

HMH Priority Standards Pathways Grade 3

The goal of the *Into Reading Priority Standards Pathway* is to help teachers focus on the most critical areas of instruction to accelerate student learning. This *Pathway* includes a curated set of *Into Reading* resources for teaching, practice and application, and formative assessment that are aligned to the Priority Standards.

Administer Initial Assessments

In addition to the Growth Measure, HMH recommends administering the following *Into Reading* assessments at the beginning of the school year. These assessments will provide valuable data about student understanding of priority standards, skills, and concepts.

Module 1 Weekly Assessment Week 3 What a Character!

Module 3 Weekly Assessment Week 2 Let Freedom Ring!

Module 3 Weekly Assessment Week 3 Let Freedom Ring!

STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
READING LITERARY TEXTS			
ANCHOR STANDARD R.CCR.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>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>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *</p>	<p>Anchor Chart 1: Ask and Answer Questions Teacher's Guide: Ask and Answer Questions</p> <ul style="list-style-type: none"> Adventures with Words Soccer Shoot Out <p>Anchor Chart 2: Monitor and Clarify Teacher's Guide: Monitor and Clarify</p> <ul style="list-style-type: none"> Judy Moody, Mood Martian Stink and the Freaky Frog Freakout Two Bear Cubs Running Rivals <p>Waggle Lesson Ask and Answer Questions Waggle Lesson Identify Main Ideas and Details</p>	<p>Tabletop Minilessons: Reading 1 Ask and Answer Questions</p> <p>Tabletop Minilessons: Reading 2 Monitor and Clarify</p> <p>Waggle Learning Goal Literary Text Analysis</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> Dog of the Future <p>Reading Graphic Organizer 1 Ask and Answer Questions</p> <p>Reading Graphic Organizer 2 Monitor and Clarify</p>
ANCHOR STANDARD R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<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>RL.2.2 Recount stories, including fable and folktales from diverse cultures, and determine their central message, lesson, or moral. *</p>	<p>Anchor Chart 9: Theme Teacher's Guide: Theme</p> <ul style="list-style-type: none"> Marisol McDonald Doesn't Match Scaredy Squirrel Gigi and the Wishing Ring Two Bear Cubs When the Giant Stirred Why the Sky is Far Away <p>Anchor Chart 3: Retell Teacher's Guide: Retell</p> <ul style="list-style-type: none"> Dear Primo Gigi and the Wishing Ring Compay Mono and Comay Jicotea <p>Waggle Lesson Retell and Summarize Stories</p>	<p>Tabletop Minilessons: Reading 9 Theme Leveled Reader and Take & Teach Lesson</p> <ul style="list-style-type: none"> Mr. Jacobi Helps Out The Prince's Carpet Leona's Sneakers Mr. Kean's Garden Hofus the Stonecutter Paddy Waits Alone Castles in the Air The Mystery of the Missing Book Alex the Super Soccer Striker The Indoor Forest There Are Things I Don't Know Folktales from Ecosystems Around the World The Mumblefossick <p>Waggle Learning Goal Literary Elements</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> Not Just a Little! Mark's Idea The Rockets The Enchanted Flute Building a New Barn <p>Reading Graphic Organizer 9 Theme</p> <p>Reading Graphic Organizer 3 Retell</p>
ANCHOR STANDARD R.CCR.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.			
<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>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. *</p>	<p>Anchor Chart 12: Literary Elements Teacher's Guide: Literary Elements</p> <ul style="list-style-type: none"> Stink and the Freaky Frog Freakout Soccer Shootout Running Rivals <p>Anchor Chart 30: Make Connections Teacher's Guide: Make Connections <i>Judy Moody, Mood Martian and Stink and the Freaky Frog Freakout</i></p> <p>Waggle Lesson Compare and Contrast Texts</p>	<p>Tabletop Minilessons: Reading 12 Literary Elements</p> <p>Tabletop Minilessons: Reading 30 Make Connections</p> <p>Waggle Learning Goal Literary Analysis</p>	<p>Reading Graphic Organizer 12 Literary Elements</p> <p>Reading Graphic Organizer 30 Make Connections</p>

*See Grade 2 Priority Standards Pathways for resources.

