

Grade 3

Curriculum Alignment to
Idaho Content Standards
English Language Arts/
Literacy
Core Knowledge Language Arts

GRADE 3

A Correlation of CKLA to the Idaho Content Standards English Language Arts/ Literacy

Grade 3	
Idaho Content Standards ELA/ Literacy	Core Knowledge Language Arts
Foundational Reading Skills Strand	
Phonics and Decoding	
<p>3.FR-PH.3 Use knowledge of grade-level phonics and word analysis skills to decode words.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15 U2: Lessons 1, 3, 4, 5, 9, 10, 11, 12 U5: Lessons 14 U7: Lessons 1, 2, 3, 4, 6, 10, 13, 14, 16, 17</p>
<p>3.FR-PH.3a Decode words when known affixes are added to a known word (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful).</p>	<p>Unit TG: U3: Lessons 7 U4: Lessons 3 U5: Lessons 1 U7: Lessons 3, 4, 7 U9: Lessons 3, 4 U10: Lessons 3, 4, 11, 13 U11: Lessons 3, 8, 9</p>
<p>3.FR-PH.3b Decode words with common Greek and Latin roots (e.g., trans, port, bio).</p>	<p>Unit TG: U5: Lessons 1 U6: Lessons 3 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
<p>3.FR-PH.3c Decode multisyllable words.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 4, 5 U6: Lessons 2 U7: Lessons 3, 6, 11, 17 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
<p>3.FR-PH.3d Read grade-appropriate irregularly spelled words (e.g., come, friend, today)</p>	<p>Unit TG: U4: Lessons 6, 11, 12, 15 U5: Lessons 11 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>

Reading Comprehension Strand	
Text Complexity	
<p>3.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2-3 band. <u>(See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)</u></p>	<p>Unit TG: U2: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13 U3: Lessons 9 U4: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15 U6: Lessons 10 U7: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 U8: Lessons 6, 13 U9: Lessons 3, 9, 14 U10: Lessons 1, 2, 3, 4, 6, 7, 9, 11, 12, 13 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
Volume of Reading to Build Knowledge	
<p>3.RC-V.2 Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.</p>	<p>Unit TG: U5: Lessons 2, 3, 6, 7, 9, 10, 11, 14, 17 U7: Lessons 1, 2, 3, 4, 6, 10, 13, 14, 15, 16, 17 U10: Lessons 2, 5, 7, 9, 11, 13, 16</p>
Textual Evidence	
<p>3.RC-TE.3 Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U2: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 U3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 11, 13 U4: Lessons 1, 2, 3, 6, 7, 10, 12, 13 U5: Lessons 2, 5, 6, 9, 10, 11, 12 U6: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 U7: Lessons 1, 2, 6, 8, 10, 12, 13, 15, 17 U8: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 U9: Lessons 1, 2, 4, 7, 10, 11, 12, 13 U10: Lessons 1, 3, 6, 8, 9, 11, 12, 16 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
Reading Fluency	
<p>3.RC-FR.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension <u>(see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).</u></p>	<p>Unit TG: U2: Lessons 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15 U5: Lessons 2, 3, 6, 7, 9, 10, 11, 14, 17 U7: Lessons 1, 2, 3, 4, 6, 10, 13, 14, 15, 16, 17 U9: Lessons 1, 4, 6, 8, 12, 14 U10: Lessons 1, 2, 3, 5, 7, 9, 11, 12, 13, 14, 16</p>

