

A Correlation of
**Pearson
ReadyGEN**
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To the
**Webb's Depth of Knowledge (DOK)
Levels of Reading and the
Common Core State Standards**
Grade 3

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Introduction

This document demonstrates how Pearson *ReadyGEN*, ©2014 meets the **Webb’s Depth of Knowledge (DOK) Levels of Reading and the Common Core State Standards**. Correlation page references are to the Unit Module Teacher’s Guides and Phonics Teacher’s Guide (K-3) or Word Analysis Teacher’s Guide (Grades 4-5).

ReadyGEN is a comprehensive, K-5 literacy curriculum of topically-related text sets and routines-based instruction. ReadyGEN is being created with the goal of equipping all teachers and students with the tools and practices necessary to meet the new expectations of the Common Core Standards and the Publisher’s Criteria. Lessons are designed on the principles of the gradual release of responsibility framework with the goal of building independent readers and writers. At the heart of ReadyGEN is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, write to sources, and defend claims.

Program Organization

ReadyGEN is organized around unit modules (six units in grades K-2; four units in grades 3-5) with a focus on science and social studies standards-based topics. Text sets, comprised of full length and shorter authentic pieces of literary and informational trade books and texts, are used to build knowledge around these topics for sustained periods of time. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts. Teachers will have access to a variety of scaffolded strategies to help support all learners.

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Reading Standards for Literature	
Key Ideas and Details	
<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>DOK: Level 2</p>	<p>TG U1: 22, 23, 63, 92, 93, 142, 162, 163, 172, 182, 183</p> <p>TG U2: 42, 43, 112, 113, 132, 133, 172, 173, 182, 183, 236, 342, 343</p> <p>TG U3: 12, 32, 42, 43, 53, 72, 73, 93, 112, 132</p> <p>TG U4: 13, 103, 163, 167, 173, 174, 183</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>DOK: Level 2</p>	<p>TG U1: 28–29, 30, 31</p> <p>TG U2: 65, 66, 67, 95, 96, 135, 143, 155, 156, 157, 335, 337</p> <p>TG U3: 93, 95, 96, 97, 123, 133, 145, 146, 147, 183, 185, 186, 187</p> <p>TG U4: 125, 126, 127, 153, 155, 156, 157, 184, 185</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>DOK: Level 2</p>	<p>TG U1: 15, 16, 17, 43, 45, 46, 47, 127</p> <p>TG U2: 35, 36, 37, 43, 45, 46, 47, 73, 75, 76, 77, 105, 106, 107</p> <p>TG U3: 45, 46, 47, 85, 86, 87, 103, 105, 106, 107, 165, 166, 167</p> <p>TG U4: 15, 16, 17, 25, 26, 27, 173, 175, 176, 177</p>
Craft and Structure	
<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>DOK: Level 2</p>	<p>TG U1: 35, 95, 96, 97</p> <p>TG U2: 43, 55, 56, 57, 165, 166, 167, 223</p> <p>TG U3: 25, 26, 27, 35, 37, 55, 56, 57, 75, 76, 77, 175, 176, 177</p> <p>TG U4: 113, 133</p>
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>DOK: Level 2</p>	<p>TG U1: 55, 56, 57, 73, 75, 76, 77, 107, 113, 153, 155, 156, 157</p> <p>TG U3: 12</p> <p>TG U4: 145, 146, 147</p>

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<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>DOK: Level 2</p>	<p>TG U1: 103, 105, 107 TG U3: 113, 115, 116, 117, 153, 155, 156, 157, 173, 174</p>
Integration of Knowledge and Ideas	
<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>DOK: Level 2</p>	<p>TG U2: 85, 143, 145, 146, 147, 153, 345, 346, 347, 353, 363 TG U3: 15, 16, 17, 65, 66, 67, 125, 126, 127, 155, 156, 157 TG U4: 105, 133, 143, 163, 184</p>
<p>RL.3.8 (Not applicable to literature)</p>	Not applicable according to the Common Core Standards for English Language Arts
<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>DOK: Level 2</p>	<p>TG U1: 115, 116, 117</p>
Range of Reading and Level of Text Complexity	
<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>DOK: Level 1</p>	<p>TG U1: 15, 32, 45, 52, 62, 72, 82, 85, 92, 112, 135, 152, 155 TG U2: 35, 46, 75, 85, 92, 105, 126, 155, 162, 165 TG U3: 15, 25, 32, 35, 65, 72, 82, 92, 95, 115, 142, 155, 162 TG U4: 15, 25, 32, 115, 125, 135, 145, 152, 155, 175, 182, 185</p>
Reading Standards for Informational Text	
Key Ideas and Details	
<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>DOK: Level 2</p>	<p>TG U1: 212, 213, 232, 233, 242, 243, 332, 333, 382, 383 TG U2: 12, 132, 136, 213, 223, 233, 243, 253, 292, 313 TG U3: 215, 216, 217, 222, 223, 233, 265, 266, 267, 362, 363 TG U4: 42, 63, 66, 73, 102, 136, 317</p>