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
READING INFORMATIONAL STANDARDS			
ANCHOR STANDARD R.CCR.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>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>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*</p>	<p>Anchor Chart 1: Ask and Answer Questions Teacher's Guide: Ask and Answer Questions</p> <ul style="list-style-type: none"> • <i>Why is the Statue of Liberty Green?</i> • <i>The Nose Awards</i> • <i>Octopus Escapes Again</i> • Carrots, Farm to Fork (video) • <i>How Do You Raise a Raisin?</i> <p>Anchor Chart 2: Monitor and Clarify Teacher's Guide: Monitor and Clarify</p> <ul style="list-style-type: none"> • <i>T.J. The Siberian Tiger Cub</i> • <i>It's Our Garden: From Seeds to Harvest in a School Garden</i> <p>Waggle Lesson Identify Main Ideas and Details Waggle Lesson Ask and Answer Questions</p>	<p>Tabletop Minilessons: Reading 1 Ask and Answer Questions</p> <p>Tabletop Minilessons: Reading 2 Monitor and Clarify</p> <p>Waggle Learning Goal Informational Text Elements Waggle Learning Goal Informational Text Analysis</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> • <i>Aleck's Big Ideas</i> <p>Reading Graphic Organizer 1 Ask and Answer Questions</p> <p>Reading Graphic Organizer 2 Monitor and Clarify</p>
ANCHOR STANDARD R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<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>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.*</p>	<p>Anchor Chart 17: Central Idea Teacher's Guide: Central Idea</p> <ul style="list-style-type: none"> • <i>The U.S. Constitution</i> • <i>Why is the Statue of Liberty Green?</i> • <i>The Nose Awards</i> <p>Anchor Chart 4: Summarize Teacher's Guide: Summarize</p> <ul style="list-style-type: none"> • <i>Why We Celebrate the 4th of July</i> • <i>This is Your Life Cycle</i> <p>Waggle Lesson Identify Main Idea and Details</p>	<p>Tabletop Minilessons: Reading 17 Central Idea</p> <p>Tabletop Minilessons: Reading 4 Summarize</p> <p>Leveled Reader and Take & Teach Lesson</p> <ul style="list-style-type: none"> • <i>Animals of the Rain Forest</i> • <i>Working Dogs</i> • <i>All About Spiders</i> • <i>Nature's Sculptures</i> • <i>The Mississippi River</i> • <i>Why Animals Migrate</i> • <i>Animals with Armor</i> • <i>From Plastic Bottles to Clothes</i> • <i>Living in the Extreme</i> • <i>Airplanes</i> • <i>Famous Bridges</i> <p>Waggle Learning Goal Informational Text Elements</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> • <i>Snow Petrels</i> • <i>Puppets Around the World</i> • <i>Mammoths Long Ago and Today</i> • <i>Dogs that Help</i> • <i>Let's Play Ball</i> • <i>Sports, Exactly</i> • <i>The Life of a Hickory Tree</i> <p>Reading Graphic Organizer 17 Central Idea</p> <p>Reading Graphic Organizer 4 Summarize</p>

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
READING INFORMATIONAL STANDARDS <i>(continued)</i>			
ANCHOR STANDARD R.CCR.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.			
<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>RI.2.8 Describe how reasons support specific points the author makes in a text*.</p>	<p>Anchor Chart 18: Text Structure</p> <p>Teacher's Guide: Text Structure</p> <ul style="list-style-type: none"> • <i>The U.S. Constitution</i> • <i>The Flag Maker</i> • <i>T.J. The Siberian Tiger Cub</i> • <i>Farmer Will Allen and the Growing Table</i> • <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> • <i>How Did That Get in My Lunchbox?</i> <p>Waggle Lesson Recognize Text Organization</p>	<p>Tabletop Minilessons: Reading 18 Text Structure</p> <p>Leveled Reader and Take & Teach Lesson</p> <ul style="list-style-type: none"> • <i>Animals Armed for Survival</i> • <i>Working Dogs</i> • <i>You're Never Too Young to Save the Planet</i> • <i>Jellyfish and Octopuses</i> • <i>Meteors</i> • <i>César Chávez: The Farm Workers' Friend</i> • <i>The Statue of Liberty</i> • <i>Why Animals Migrate</i> • <i>Living in the Extreme</i> • <i>The Life of Rosa Parks</i> • <i>The Arctic Circle</i> • <i>The Midnight Ride of Sybil Ludington</i> • <i>High-Speed Trains</i> • <i>Journey on a Patriotic Path</i> • <i>The Water Cycle</i> <p>Waggle Learning Goal Informational Text Structure</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> • <i>Snow Petrels</i> • <i>The Race of 1903</i> • <i>Dogs that Help</i> • <i>Owls</i>
ANCHOR STANDARD R.CCR.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.			
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.*</p>	<p>Anchor Chart 30: Make Connections</p> <p>Teacher's Guide: Synthesize Topic Knowledge</p> <ul style="list-style-type: none"> • <i>American Places, American Ideals; The U.S. Constitution</i> • <i>The Flag Maker, Why We Celebrate the Fourth of July</i> • <i>The Nose Awards, Octopus Escapes Again</i> <p>Waggle Lesson Compare and Contrast Texts</p> <p>Waggle Lesson Investigate Multiple Sources</p>	<p>Tabletop Minilessons: Reading 30 Make Connections</p> <p>Waggle Learning Goal Informational Text Analysis</p>	<p>Reading Graphic Organizer 30 Make Connections</p>