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Literature	
<p>3.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U4: Lessons 1, 2, 3, 6, 13 U6: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 U7: Lessons 8, 17 U8: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 U10: Lessons 1, 3, 6, 8, 9, 11, 12, 16</p>
<p>3.RC-L.5a Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme.</p>	<p>Unit TG: U1: Lessons 3, 6 U6: Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11 U10: Lessons 2, 4, 5, 13, 16</p>
<p>3.RC-L.5b Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.</p>	<p>Unit TG: U1: Lessons 1, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15 U4: Lessons 7, 13 U5: Lessons 2, 5, 10 U6: Lessons 1, 5, 7, 8, 9 U8: Lessons 1, 7, 11, 12 U10: Lessons 12, 16</p>
<p>3.RC-L.5c Explain major structural differences between poems, plays, and prose.</p>	<p>Idaho Instructional Strategies and Routines Guide - available 2023</p>
<p>3.RC-L.5d Explain the difference between a narrator’s point of view and various characters’ perspectives in stories.</p>	<p>Unit TG: U1: Lessons 2, 8, 9, 10 U4: Lessons 6 U8: Lessons 1, 3, 6</p>
<p>3.RC-L.5e Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Unit TG: U1: Lessons 1, 3, 14, 15 U4: Lessons 2</p>
Nonfiction Text	
<p>3.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p>	<p>Unit TG: U2: Lessons 1, 3, 4, 6, 8, 9, 11, 12, 14 U4: Lessons 5, 12 U8: Lessons 1, 2, 3, 4, 5, 7, 8, 12 U9: Lessons 5, 6, 9, 11, 12, 13</p>
<p>3.RC-NF.6a Describe key details from texts and explain how they support the central idea.</p>	<p>Unit TG: U2: Lessons 4, 9, 11, 12, 13 U3: Lessons 1, 4, 10 U4: Lessons 5, 6, 8, 9, 10 U5: Lessons 1, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14</p>

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	<p>U7: Lessons 3, 4, 6, 7, 11, 12 U8: Lessons 8 U9: Lessons 1, 2, 6, 8, 10, 14 U10: Lessons 3, 4, 5, 6, 10, 12, 15</p>
<p>3.RC-NF.6b Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertain to comparison, sequence, or cause/effect.</p>	<p>Unit TG: U2: Lessons 3, 6 U3: Lessons 1, 2, 3, 5, 7, 8, 10, 11, 12 U4: Lessons 3, 4, 5, 10 U5: Lessons 3, 5, 6, 8, 10, 11, 13, 14 U7: Lessons 1, 16, 19, 20 U8: Lessons 1, 5, 11, 13 U9: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13 U10: Lessons 1, 4, 6, 7, 8, 10, 11, 12, 14, 15, 16</p>
<p>3.RC-NF.6c Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).</p>	<p>Unit TG: U2: Lessons 3, 6, 7, 12, 13 U7: Lessons 15</p>
<p>3.RC-NF.6d Explain the logical connection between particular facts and reasons in texts.</p>	<p>Unit TG: U2: Lessons 6, 12 U3: Lessons 2 U5: Lessons 4, 8 U7: Lessons 5, 15, 19, 20 U9: Lessons 3, 10, 11</p>
<p>3.RC-NF.6e Compare and contrast important points and key supporting details presented in two texts on the same topic.</p>	<p>Unit TG: U2: Lessons 3, 5, 7, 8, 9, 12 U4: Lessons 4, 8, 9 U5: Lessons 2, 9, 13 U7: Lessons 2, 4, 7, 14, 16, 19 U8: Lessons 7, 9, 10, 13 U9: Lessons 5, 7, 8, 10, 11 U10: Lessons 9</p>
<p>Vocabulary Development Strand</p>	
<p>Word Building</p>	
<p>3.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p>	<p>Unit TG: U1: Lessons 8, 14, 15 U2: Lessons 6, 10 U5: Lessons 5 U6: Lessons 2, 5 U8: Lessons 7, 8, 11 U9: Lessons 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13 U10: Lessons 10, 11, 15 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8</p>

