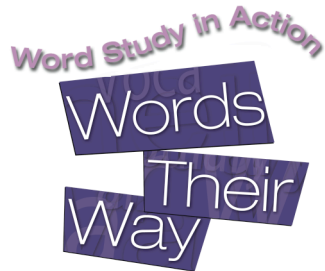


Words Their Way



correlated to

Virginia Learning Standards
Grade 3



English Standards of Learning for Virginia Public Schools	CELEBRATION PRESS Pearson Learning Group
Grade Three	Words Their Way 2005 Level C

2.1 The student will demonstrate an understanding of oral language structure.	
a) Create oral stories to share with others.	Teachers may observe these behaviors during class activities.
b) Create and participate in oral dramatic activities.	
c) Use correct verb tenses in oral communication.	
d) Use increasingly complex sentence structures in oral communication.	
2.2 The student will continue to expand listening and speaking vocabularies.	

Oral Language	
3.1 The student will use effective communication skills in group activities.	
a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.	Teachers may observe these behaviors during class activities.
b) Ask and respond to questions from teachers and other group members.	
c) Explain what has been learned.	
3.2 The student will present brief oral reports.	
a) Speak clearly.	Teachers may observe these behaviors during class activities.
b) Use appropriate volume and pitch.	
c) Speak at an understandable rate.	
d) Organize ideas sequentially or around major points of information.	
e) Use grammatically correct language and specific vocabulary to communicate ideas.	

Reading	
3.3 The student will apply word-analysis skills when reading.	NOTE: In addition to 3.3 a), b), and c), <i>Words Their Way</i> Level C also includes the following: silent consonants; triple blends; contractions; plurals; inflected endings; compound words

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a) Use knowledge of all vowel patterns.	<p>CVCe Pattern (<i>a, e, i, o, u</i>): TRG 24-25; WSN 3-6; WTWL <i>The Lion Roars</i></p> <p>CVVC Pattern (<i>ai, oa, ee, ea, ui, oo</i>): TRG 26-27; WSN 7-10; WTWL <i>The House That Stood on Booker Hill</i></p> <p>CV, VCC, CVV Patterns (<i>ay, ow, ew, y, igh</i>): TRG 28-29; WSN 11-14; WTWL <i>Cubby's Gum</i></p> <p>R-influenced Patterns (<i>ar, ir, or, ur</i>): TRG 30-31; WSN 15-18; WTWL <i>Miss Muffet and the Spider</i></p> <p>R-influenced Patterns (<i>are, ire, ore, ure, air, ear</i>): TRG 32-33; WSN 19-22; WTWL <i>Carla Gets a Pet</i></p> <p>Diphthong Patterns (<i>oi, oy, ou, ow</i>): TRG 34-35; WSN 23-26; WTWL <i>Tiger's Tummy Ache</i></p> <p>"Ambiguous" Vowels (<i>aw, au, al, ou</i>): TRG 36-37; WSN 27-30; WTWL <i>Lobster Fishing at Dawn</i></p> <p>Long <i>a</i> in Accented Syllables: TRG 86-87; WSN 127-130</p> <p>Long <i>i</i> in Accented Syllables: TRG 88-89; WSN 131-134</p> <p>Long <i>o</i> in Accented Syllables: TRG 90-91; WSN 135-138</p> <p>Long <i>u</i> in Accented Syllables: TRG 92-93; WSN 139-142</p> <p>Short and Long <i>e</i> in Accented Syllables: TRG 94-95; WSN 143-146</p>
b) Use knowledge of homophones.	Homophones: TRG 38-39; WSN 31-34; WTWL <i>The Not-So-Scary Scarecrow</i>
c) Decode regular multisyllabic words.	<p>Syllabicate VCV and VCCV Patterns: TRG 76-77, 78-79; WSN 107-110, 111-114; WTWL <i>Friends Forever: A Tale About Lion and Mouse & Mother's Helpers</i></p> <p>Syllabicate VCV and VVCV Patterns: TRG 80-81; WSN 115-118</p> <p>Syllabicate VCCCV and VV Patterns: TRG 82-83; WSN 119-122</p> <p>Word Endings(-ed, -ing) on VCV, VCCV, VVCV Words: TRG 84-85; WSN 123-126; WTWL <i>A Lot Happened Today</i></p>
3.4 The student will use strategies to read a variety of fiction and nonfiction materials.	
a) Preview and use text formats.	<p><i>Words Their Way</i> does not specifically address comprehension skills/strategies; however, teachers may observe these behaviors during class activities.</p>
b) Set a purpose for reading.	
c) Apply meaning clues, language structure, and phonetic strategies.	
d) Use context to clarify meaning of unfamiliar words.	
e) Read fiction and nonfiction fluently and accurately.	
f) Reread and self-correct when necessary.	
3.5 The student will read and demonstrate comprehension of fiction.	
a) Set a purpose for reading.	<p><i>Words Their Way</i> does not specifically address comprehension skills/strategies; however, teachers may observe these behaviors during class activities.</p>
b) Make connections between previous experiences and reading selections.	
c) Make, confirm, or revise predictions.	
d) Compare and contrast settings, characters, and	

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events.	
e) Identify the author's purpose.	
f) Ask and answer questions.	
g) Draw conclusions about character and plot.	
h) Organize information and events logically.	
i) Summarize major points found in fiction materials.	
j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.	
3.6 The student will continue to read and demonstrate comprehension of nonfiction.	
a) Identify the author's purpose.	<i>Words Their Way</i> does not specifically address comprehension skills/strategies; however, teachers may observe these behaviors during class activities.
b) Make connections between previous experiences and reading selections.	
c) Ask and answer questions about what is read.	
d) Draw conclusions.	
e) Organize information and events logically.	
f) Summarize major points found in nonfiction materials.	
g) Identify the characteristics of biographies and autobiographies.	
h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.	
3.7 The student will demonstrate comprehension of information from a variety of print resources.	
a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.	<i>Words Their Way</i> does not specifically address use of references; however, teachers may observe these behaviors during class activities.
b) Use available technology.	

Writing	
3.8 The student will write legibly in cursive.	Teachers may observe this behavior during class activities.
3.9 The student will write descriptive paragraphs.	
a) Develop a plan for writing.	<i>Words Their Way</i> does not specifically address paragraph writing; however, teachers may observe these behaviors during class activities.
b) Focus on a central idea.	
c) Group related ideas.	
d) Include descriptive details that elaborate the central idea.	

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e) Revise writing for clarity.	
3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.	
a) Use a variety of planning strategies.	
b) Organize information according to the type of writing.	
c) Identify the intended audience.	
d) Revise writing for specific vocabulary and information.	
e) Use available technology.	
3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.	
a) Use complete and varied sentences.	
b) Use the word <i>I</i> in compound subjects.	
c) Use past and present verb tense.	
d) Use singular possessives.	
e) Use commas in a simple series.	
f) Use simple abbreviations.	
g) Use apostrophes in contractions with pronouns.	
h) Use correct spelling for high-frequency sight words, including irregular plurals.	