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Reading Literature	
Key Ideas and Details	**Twig ELA Correlation**
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
3.RL.2 Recount and summarize 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.	
3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	
Craft and Structure	**Twig ELA Correlation**
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
3.RL.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.	
3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	
Integration of Knowledge and Ideas	**Twig ELA Correlation**

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3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	
3.RL.9 Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.	
Range of Reading and Level of Text Complexity	**Twig ELA Correlation**
3.RL.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.	
Reading Informational Text	
Key Ideas and Details	**Twig ELA Correlation**
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*G3M1 The Ultimate Playground* DQ1 L2 TE pp.62–69, TB pp.17–20 DQ3 L2 TE pp.164–169, TB pp.52–54 DQ5 L1 TE pp.238–243, TB p.79 *G3M2 Welcome to the Biodome* DQ1 L6 TE pp.44–49, TB pp.13–18 DQ1 L7 TE pp.50–55, TB pp.19–26 DQ1 L9 TE pp.62–69, TB pp.30–31 DQ2 L2 TE pp.96–101, TB pp.41–42 DQ3 L4 TE pp.162–167, TB pp.66–67 DQ4 L1 TE pp.192–197, TB pp.75–80

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	G3M3 How to Survive an Ice Age DQ1 L2 TE pp.16–23, TB pp.7–12 DQ2 L1 TE pp.56–63, TB pp.25–26 DQ2 L6 TE pp.90–97, TB pp.37–40 DQ4 L2 TE pp.168–173, TB pp.78–82 ***G3M4 Weather Warning HQ*** DQ1 L4 TE pp.32–37, TB pp.13–18 DQ3 L2 TE pp.124–131, TB pp.54–59 DQ3 L3 TE pp.132–137, TB pp.60–67 DQ3 L4 TE pp.138–143, TB pp.68–75 DQ4 L2 TE pp.162–167, TB pp.83–84
3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	***G3M2 Welcome to the Biodome*** DQ2 L2 TE pp.96–101, TB pp.41–42 DQ4 L1 TE pp.192–197, TB pp.75–80 ***G3M3 How to Survive an Ice Age*** DQ3 L2 TE pp.122–127, TB pp.53–60 ***G3M4 Weather Warning HQ*** DQ3 L2 TE pp.124–131, TB pp.54–59 DQ3 L3 TE pp.132–137, TB pp.60–67
3.RI.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.	***G3M1 The Ultimate Playground*** DQ1 L2 TE pp.62–69, TB pp.17–20 DQ2 L1 TE pp.114–121, TB pp.37–39 ***G3M2 Welcome to the Biodome*** DQ1 L7 TE pp.50–55, TB pp.19–26

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	DQ3 L4 TE pp.162–167, TB pp.66–67 *G3M3 How to Survive an Ice Age* DQ1 L2 TE pp.16–23, TB pp.7–12 DQ2 L6 TE pp.90–97, TB pp.37–40 DQ3 L2 TE pp.122–127, TB pp.53–60 DQ4 L2 TE pp.168–173, TB pp.78–82 *G3M4 Weather Warning HQ* DQ1 L4 TE pp.32–37, TB pp.13–18 DQ3 L2 TE pp.124–131, TB pp.54–59 DQ3 L4 TE pp.138–143, TB pp.68–75 DQ4 L2 TE pp.162–167, TB pp.83–84
Craft and Structure	**Twig ELA Correlation**
3.RI.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.	*G3M2 Welcome to the Biodome* DQ2 L2 TE pp.96–101, TB pp.41–42
3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.	*G3M2 Welcome to the Biodome* DQ4 L1 TE pp.192–197, TB pp.75–80 *G3M3 How to Survive an Ice Age* DQ3 L5 TE pp.142–147, TB pp.66–67
Integration of Knowledge and Ideas	**Twig ELA Correlation**
3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	*G3M2 Welcome to the Biodome* DQ1 L4 TE pp.30–36, TB p.10 DQ1 L6 TE pp.44–49, TB pp.13–18