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<p>3.VD-WB.1a Use sentence-level context as clues to the meaning of words or phrases.</p>	<p>Unit TG: U10: Lessons 1, 16 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8</p>
<p>3.VD-WB.1b Determine the meaning of new words formed when known affixes are added to a known word (e.g., expensive/ inexpensive, lock/unlock, help/helpless, care/ careless).</p>	<p>Unit TG: U2: Lessons 3, 4, 6, 8, 9 U3: Lessons 4, 8 U4: Lessons 8, 11, 14 U5: Lessons 5, 7, 8 U6: Lessons 3, 8 U7: Lessons 4, 7, 9, 14 U8: Lessons 3, 4, 8, 9 U9: Lessons 3, 4, 7, 12, 14 U10: Lessons 3, 4, 11, 13, 16</p>
<p>3.VD-WB.1c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable).</p>	<p>Unit TG: U2: Lessons 5, 6, 8, 12 U9: Lessons 8 U10: Lessons 11</p>
<p>3.VD-WB.1d Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases.</p>	<p>Unit TG: U4: Lessons 5, 14 U5: Lessons 1, 5, 8, 9 U8: Lessons 6, 10 U9: Lessons 2, 13</p>
<p>3.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts.</p>	<p>Unit TG: U1: Lessons 1, 3, 4, 5, 6 U4: Lessons 2, 3, 5 U7: Lessons 3 U8: Lessons 1, 5, 7, 8 U9: Lessons 2, 12 U10: Lessons 5, 6, 8, 10</p>
<p>3.VD-WB.2a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Unit TG: U1: Lessons 2, 14, 15 U3: Lessons 5, 6, 12 U9: Lessons 2, 7, 10, 12, 13 U10: Lessons 6, 10, 15</p>
<p>3.VD-WB.2b Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>Unit TG: U8: Lessons 5, 7, 8, 11 U9: Lessons 2, 10 U10: Lessons 1, 9</p>

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Academic Vocabulary	
<p>3.VD-AV.3 Acquire and use general academic, and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.</p>	<p>Unit TG: U2: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 U4: Lessons 1 U5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 U6: Lessons 2, 3, 4, 5, 6, 7 U7: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20 U8: Lessons 5, 6, 9, 10, 11, 12</p>
Research Strand	
Inquiry Process to Build, Present, and Use Knowledge	
<p>3.RS-IP.1 Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.</p>	<p>Unit TG: U2: Lessons 1, 2, 5, 6, 7, 8, 10, 11, 14, 15 U3: Lessons 14 U4: Lessons 1, 2, 3, 5, 6, 9 U5: Lessons 1, 3, 4, 7, 9, 10, 13, 14 U7: Lessons 3, 11, 12, 14 U8: Lessons 2, 4, 8 U9: Lessons 3, 6, 7, 8, 10, 12, 13 U10: Lessons 2, 3, 13</p>
Deep Reading on Topics to Build Knowledge	
<p>3.RS-DR.2 Read a series of texts organized around a variety of conceptually-related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>	<p>Unit TG: U4: Lessons 1, 3, 4, 5, 6, 7, 8, 12 U8: Lessons 4, 5, 7, 8, 9, 11 U11: Lessons 2, 3, 4, 5, 6, 7, 8</p>
Writing Strand	
Range of Writing	
<p>3.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include among others, summaries, reflections, descriptions, letters, and poetry, etc.</p>	<p>Unit TG: U2: Lessons 1, 4, 6, 12, 14 U4: Lessons 3 U5: Lessons 3, 6, 7, 8, 9, 11, 12, 13, 14 U7: Lessons 5, 6, 10, 13, 15, 18 U10: Lessons 5, 6, 7, 8, 9, 12, 14, 16</p>