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<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>DOK: Level 2</p>	<p>TG U1: 213, 215, 216, 217, 243, 245, 246, 247, 285, 287 TG U2: 15, 16, 17, 135, 136, 137, 215, 216, 217, 265, 295, 325, 326, 327 TG U3: 303, 305, 306, 307, 343, 373, 375, 376, 377 TG U4: 213, 215, 216, 217, 314, 315, 316, 317, 325, 326, 327, 335, 336, 337, 363</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>DOK: Level 2</p>	<p>TG U3: 223, 225, 226, 227, 255, 256, 257, 383, 385, 386, 387 TG U4: 45, 46, 47, 65, 66, 67, 265, 266, 267, 313, 355, 356, 357</p>
Craft and Structure	
<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>DOK: Level 1</p>	<p>TG U1: 213, 243, 263, 273, 283, 323, 333, 343 TG U2: 13, 213, 253, 263, 283, 293, 303, 313 TG U3: 213, 223, 233, 243, 253, 275, 276, 277, 283, 313, 323, 333, 343 TG U4: 53, 63, 73, 213, 223, 243, 253, 273, 285, 286, 287</p>
<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>DOK: Level 2</p>	<p>TG U1: 225, 226, 227, 255, 256, 257, 315, 317, 323, 325, 375, 377 TG U2: 233, 313, 315, 316, 317, 376, 377 TG U3: 313, 325, 326 TG U4: 253, 274</p>
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>DOK: Level 2</p>	<p>TG U4: 235, 236, 237, 305, 306, 307, 385, 386, 387</p>

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Integration of Knowledge and Ideas	
<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>DOK: Level 2</p>	<p>TG U1: 223, 225, 226, 227, 233, 257, 265, 303, 305, 306, 307, 323 TG U2: 233, 235, 236, 237, 243, 263, 275, 283, 293, 303, 363, 373 TG U3: 245, 246, 247, 263, 264, 268–269, 325, 326, 327 TG U4: 53, 55, 56, 57, 223, 273, 343, 346, 373, 375, 376, 377</p>
<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>DOK: Level 2</p>	<p>TG U3: 225, 226, 227, 295, 296, 297, 335, 336, 337, 355, 356, 357, 385, 386, 387 TG U4: 65, 66, 67, 265, 266, 267, 355, 356, 357, 383, 384, 385</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>DOK: Level 2</p>	<p>TG U1: 237, 314, 315, 373, 374, 375, 385, 386, 387 TG U2: 323, 325, 327, 365, 366, 367, 375, 376, 377 TG U3: 305, 306, 365, 366, 367, 375, 376, 377, 385, 386, 387 TG U4: 105, 106, 107, 165, 166, 167, 185, 186, 187, 315, 316, 317, 365, 366, 367</p>
Range of Reading and Level of Text Complexity	
<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>DOK: Level 1</p>	<p>TG U1: 215, 225, 245, 255, 265, 282, 295, 315, 325, 352, 372 TG U2: 215, 225, 232, 235, 245, 255, 275, 286, 295, 312, 382 TG U3: 215, 222, 235, 242, 246, 262, 272, 285, 305, 325, 345, 352 TG U4: 45, 55, 72, 85, 92, 215, 235, 242, 255, 262, 295, 315, 335, 352, 372, 385</p>

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Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. DOK: Level 1	TG Phonics: 11, 16, 20, 27, 31, 43, 48, 55, 67, 71, 84, 95, 103, 123, 144, 164
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. DOK: Level 1	TG U4: 70 TG Phonics: 22, 27, 34, 79, 86, 88, 90, 95, 110, 112, 115, 118, 141, 158, 160, 171
RF.3.3.b Decode words with common Latin suffixes. DOK: Level 1	TG U4: 60 TG Phonics: 26, 27, 28, 34, 87, 88, 95, 96, 114, 116, 118, 158, 159, 160, 174
RF.3.3.c Decode multisyllable words. DOK: Level 1	TG Phonics: 15, 16, 47, 48, 51, 52, 107, 131, 132, 135, 136, 167, 168
RF.3.3.d Read grade-appropriate irregularly spelled words. DOK: Level 1	TG Phonics: 15, 27, 39, 47, 59, 67, 75, 83, 99, 103, 115, 127, 139, 143, 155, 163
Fluency	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. DOK: Level 1	TG U1: 26, 66, 86, 106, 126, 176, 246, 266, 326, 376 TG U2: 26, 96, 126, 186, 226, 266, 286, 306, 346, 386 TG U3: 26, 46, 66, 86, 106, 126, 166, 226, 266, 296 TG U4: 36, 56, 76, 96, 116, 146, 226, 246, 266, 276, 296
RF.3.4.a Read grade-level text with purpose and understanding. DOK: Level 1	TG U1: 26–27, 86–87, 106–107, 126–127, 166–167, 176–177, 186–187, 246–247, 266–267, 366–367 TG U3: 26–27, 66–67, 246–247 TG U4: 56–57, 76–77, 96–97