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	DQ1 L7 TE pp.50–55, TB pp.19–26 DQ1 L9 TE pp.62–69, TB pp.30–31 DQ2 L6 TE pp.120–127, TB pp.51–56 *G3M3 How to Survive an Ice Age* DQ1 L2 TE pp.16–23, TB pp.7–12 *G3M4 Weather Warning HQ* DQ3 L2 TE pp.124–131, TB pp.54–59 DQ3 L4 TE pp.138–143, TB pp.68–75 DQ4 L2 TE pp.162–167, TB pp.83–84
3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text.	*G3M1 The Ultimate Playground* DQ1 L2 TE pp.62–69, TB pp.17–20 *G3M3 How to Survive an Ice Age* DQ1 L2 TE pp.16–23, TB pp.7–12 DQ3 L2 TE pp.122–127, TB pp.53–60
3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	*G3M2 Welcome to the Biodome* DQ1 L6 TE pp.44–49, TB pp.13–18 *G3M3 How to Survive an Ice Age* DQ3 L2 TE pp.122–127, TB pp.53–60 *G3M4 Weather Warning HQ* DQ3 L3 TE pp.132–137, TB pp.60–67
Range of Reading and Level of Text Complexity	**Twig ELA Correlation**
3.RI.10 By the end of the year, read and comprehend	*G3M3 How to Survive an Ice Age*

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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.	DQ3 L2 TE pp.122–127, TB pp.53–60 *G3M4 Weather Warning HQ* DQ1 L4 TE pp.32–37, TB pp.13–18 DQ3 L2 TE pp.124–131, TB pp.54–59 DQ3 L3 TE pp.132–137, TB pp.60–67 DQ3 L4 TE pp.138–143, TB pp.68–75 DQ4 L2 TE pp.162–167, TB pp.83–84
Writing	
Text Types and Purposes	**Twig ELA Correlation**
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	*G3M1 The Ultimate Playground* DQ3 L6 TE pp.190–194, TB pp.65–66 *G3M2 Welcome to the Biodome* DQ4 L2 TE pp.198–203, TB pp.81–83 DQ4 L4 TE pp.210–215, TB pp.85–89 *G3M3 How to Survive an Ice Age* DQ3 L6 TE pp.148–154, TB pp.68–72
3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
3.W.1b Provide reasons that support the opinion.	
3.W.1c Use linking words and phrases to connect opinion and reasons.	
3.W.1d Provide a concluding statement or section.	
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	*G3M1 The Ultimate Playground* DQ2 L1 TE pp.114–121, TB pp.37–39 DQ2 L5 TE pp.146–150, TB pp.47–48 DQ5 L4 TE pp.256–261, TB pp.84–85
3.W.2a Introduce a topic and group related information together; include illustrations when useful in aiding	

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comprehension.	*G3M2 Welcome to the Biodome* DQ1 L11 TE pp.76–81, TB pp.33–36 DQ2 L6 TE pp.120–127, TB pp.51–56 DQ4 L3 TE pp.204–209, TB p.84 DQ4 L5 TE pp.216–221, TB pp.90–92 *G3M3 How to Survive an Ice Age* DQ2 L8 TE pp.104–108, TB pp.43–46 DQ3 L4 TE pp.136–141, TB pp.63–65
3.W.2b Develop the topic with facts, definitions, and details.	
3.W.2c Use linking words and phrases to connect ideas within categories of information.	
3.W.2d Provide a concluding statement or section.	
3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	
3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
3.W.3c Use temporal words and phrases to signal event order.	
3.W.3d Provide a sense of closure.	
Production and Distribution of Writing	**Twig ELA Correlation**
3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task	*G3M2 Welcome to the Biodome* DQ2 L6 TE pp.120–127, TB pp.51–56