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<p>3.W-RW.2 Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement.</p>	<p>Unit TG: U1: Lessons 10, 11, 12, 13, 14, 15 U3: Lessons 1, 2, 5, 6, 9, 10 U4: Lessons 4, 7, 8, 9, 10, 13, 14, 15 U5: Lessons 8 U7: Lessons 9, 16 U9: Lessons 1, 2, 3, 4, 5, 7, 9, 12, 13</p>
<p>3.W-RW.3 Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.</p>	<p>Unit TG: U2: Lessons 5, 6, 9, 12, 13, 14 U3: Lessons 1, 2, 5, 6, 9, 10 U5: Lessons 14, 15, 16, 17 U6: Lessons 5, 6, 7, 8, 9, 10 U7: Lessons 4, 17, 18, 19, 20 U11: Lessons 1, 2, 3, 4, 5, 6, 7</p>
<p>3.W-RW.4 Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.</p>	<p>Unit TG: U1: Lessons 2, 4, 7, 14, 15 U4: Lessons 9, 13, 15 U6: Lessons 11 U7: Lessons 13 U9: Lessons 3, 7 U10: Lessons 2, 5, 6, 7, 8, 9, 10, 16 U11: Lessons 5</p>
<p>3.W-RW.5 Group related information within a paragraph, using common linking words and phrases to connect ideas and information.</p>	<p>Unit TG: U5: Lessons 15, 16, 17 U7: Lessons 4, 18, 20 U9: Lessons 2, 3, 4, 5, 7</p>
<p>3.W-RW.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>	<p>Unit TG: U1: Lessons 12, 13, 15 U4: Lessons 3, 7, 8, 9, 14, 15 U5: Lessons 13, 14, 15, 16, 17 U6: Lessons 9, 10 U7: Lessons 9, 13, 17, 18, 19, 20 U9: Lessons 4, 5, 6, 7, 8, 9, 10</p>
<p>Handwriting and Keyboarding</p>	
<p>3.W-HK.7 Write legibly in cursive leaving space between letters in a word, in a sentence, and at the edges of the paper.</p>	<p>Unit TG: U1 Cursive Program: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
<p>3.W-HK.8 Use keyboarding skills to produce and publish writing.</p>	<p>Unit TG: U5: Lessons 14, 15, 16 U7: Lessons 18, 19, 20</p>

Oral and Digital Communications Strand	
Oral Communications	
<p>3.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and, reviewing ideas expressed.</p>	<p>Unit TG: U4: Lessons 2, 4, 7, 13 U5: Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17 U6: Lessons 6, 8, 11 U7: Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16 U9: Lessons 9 U10: Lessons 14, 15</p>
<p>3.ODC-OC.2 Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual and quantitative).</p>	<p>Unit TG: U1: Lessons 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13 U2: Lessons 1, 2, 6, 7, 8, 13 U4: Lessons 1, 4, 8, 9, 10, 11 U5: Lessons 2, 5, 7, 10, 11 U7: Lessons 1, 2, 3, 7, 9, 14, 16, 17 U8: Lessons 1, 8 U9: Lessons 1, 2, 6 U10: Lessons 1, 4, 5, 7, 11, 12, 15</p>
<p>3.ODC-OC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 8 U5: Lessons 3, 7, 17 U9: Lessons 2, 3, 5, 9 U10: Lessons 1, 6, 8, 15</p>
<p>3.ODC-OC.4 Report orally 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>Unit TG: U1: Lessons 3, 6 U2: Lessons 3, 5, 6, 8, 11, 12, 14 U5: Lessons 8, 17 U6: Lessons 10, 11 U7: Lessons 14 U9: Lessons 4, 6, 7 U10: Lessons 16 U11: Lessons 8, 9, 10, 11, 12</p>
Digital Communications	
<p>3.ODC-DC.5 With support, evaluate whether a digital source is factual or not by considering its use of evidence.</p>	<p>Idaho Instructional Strategies and Routines Guide - available 2023</p>
<p>3.ODC-DC.6 Use information gained digitally to determine where, when, why, and how key events occur.</p>	<p>Idaho Instructional Strategies and Routines Guide - available 2023</p>

