</p>
<i>6. Attend to precision</i> <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	<p>TG U1: 17, 18, 52, 123, 173, 174, 188</p> <p>TG U2: 24, 199</p> <p>TG U3: 108</p> <p>TG U4: 116, 169, FS2</p>

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5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TG U1: 40 TG U2: 150 TG U4: 189, 190, 212
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)	TG U1: 81, 91, 121, 131, 301, TR4–TR5, TR20–TR23 TG U2: 161, 171, TR4–TR5, TR20–TR23 TG U3: TR4–TR5, TR20–TR23 TG U4: TR4–TR5, TR20–TR23
Grade 3 Language Standards [L]	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
<i>Sentence Structure and Meaning</i>	
a. Produce, expand, and rearrange complete simple, compound, and complex sentences.	TG U1: 81, 91, 121, 171, 191, 221, 231, 241, 251, 261, 271, 281, 291 TG U2: 161, 171, 181, 191 TG U3: 370, 371, 380, 381, 390, 391 TG U4: 300, 301, 310, 311, 320, 321, 330, 331
b. Ensure subject-verb and pronoun-antecedent agreement. ⁷	TG U1: 181, 191, 241, 251, 271, 281, 291, 301 TG U2: 131, 141, 151, 161, 281, 291, 301 TG U4: 141, 221, 231, 241, 251, 261, 271, 281, 291
c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.	TG U1: 61, 71, 81 TG U2: 291, 311, 321 TG U3: 321, 351, 361
d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.	TG U1: 351, 361, 371, 381, 391 TG U2: 251, 261, 271

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e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.	TG U1: 331, 341 TG U2: 70, 71 TG U3: 100, 101, 110, 111, 120, 121, 240, 241, 250, 251, 260, 261 TG U4: 380, 381, 390, 391
<i>Word Usage</i>	
f. Use abstract nouns.	TG U3: 280, 281, 290, 291 TG U4: 72, 80, 81, 90, 91, 92
g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.	TG U1: 41, 61, 71, 81, 131, 141, 151, 161, 171, FS5, FS6, FS7 TG U2: 141, 151, 281, 291, 300, 301, 331, 341, 351, 361 TG U3: 12, 22, 32, 42, 52, 301, 311, 331, 341, FS2, FS3, FS4 TG U4: 31, 41, 51
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Write legibly and fluently by hand, using either printing or cursive handwriting.	TG U1: TR58, TR59, TR60 TG U2: TR58, TR59, TR60 TG U3: TR58, TR59, TR60 TG U4: TR58, TR59, TR60 Students apply in all writing activities and exercises.
b. Capitalize appropriate words in titles.	TG U2: 30, 31 TG U3: 190, 191 TG U4: 340, 341
c. Use commas in addresses.	TG U4: 190, 191
d. Use commas and quotation marks in dialogue.	TG U1: 101, 111 TG U2: 91, 101 TG U4: 170, 171, 180, 181
e. Form and use possessives.	TG U3: 130, 131, 140, 141 TG U4: 150, 151, 160, 161

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<p>f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>TG U1: FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS20, FS23, FS25 TG U2: 370, 371, 372, 380, 381, 382 TG U3: FS2, FS4, FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS23, FS25 TG U4: 22, 32, 42, 362, 372, FS3, FS5, FS6, FS8, FS9, FS10, FS12, FS15, FS17, FS18, FS21, FS23, FS25</p>
<p>g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).</p>	<p>Supporting Content: TG U2: 21, 31 TG U3: 179, 191 TG U4: 341</p>
<p>h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>TG U1: FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS20, FS23, FS25 TG U2: 370, 371, 372, 380, 381, 382 TG U3: FS2, FS4, FS5, FS7, FS8, FS10, FS11, FS13, FS14, FS16, FS17, FS19, FS23, FS25 TG U4: 22, 32, 42, 362, 372, FS3, FS5, FS6, FS8, FS9, FS10, FS12, FS15, FS17, FS18, FS21, FS23, FS25</p>
<p>i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>TG U2: 313, 316, 391, FS20 TG U3: 26, 179, 180, 181, FS4 TG U4: 179, 380, FS2, FS4, FS17</p>
<p>Knowledge of Language</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Choose words and phrases for effect.</p>	<p>TG U1: 24, 26, 27, 43, 53, 64, 66, 67, 73, 223, 243, 283, 354, 356, 357, 383 TG U2: 24, 25, 26, 27, 33, 43, 53, 63, 143, 153, 223 TG U4: 33, 34, 35, 89, 95</p>
<p>b. Recognize and observe differences between the conventions of spoken and written English.</p>	<p>TG U1: 94, 95, 96, 97, 243 TG U2: 33, 88, 89, 112, 113, 114, 115, 116, 117, 183 TG U3: 23, 24, 26, 27, 33, 34, 74, 76, 77 TG U4: 13, 23, 33</p>