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and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
3.W.5 With guidance and support, 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.)	*G3M3 How to Survive an Ice Age* DQ3 L4 TE pp.136–141, TB pp.63–65
3.W.6 With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.	
Research to Build and Present Knowledge	**Twig ELA Correlation**
3.W.7 Conduct short research projects that build knowledge about a topic.	*G3M2 Welcome to the Biodome* DQ3 L5 TE pp.168–173, TB pp.68–69 *G3M3 How to Survive an Ice Age* DQ1 L3 TE pp.24–29, TB pp.13–15 DQ3 L5 TE pp.142–147, TB pp.66–67 DQ4 L2 TE pp.168–173, TB pp.78–82 *G3M4 Weather Warning HQ* DQ1 L4 TE pp.32–37, TB pp.13–18
3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	*G3M1 The Ultimate Playground* DQ5 L1 TE pp.238–243, TB p.79 *G3M2 Welcome to the Biodome* DQ3 L4 TE pp.162–167, TB pp.66–67 DQ4 L1 TE pp.192–197, TB pp.75–80

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	DQ4 L5 TE pp.216–221, TB pp.90–92 *G3M3 How to Survive an Ice Age* DQ1 L4 TE pp.30–35, TB pp.16–17 DQ1 L5 TE pp.36–41, TB pp.18–20 DQ1 L6 TE pp.42–48, TB pp.21–22 DQ2 L4 TE pp.78–83, TB pp.33–34 DQ2 L5 TE pp.84–89, TB pp.35–36 DQ2 L6 TE pp.90–97, TB pp.37–40 DQ2 L7 TE pp.98–103, TB pp.41–42 DQ3 L1 TE pp.116–121, TB pp.49–52 DQ3 L6 TE pp.148–154, TB pp.68–72 DQ4 L3 TE pp.174–179, TB pp.83–84 *G3M4 Weather Warning HQ* DQ2 L1 TE pp.76–81, TB pp.33–35 DQ3 L4 TE pp.138–143, TB pp.68–75 DQ4 L4 TE pp.174–179, TB pp.89–92 DQ4 L5 TE pp.180–185, TB pp.93–95 DQ4 L6 TE pp.186–190, TB p.96
Range of Writing	**Twig ELA Correlation**
3.W.10 With scaffolding, guidance, and support, 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.	*G3M2 Welcome to the Biodome* DQ3 L5 TE pp.168–173, TB pp.68–69 DQ4 L1 TE pp.192–197, TB pp.75–80 *G3M4 Weather Warning HQ* DQ2 L1 TE pp.76–81, TB pp.33–35 DQ4 L4 TE pp.174–179, TB pp.89–92

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	DQ4 L5 TE pp.180–185, TB pp.93–95 DQ4 L6 TE pp.186–190, TB p.96
Speaking and Listening	
Comprehension and Collaboration	**Twig ELA Correlation**
3.SL.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.	*G3M1 The Ultimate Playground* DQ1 L1 TE pp.54–61, TB pp.15–16 DQ1 L2 TE pp.62–69, TB pp.17–20 DQ1 L3 TE pp.70–77, TB p.21 DQ1 L6 TE pp.92–101, TB pp.27–30 DQ2 L1 TE pp.114–121, TB pp.37–39 DQ2 L2 TE pp.122–129, TB pp.40–41 DQ2 L3 TE pp.130–137, TB pp.42–43 DQ2 L4 TE pp.138–145, TB pp.44–46 DQ3 L1 TE pp.158–163, TB p.51 DQ3 L2 TE pp.164–169, TB pp.52–54 DQ3 L3 TE pp.170–175, TB pp.55–57 DQ3 L4 TE pp.176–181, TB pp.58–60 DQ3 L6 TE pp.190–194, TB pp.65–66 DQ4 L1 TE pp.200–207, TB p.69 DQ4 L3 TE pp.216–221, TB pp.72–74 DQ5 L1 TE pp.238–243, TB p.79 DQ5 L2 TE pp.244–249, TB pp.80–82 DQ5 L3 TE pp.250–255, TB p.83 DQ5 L5 TE pp.262–267, TB pp.86–88 DQ5 L6 TE pp.268–275, TB pp.89–90 DQ5 L7 TE pp.276–281, TB p.91 *G3M2 Welcome to the Biodome*
3.SL.1a With guidance and support, 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.	
3.SL.1b Follow agreed-upon rules for discussions.	
3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
3.SL.1d Explain their own ideas and understandings in light of the discussion.	