Grammar and Conventions Strand	
Grammar and Usage	
<p>3.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p>	<p>Unit TG: U5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p>
<p>3.GC-GU.1a Form and use the progressive and perfect verb tenses.</p>	<p>Idaho Instructional Strategies and Routines Guide - available 2023</p>
<p>3.GC-GU.1b Form and use comparative and superlative adjectives and adverbs.</p>	<p>Unit TG: U9: Lessons 8, 10, 11, 12, 13 U10: Lessons 2, 4, 6, 7, 8, 10, 16 U11: Lessons 7, 8</p>
<p>3.GC-GU.1c Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.</p>	<p>Idaho Instructional Strategies and Routines Guide - available 2023</p>
<p>3.GC-GU.1d Form and use regular and irregular plural nouns (e.g., fish, teeth).</p>	<p>Unit TG: U3: Lessons 6, 7, 9, 10, 14</p>
<p>3.GC-GU.1e Use common, proper, and possessive nouns.</p>	<p>Unit TG: U2: Lessons 2, 3, 5, 11 U7: Lessons 17, 18 U7: Lessons 2, 3, 6, 7 U11: Lessons 3</p>
<p>3.GC-GU.1f Use coordinating and subordinating conjunctions.</p>	<p>Unit TG: U5: Lessons 12 U6: Lessons 1, 2, 4, 7, 9, 10 U7: Lessons 2, 5, 6, 8</p>
<p>3.GC-GU.1g Produce, expand, and rearrange simple and compound sentences.</p>	<p>Unit TG: U2: Lessons 6 U5: Lessons 7, 9, 12 U6: Lessons 2, 4, 6, 7, 9, 10, 11</p>
<p>3.GC-GU.1h Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.</p>	<p>Unit TG: U5: Lessons 3, 17 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>

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Mechanics	
<p>3.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p>	<p>Unit TG: U1: Lessons 13 U5: Lessons 7, 8, 9, 11, 17 U6: Lessons 7 U7: Lessons 20</p>
<p>3.GC-M.2a Commas in addresses and dates.</p>	<p>Unit TG: U2: Lessons 1 U11: Lessons 9</p>
<p>3.GC-M.2b Commas and quotation marks in dialogue.</p>	<p>Unit TG: U1: Lessons 2, 3, 9 U7: Lessons 12 U10: Lessons 10 U11: Lessons 10</p>
<p>3.GC-M.2c Forming and using possessives.</p>	<p>Unit TG: U7: Lessons 17, 18 U8: Lessons 2, 6, 7, 10</p>
<p>3.GC-M.2d Capitalize appropriate words in titles.</p>	<p>Unit TG: U1: Lessons 13 U2: Lessons 4 U10: Lessons 16 U11: Lessons 9</p>
<p>3.GC-M.3 Use knowledge of spelling in writing.</p>	<p>Unit TG: U2: Lessons 1, 4, 6, 12, 14 U4: Lessons 3 U5: Lessons 3, 6, 7, 8, 9, 11, 12, 13, 14 U7: Lessons 5, 6, 10, 13, 15, 18 U10: Lessons 5, 6, 7, 8, 9, 12, 14, 16</p>
<p>3.GC-M.3a Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p>	<p>Unit TG: U2: Lessons 1, 5, 10, 11, 15 U7: Lessons 3, 6, 9 U9: Lessons 9, 10 U11: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
<p>3.GC-M.3b Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.</p>	<p>Unit TG: U3: Lessons 1, 3, 4, 5, 9, 10, 11, 12 U4: Lessons 1, 6, 10, 11, 15 U5: Lessons 1, 5, 6, 10, 11, 15 U6: Lessons 1, 5, 6, 10 U7: Lessons 1, 3, 5, 10, 11, 15 U8: Lessons 1, 3, 5, 6, 10 U9: Lessons 1, 5, 6, 9, 10, 14 U10: Lessons 1, 5, 8, 10, 11, 15 U11: Lessons 1, 4, 6, 9</p>

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<p>3.GC-M.3c Spell high-frequency irregular words correctly (e.g., who, what, why).</p>	<p>Unit TG: U2: Lessons 4, 5, 6, 10, 11, 15 U3: Lessons 6, 10, 11, 12 U4: Lessons 1, 6, 10, 11, 15 U5: Lessons 1, 5, 6, 10 U11: Lessons 5, 6, 10</p>
<p>3.GC-M.3d Consult reference materials to check and correct spelling.</p>	<p>Unit TG: U4: Lessons 5 U11: Lessons 5, 7, 9, 10</p>