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Into Reading, Grade 3

STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
WRITING STANDARDS			
ANCHOR STANDARD W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.*</p>	<p>Anchor Chart W6: Elements of an Argument</p> <p>Writing Workshop Teacher's Guide: Module 5, Lesson 4 Prewriting I: Preparing to Write</p> <p>Writing Workshop Teacher's Guide: Module 5, Lesson 5 Prewriting II: Audience and Purpose</p> <p>Writing Workshop Teacher's Guide: Module 5, Lesson 6 Drafting I: Beginning the Draft</p> <p>Writing Workshop Teacher's Guide: Module 5, Lesson 8 Drafting III: Completing the Draft</p>	<p>Writer's Notebook p. 5.2: My Web</p> <p>Writer's Notebook p. 5.4: Planning Your Persuasive Letter</p> <p>Writer's Notebook p. 3.6: Organizing My Opinion Essay</p> <p>Writer's Notebook p. 3.9: Revising for Support</p>	<p>Writing Workshop Teacher's Guide Argument Writing Rubric</p> <p>Writer's Notebook p. 5.5: Persuasive Letter Rubric</p> <p>myBook: Write an Opinion Letter <i>Why Is the Statue of Liberty Green?</i></p> <p>myBook: Write an Email <i>Send It Like Bianca</i></p>
ANCHOR STANDARD W.CCR.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.			
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words, and phrases (e.g., also, another, and, more, but).</p> <p>d. Provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.*</p>	<p>Anchor Chart W5: Elements of Informational Text</p> <p>Anchor Chart W7: The Central Idea</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 3 Prewriting I: Preparing to Write</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 4 Prewriting II: Choosing Descriptive Words</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 5 Drafting I: The Central Idea</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 6 Drafting II: Organizing a Description</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 8 Drafting IV: Completing the Draft</p> <p>Waggle Lesson Identify and Write Paragraph Types</p>	<p>Writer's Notebook p. 3.3: Choosing a Topic</p> <p>Writer's Notebook p. 3.6: Parts of My Descriptive Essay</p>	<p>Writing Workshop Teacher's Guide Informational Writing Rubric</p> <p>Writer's Notebook p. 3.2: Descriptive Essay Rubric</p> <p>myBook: Write a Biography <i>Scaredy Squirrel</i></p> <p>myBook: Write an Encyclopedia Entry <i>The U.S. Constitution</i></p>

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
WRITING STANDARDS <i>(continued)</i>			
ANCHOR STANDARD W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.*</p>	<p>Anchor Chart W3: Elements of a Narrative</p> <p>Anchor Chart W4: Crafting Dialogue</p> <p>Writing Workshop Teacher's Guide: Module 4, Lesson 5 Prewriting: Preparing to Write</p> <p>Writing Workshop Teacher's Guide: Module 4, Lesson 7 Drafting II: Writing the Middle</p> <p>Writing Workshop Teacher's Guide: Module 4, Lesson 8 Drafting III: Completing the Draft</p> <p>Writing Workshop Teacher's Guide: Module 4, Lesson 9 Revising I: Integrating Narrative Elements</p> <p>Writing Workshop Teacher's Guide: Module 4, Lesson 11 Revising III: Adding Dialogue</p> <p>Waggle Lesson Identify and Write Paragraph Types</p>	<p>Writer's Notebook p. 4.5: Planning Your Story</p> <p>Writer's Notebook p. 4.6: Story Map</p>	<p>Writing Workshop Teacher's Guide Narrative Writing Rubric</p> <p>Writer's Notebook p. 4.3: Story Rubric</p> <p>myBook: Write a Retelling <i>The Upside Down Boy</i></p> <p>myBook: Write Flash Fiction <i>The Saga of Pecos Bill</i></p>

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