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	DQ1 L1 TE pp.8–13, TB pp.3–6 DQ1 L2 TE pp.14–21, TB p.7 DQ1 L3 TE pp.22–29, TB pp.8–9 DQ1 L5 TE pp.38–43, TB pp.11–12 DQ1 L9 TE pp.62–69, TB pp.30–31 DQ1 L10 TE pp.70–75, TB p.32 DQ1 L11 TE pp.76–81, TB pp.33–36 DQ2 L1 TE pp.90–95, TB pp.39–40 DQ2 L2 TE pp.96–101, TB pp.41–42 DQ2 L3 TE pp.102–107, TB pp.43–45 DQ2 L4 TE pp.108–113, TB pp.46–47 DQ2 L5 TE pp.114–119, TB pp.48–50 DQ2 L7 TE pp.128–134, TB pp.57–58 DQ3 L1 TE pp.142–149, TB pp.61–62 DQ3 L2 TE pp.150–155, TB pp.63–64 DQ3 L6 TE pp.174–181, TB pp.70–72 DQ4 L1 TE pp.192–197, TB pp.75–80 DQ4 L3 TE pp.204–209, TB p.84 DQ4 L4 TE pp.210–215, TB pp.85–89 *G3M3 How to Survive an Ice Age* DQ1 L1 TE pp.8–15, TB pp.3–6 DQ1 L4 TE pp.30–35, TB pp.16–17 DQ1 L5 TE pp.36–41, TB pp.18–20 DQ1 L6 TE pp.42–48, TB pp.21–22 DQ2 L1 TE pp.56–63, TB pp.25–26 DQ2 L2 TE pp.64–69, TB pp.27–30 DQ2 L3 TE pp.70–77, TB pp.31–32 DQ2 L4 TE pp.78–83, TB pp.33–34 DQ2 L5 TE pp.84–89, TB pp.35–36

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	DQ2 L6 TE pp.90–97, TB pp.37–40 DQ2 L8 TE pp.104–108, TB pp.43–46 DQ3 L1 TE pp.116–121, TB pp.49–52 DQ3 L2 TE pp.122–127, TB pp.53–60 DQ3 L3 TE pp.128–135, TB pp.61–62 DQ3 L6 TE pp.148–154, TB pp.68–72 *G3M4 Weather Warning HQ* DQ1 L1 TE pp.8–15, TB pp.3–4 DQ1 L2 TE pp.16–23, TB pp.5–8 DQ1 L3 TE pp.24–31, TB pp.9–12 DQ1 L4 TE pp.32–37, TB pp.13–18 DQ2 L2 TE pp.82–89, TB pp.36–37 DQ2 L3 TE pp.90–95, TB pp.38–39 DQ2 L4 TE pp.96–101, TB pp.40–42 DQ2 L5 TE pp.102–107, TB pp.43–50 DQ3 L1 TE pp.118–123, TB p.53 DQ3 L2 TE pp.124–131, TB pp.54–59 DQ3 L3 TE pp.132–137, TB pp.60–67 DQ3 L4 TE pp.138–143, TB pp.68–75 DQ3 L5 TE pp.144–149, TB pp.76–78 DQ4 L1 TE pp.156–161, TB pp.81–82 DQ4 L2 TE pp.162–167, TB pp.83–84 DQ4 L5 TE pp.180–185, TB pp.93–95
3.SL.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.	*G3M2 Welcome to the Biodome* DQ1 L1 TE pp.8–13, TB pp.3–6 DQ1 L2 TE pp.14–21, TB p.7 DQ1 L3 TE pp.22–29, TB pp.8–9 DQ1 L8 TE pp.56–61, TB pp.27–29