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Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 324, 334, 344, 354, 364, 374, 384</p> <p>TG U4: 14, 23, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 184, 213, 354, 364, 374, 384</p>
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	<p>TG U2: 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS15, FS16, FS20, FS21, FS22</p> <p>TG U3: 101, 111, 112, 121, 122, 132, 142, 151, 152, 162, 172, 182, 241, 251, 261, 271, FS8–FS13</p> <p>TG U4: 60, 61, 62, 70, 71, 72, 233, 243, 353, FS5, FS6, FS7, FS20, FS21, FS22, FS23, FS25</p>
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	<p>TG U2: 342</p> <p>TG U4: 61, 71, 362, 372, FS23, FS24, FS25</p>
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p>TG U1: 95</p> <p>TG U2: 313, 316, 391, FS20</p> <p>TG U3: 26</p> <p>TG U4: 116, 253, 254, 255, 256, 257, 362, 372, FS2, FS4, FS22</p>
e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>N, S, E, W</i> on a map).	TG U3: 329
f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i><, ></i>).	<p>TG U1: 174</p> <p>TG U2: 117</p> <p>TG U4: 181, 217, 233, 238, 278, 287, 336, 337, TR57</p>

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5. Demonstrate understanding of word relationships and nuances in word meanings.	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	TG U1: 94, 95, 96, 97, 243, 303 TG U2: 43, 53, 54, 55, 56, 57, 162, 164, 165, 166, 167, 173, 222, 223, 224, 225, 226, 227, 343 TG U3: 24, 25, 26, 27, 34, 35, 37, 74, 75, 76, 77, 234, 235, 274, 275 TG U4: 23, 53, 73, 93, 113, 244, 245, 246, 247, 283, 344, 345, 346, 347
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	TG U1: 141, 221, 241, 251, 261, 271, 291, 321, 331, 351, 361 TG U2: 34, 59, 87, 224 TG U3: 284, 285, 286, 287, 314, 315, 316, 317, 344, 345, 346, 347 TG U4: 32, 33, 34, 35, 92, 93, 94, 95, 96, 97, 274, 275, 276, 277, 294, 295, 296, 297
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	TG U2: 243, 333 TG U4: 112, 114, 115, 116, 117, 134, 135

**A Correlation of ReadyGEN, Grade 3 ©2016 to the
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

Massachusetts Curriculum Framework 2017 English Language Arts and Literacy	ReadyGEN Grade 3 ©2016
<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>TG U1: 14, 24, 26, 27, 33, 34, 44, 54, 63, 64, 74, 83, 84, 88, 89, 90, 93, 94, 95, 96, 97, 214, 224, 234, 243, 244, 254, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304, 373, 374, 314, 324, 334, 337, 344, 354, 356, 357, 363, 364, 365, 366, 374, 383</p> <p>TG U2: 14, 24, 34, 43, 44, 53, 54, 55, 56, 57, 64, 73, 74, 78, 79, 80, 84, 94, 104, 113, 114, 124, 134, 144, 154, 162, 164, 165, 166, 167, 173, 174, 184, 214, 222, 223, 224, 225, 226, 227, 234, 244, 252, 253, 254, 256, 257, 264, 274, 276, 284, 294, 304, 312, 314, 315, 316, 317, 324, 334, 343, 344, 352, 354, 356, 364, 374, 384</p> <p>TG U3: 13, 14, 23, 24, 25, 26, 27, 33, 34, 35, 37, 43, 44, 53, 54, 56, 57, 63, 64, 74, 75, 76, 77, 84, 94, 104, 114, 124, 133, 134, 143, 144, 153, 154, 164, 174, 184, 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 255, 264, 274, 275, 283, 284, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 346, 354, 364, 374, 384</p> <p>TG U4: 14, 23, 24, 26, 33, 34, 44, 53, 54, 64, 73, 74, 84, 93, 94, 104, 112, 113, 114, 115, 116, 117, 124, 134, 135, 144, 154, 214, 224, 234, 244, 245, 246, 247, 254, 264, 274, 283, 284, 285, 286, 287, 294, 304, 314, 323, 324, 334, 343, 344, 345, 346, 347, 354, 364, 374, 384</p>
<i>Connections to the Standards for Mathematical Practice</i>	
<p><i>6. Attend to precision. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 17, 18, 52, 123, 173, 174, 188</p> <p>TG U2: 24, 199</p> <p>TG U3: 108</p> <p>TG U4: 116, 169, FS2</p>