

Reading Horizons Correlation for Grade 3

Mississippi State Standards

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - B. Erase the word that has the same vowel sound as the word *map*.
 - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.
4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher's Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.

6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*[®] program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry's Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
 - a. There are 30 MCWs taught across eight lessons in the Kindergarten track.
 - B. There are 300 MCWs taught across 22 lessons in the grades 1-3 tracks. There are 10 to 20 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*[®] at www.rhaccelerate.com.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*[®] lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*[®]** refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
9. ***Reading Horizons Discovery*[®] Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
10. ***Reading Horizons Elevate*[®]** refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*[®] program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills.

Reading Records can be used to

- assess student mastery of instruction.
- analyze student reading behavior as they orally read connected text.
- observe how students independently transfer strategies and skills to decode and comprehend text.
- guide instruction by identifying specific areas of need.
- identify skills students utilize when encountering words that they don't automatically recognize.
- determine whether or not students are relying solely on whole word memorization when reading.
- measure progress over time as RHD skills become more complex.
- determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.
15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

Introduction

Reading Anchor Standards

The K–12 standards define what students should understand and be able to do by the end of each grade. The standards correspond to the College- and Career-Readiness (CCR) anchor standards below by number. The MS CCRS and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Grade 3 Reading Literature Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 3 Reading Foundational Skills Standards

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Grade 3 Writing Standards




The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.


Grade 3 Speaking and Listening Standards

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 3 Language Standards

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard	<i>Reading Horizons Discovery</i> [®]
Reading: Key Ideas and Details	
<p>CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
Literature	
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p> Little Books provide ample opportunities to practice this skill.</p>
<p>RL.3.2 Recount 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 the text.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>RL.3.3 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> Little Books provide ample opportunities to practice this skill.</p>
Informational Text	
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Nonfiction Little Books provide ample opportunities to practice this skill.</p>

<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Nonfiction Little Books provide ample opportunities to practice this skill.</p>
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>




Reading: Craft and Structure

CCR.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.


CCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.


CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

Literature

<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

Informational Text

<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Little Books provide ample opportunities to practice this skill.</p>

Reading: Integration of Knowledge and Ideas

CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 CCR.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 CCR.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Literature

<p>RL.3.7 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>	<p>Little Books provide ample opportunities to practice this skill.</p>
<p>RL.3.8 Not applicable to literature.</p>	<p>Not applicable to literature.</p>
<p>RL.3.9 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><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

Informational Text

<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>


Reading: Range of Reading and Level of Text Complexity

CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Literature

<p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><i>Reading Horizons Discovery</i>[®] is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds. </p>
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Informational Text

<p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><i>Reading Horizons Discovery</i>[®] is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds. </p>
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Reading Foundational Skills: Print Concepts





Not applicable in grade 3.

Reading Foundational Skills: Phonological Awareness




Not applicable in grade 3.

Reading Foundational Skills: Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

<p>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p> Students are taught to read words with prefixes and suffixes in the following lessons: Lesson 23: Plurals Lesson 28: Digraphs Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in <i>Y</i> Lesson 79: Root Words, Prefixes, and Suffixes Lesson 93: Other Suffixes: <i>-TION</i>, <i>-SION</i>, and <i>-OUS</i></p> <p>Affixes are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, <i>R</i>-controlled vowels, etc.</p>
<p>RF.3.3b Decode words with common Latin suffixes.</p>	<p> Skills in this standard are taught in Lesson 79: Root Words, Prefixes, and Suffixes.</p>
<p>RF.3.3c Decode multisyllable words.</p>	<p> Skills in this standard are addressed in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2.</p>
<p>RF.3.3d Read grade-appropriate irregularly spelled words.</p>	<p> Many grade-appropriate irregularly spelled words are high-frequency words that are taught in Most Common Words lessons.</p>

Reading Foundational Skills: Fluency

<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>RF.3.4a Read grade-level text with purpose and understanding.</p>	<p> Little Books provide ample opportunities to practice this skill.</p>
<p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p> Little Books provide ample opportunities to practice reading prose.</p>
<p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p> Little Books and their accompanying comprehension questions provide ample opportunities to practice this skill.</p>






Writing: Text Types and Purposes








CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

<p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>W.3.1b Provide reasons that support the opinion.</p>	<p>The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>W.3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p>The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>W.3.1d Provide a concluding statement or section.</p>	<p>The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>

W.3.2b Develop the topic with facts, definitions, and details.	The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.2d Provide a concluding statement or section.	The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.3c Use temporal words and phrases to signal event order.	The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.
W.3.3d Provide a sense of closure.	The  <i>Spelling Supplement</i> includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.