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	DQ1 L9 TE pp.62–69, TB pp.30–31 DQ1 L10 TE pp.70–75, TB p.32 DQ2 L1 TE pp.90–95, TB pp.39–40 DQ2 L7 TE pp.128–134, TB pp.57–58 DQ3 L1 TE pp.142–149, TB pp.61–62 DQ3 L3 TE pp.156–161, TB p.65 *G3M3 How to Survive an Ice Age* DQ3 L3 TE pp.128–135, TB pp.61–62 DQ4 L1 TE pp.160–167, TB pp.75–77 *G3M4 Weather Warning HQ* DQ1 L2 TE pp.16–23, TB pp.5–8 DQ1 L6 TE pp.46–53, TB pp.23–24 DQ1 L7 TE pp.54–61, TB pp.25–27 DQ3 L1 TE pp.118–123, TB p.53 DQ3 L4 TE pp.138–143, TB pp.68–75 DQ4 L1 TE pp.156–161, TB pp.81–82 DQ4 L2 TE pp.162–167, TB pp.83–84 DQ4 L3 TE pp.168–173, TB pp.85–88
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	*G3M1 The Ultimate Playground* DQ2 L5 TE pp.146–150, TB pp.47–48 DQ4 L2 TE pp.208–215, TB pp.70–71 DQ4 L4 TE pp.222–230, TB pp.75–76 *G3M2 Welcome to the Biodome* DQ1 L3 TE pp.22–29, TB pp.8–9 DQ1 L8 TE pp.56–61, TB pp.27–29

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	G3M3 How to Survive an Ice Age DQ1 L5 TE pp.36–41, TB pp.18–20 DQ1 L6 TE pp.42–48, TB pp.21–22 DQ2 L2 TE pp.64–69, TB pp.27–30 DQ3 L4 TE pp.136–141, TB pp.63–65 *G3M4 Weather Warning HQ* DQ1 L5 TE pp.38–45, TB pp.19–22 DQ3 L5 TE pp.144–149, TB pp.76–78 DQ4 L3 TE pp.168–173, TB pp.85–88
Presentation of Knowledge and Ideas	**Twig ELA Correlation**
3.SL.4 With guidance and support, 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.	*G3M1 The Ultimate Playground* DQ5 L7 TE pp.276–281, TB p.91 *G3M3 How to Survive an Ice Age* DQ1 L3 TE pp.24–29, TB pp.13–15 DQ2 L3 TE pp.70–77, TB pp.31–32 DQ2 L6 TE pp.90–97, TB pp.37–40 DQ4 L3 TE pp.174–179, TB pp.83–84 *G3M4 Weather Warning HQ* DQ4 L4 TE pp.174–179, TB pp.89–92
3.SL.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.	*G3M1 The Ultimate Playground* DQ1 L4 TE pp.78–85, TB pp.22–24 DQ1 L5 TE pp.86–91, TB pp.25–26 DQ3 L5 TE pp.182–189, TB pp.61–64 DQ5 L8 TE pp.282–287, TB pp.92–94

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	G3M2 Welcome to the Biodome DQ2 L3 TE pp.102–107, TB pp.43–45 DQ2 L4 TE pp.108–113, TB pp.46–47 DQ2 L7 TE pp.128–134, TB pp.57–58 DQ3 L3 TE pp.156–161, TB p.65 DQ4 L5 TE pp.216–221, TB pp.90–92 *G3M3 How to Survive an Ice Age* DQ2 L7 TE pp.98–103, TB pp.41–42 *G3M4 Weather Warning HQ* DQ1 L3 TE pp.24–31, TB pp.9–12 DQ1 L7 TE pp.54–61, TB pp.25–27 DQ4 L6 TE pp.186–190, TB p.96
3.SL.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.)	*G3M4 Weather Warning HQ* DQ2 L4 TE pp.96–101, TB pp.40–42 DQ3 L4 TE pp.138–143, TB pp.68–75
Reading Foundational Skills	
Phonics and Word Recognition	**Twig ELA Correlation**
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	
3.RF.3b Decode words with common suffixes. Read	

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grade-appropriate irregularly spelled words.	
3.RF.3c Decode multisyllable words.	
Fluency	**Twig ELA Correlation**
3.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
3.RF.4a Read grade-level text with purpose and understanding.	
3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Language	
Conventions of Standard English	**Twig ELA Correlation**
3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*G3M2 Welcome to the Biodome* DQ4 L5 TE pp.216–221, TB pp.90–92
3.L.1a Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.	
3.L.1b Form and use regular and irregular plural nouns.	
3.L.1c Use abstract nouns.	

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3.L.1d Form and use regular and irregular verbs.	
3.L.1e Form and use the simple verb tenses.	
3.L.1f Ensure subject-verb and pronoun-antecedent agreement.	
3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
3.L.1h Use coordinating and subordinating conjunctions.	
3.L.1i Produce simple, compound, and complex sentences.	
3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	***G3M2 Welcome to the Biodome*** DQ4 L5 TE pp.216–221, TB pp.90–92
3.L.2a Capitalize appropriate words in titles.	
3.L.2b Use commas in addresses.	
3.L.2c Use commas and quotation marks in dialogue.	
3.L.2d Form and use possessives.	
3.L.2e Use conventional spelling for high frequency and other studied words and for adding suffixes to base words.	
3.L.2f Use spelling patterns and generalizations in writing words.	
3.L.2g Consult reference materials, including beginning	

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dictionaries, both print and digital, as needed to check and correct spellings.	
Knowledge of Language	**Twig ELA Correlation**
3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
3.L.3a Choose words and phrases for effect.	
3.L.3b Recognize and observe differences between the conventions of spoken and written standard English.	
Vocabulary Acquisition and Use	**Twig ELA Correlation**
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	*G3M3 How to Survive an Ice Age* DQ2 L1 TE pp.56–63, TB pp.25–26 DQ4 L1 TE pp.160–167, TB pp.75–77
3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	
3.L.4b Determine the meaning of the new word formed when a known affix is added to a known word.	
3.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root.	
3.L.4d Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.	

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3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	
3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context.	
3.L.5b Identify real-life connections between words and their use.	
3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of uncertainty.	
3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	***G3M1 The Ultimate Playground*** DQ1 L4 TE pp.78–85, TB pp.22–24 DQ1 L5 TE pp.86–91, TB pp.25–26 DQ2 L4 TE pp.138–145, TB pp.44–46 DQ4 L1 TE pp.200–207, TB p.69 DQ4 L4 TE pp.222–230, TB pp.75–76 ***G3M2 Welcome to the Biodome*** DQ1 L1 TE pp.8–13, TB pp.3–6 DQ1 L2 TE pp.14–21, TB p.7 DQ1 L3 TE pp.22–29, TB pp.8–9 DQ1 L4 TE pp.30–36, TB p.10 DQ1 L6 TE pp.44–49, TB pp.13–18 DQ1 L7 TE pp.50–55, TB pp.19–26 DQ1 L9 TE pp.62–69, TB pp.30–31 DQ2 L1 TE pp.90–95, TB pp.39–40 DQ2 L5 TE pp.114–119, TB pp.48–50 DQ3 L3 TE pp.156–161, TB p.65

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	G3M3 How to Survive an Ice Age DQ1 L5 TE pp.36–41, TB pp.18–20 DQ2 L3 TE pp.70–77, TB pp.31–32 DQ2 L4 TE pp.78–83, TB pp.33–34 DQ4 L1 TE pp.160–167, TB pp.75–77 ***G3M4 Weather Warning HQ*** DQ1 L1 TE pp.8–15, TB pp.3–4 DQ1 L2 TE pp.16–23, TB pp.5–8 DQ1 L6 TE pp.46–53, TB pp.23–24 DQ1 L7 TE pp.54–61, TB pp.25–27 DQ3 L1 TE pp.118–123, TB p.53 DQ4 L2 TE pp.162–167, TB pp.83–84 DQ4 L3 TE pp.168–173, TB pp.85–88