Writing: Production and Distribution of Writing

CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.


CCR.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

The  *Writing Supplement* includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).

The  *Writing Supplement* includes two Writing Prompts per week of instruction for a total of 72 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Reading Horizons Discovery[®] is a supplemental program, and this standard falls outside the scope of the program.

Writing: Research to Build and Present Knowledge


CCR.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.3.7 Conduct short research projects that build knowledge about a topic.


Reading Horizons Discovery[®] is a supplemental program, and this standard falls outside the scope of the program.

<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>W.3.9 Begins in grade 4.</p>	<p>Begins in grade 4.</p>
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Writing: Range of Writing

CCR.W.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 tasks, purposes, and audiences.

<p>W.3.10 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> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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Speaking and Listening: Comprehension and Collaboration

CCR.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 CCR.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 CCR.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

<p>SL.3.1a 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.</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>SL.3.1b 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>Many games in the <i>Games Supplement</i> provide opportunities for students to work collaboratively with others and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.</p>
<p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.</p>
<p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>SL.3.2 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.</p>	<p>Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.</p>
<p>Speaking and Listening: Presentation of Knowledge and Ideas</p>	
<p>CCR.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCR.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCR.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

<p>SL.3.5 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.</p>	<p>Recording Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>SL.3.6 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.)</p>	<p>Recording Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>

Language: Conventions of Standard English



<p>CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p>	
<p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>Skills in this standard are taught in Reference lessons related to parts of speech. These skills are practiced and reinforced using related Practice Pages and <i>Spelling Supplement</i> Writing Prompts.</p>
<p>L.3.1b Form and use regular and irregular plural nouns.</p>	<p>Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>L.3.1c Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>L.3.1d Form and use regular and irregular verbs.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>
<p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.</p>

L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Skills in this standard are taught in Lesson 44: Adjectives and Lesson 49: Adverbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.3.1h Use coordinating and subordinating conjunctions.	Lesson 67: Conjunctions teaches coordinating, correlative, and subordinating conjunctions.
L.3.1i Produce simple, compound, and complex sentences.	Skills in this standard are taught in Lesson 54: Sentence Structure. The lesson's accompanying Practice Pages provide opportunities to practice this skill.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a Capitalize appropriate words in titles.	Lesson 5: Capitalization teaches students to capitalize appropriate words in titles. Students can practice proper capitalization with the lesson's accompanying Practice Pages. Spelling Supplement resources also provide opportunities to reinforce and practice this capitalization.
L.3.2b Use commas in addresses.	Skills in this standard are taught in Lesson 21: Commas.
L.3.2c Use commas and quotation marks in dialogue.	Skills in this standard are taught in Lesson 21: Commas.
L.3.2d Form and use possessives.	Lesson 34: Nouns teaches possessives.
L.3.2e 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>Lessons 2, 7, 9, 12, 15, 17, 24, 29, 36, 41, 46, 51, 56, 58, 60, 65, 70, 75, 81, 85, 92, and 98 teach the 300 highest frequency words on the Fry Instant Words List (with a couple of substitutions for cultural sensitivity).</p> <p>The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Check Ups, Transfer Cards, Practice Pages, and Little Books.</p> <p>The <i>Spelling Supplement</i> reinforces these words during spelling.</p> <p>Spelling with suffixes is a skill addressed in the following <i>Spelling Supplement</i> lessons:</p> <p>Week 7: Adding Suffixes to Phonetic Skills 1 and 2 Week 10: Adding Suffixes to Phonetic Skills 3 and 4 Week 12: Adding Suffixes to Phonetic Skill 5 Week 19: Adding Suffixes to Words Ending in Y Week 25: Digraph Words with Plural Endings</p>

<p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>The  <i>Spelling Supplement</i> reverses the decoding skills students are using to read and applies them to encoding words. As students build reading and spelling skills that follow predictable patterns, they are empowered to spell any word that follows a particular skill. Employing the Phonetic Skills and Decoding Skills enables students to spell words with multiple sound-spelling patterns. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p>
<p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Reading  <i>Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

Language: Knowledge of Language

CCR.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>L.3.3a Choose words and phrases for effect.</p>	<p>Reading  <i>Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Reading  <i>Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

Language: Vocabulary Acquisition and Use

CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	
<p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Little Books provide ample opportunities to practice this skill.</p>

<p>L.3.4b 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>	<p>Skills in this standard are taught in Lesson 79: Root Words, Prefixes, and Suffixes.</p>
<p>L.3.4c 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>	<p>Skills in this standard are taught in Lesson 79: Root Words, Prefixes, and Suffixes.</p>
<p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.</p>