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<p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>DOK: Level 1</p>	<p>TG U1: 26, 86, 106, 126, 266, 326, 366, 376 TG U2: 26, 46, 96, 126, 186, 226, 286, 306 TG U3: 26, 46, 66, 86, 106, 126, 166, 226, 246, 266, 276, 316, 356 TG U4: 36, 56, 96, 116, 146, 276, 296</p>
<p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>DOK: Level 2</p>	<p>TG U1: 23, 326, 363, 366 TG U2: 56–57, 226–227</p>
Writing Standards	
Text Types and Purposes	
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>DOK: Level 3</p>	<p>TG U1: 280–281 TG U3: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 192–199 TG U4: 98–101, 118–121, 138–141, 158–161, 178–181, 228–231, 268–271, 288–291, 308–311, 392–399</p>
<p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>DOK: Level 3</p>	<p>TG U1: 280–281 TG U3: 21, 48–51, 88–91, 148–151 TG U4: 48–51, 58–61, 78–81, 248–251, 258–261, 278–281</p>
<p>W.3.1.b Provide reasons that support the opinion.</p> <p>DOK: Level 3</p>	<p>TG U1: 280–281 TG U3: 68–69, 78–81 TG U4: 68–71, 268–271</p>
<p>W.3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>DOK: Level 3</p>	<p>TG U1: 278–281 TG U3: 98–101 TG U4: 88–91, 288–291</p>
<p>W.3.1.d Provide a concluding statement or section.</p> <p>DOK: Level 3</p>	<p>TG U3: 108–109, 111, 118–119, 121 TG U4: 98–101, 108–111, 298–301, 308–311</p>

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<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>DOK: Level 3</p>	<p>TG U1: 218–221, 238–241, 248–251, 258–261, 268–271, 288–291, 298–301, 308–311, 318–321, 392–399</p> <p>TG U2: 218–221, 228–231, 238–241, 258–261, 268–271, 278–281, 288–291, 298–301, 358–361, 392–399</p> <p>TG U3: 218–221, 228–231, 238–241, 248–251, 268–271, 278–281, 288–291, 298–301, 308–311, 392–399</p>
<p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>DOK: Level 3</p>	<p>TG U1: 220, 221, 240, 241, 248–249, 250, 251, 258–259, 298–299, 300, 301, 320, 321</p> <p>TG U2: 238–239, 240, 241, 268–269, 270, 271, 278–279, 280, 281</p> <p>TG U3: 248–249, 251, 268–269, 271, 278–279, 281</p>
<p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>DOK: Level 3</p>	<p>TG U1: 220, 221, 250, 251, 260, 261, 288–289, 290, 291</p> <p>TG U2: 258–259, 260, 261</p> <p>TG U3: 238–239, 258–259, 261</p>
<p>W.3.2.c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>DOK: Level 3</p>	<p>TG U1: 268–269, 270, 271, 278–279, 280, 281</p> <p>TG U2: 288–289, 290, 291, 298–299, 300, 301</p> <p>TG U3: 288–289, 291</p>
<p>W.3.2.d Provide a concluding statement or section.</p> <p>DOK: Level 3</p>	<p>TG U1: 308–309, 310, 311</p> <p>TG U2: 308–309, 310, 311</p> <p>TG U3: 298–299, 301, 308–309, 311</p>
<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>DOK: Level 3</p>	<p>TG U1: 18–21, 28–31, 38–41, 58–61, 68–71, 88–91, 108–111, 128–131, 192–199</p> <p>TG U2: 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 192–199</p>

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<p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>DOK: Level 3</p>	<p>TG U1: 18–21, 38–41, 48–51, 68–71, 78–81 TG U2: 48–51, 58–61, 68–71</p>
<p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>DOK: Level 3</p>	<p>TG U1: 58–61, 98–101, 108–111, 118–121, 128–131 TG U2: 88–91, 98–101, 108–111, 118–121</p>
<p>W.3.3.c Use temporal words and phrases to signal event order.</p> <p>DOK: Level 3</p>	<p>TG U1: 88–91, 192 TG U2: 78–81</p>
<p>W.3.3.d Provide a sense of closure.</p> <p>DOK: Level 3</p>	<p>TG U1: 38–41, 138–141 TG U2: 128–131</p>
Production and Distribution of Writing	
<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>DOK: Level 3</p>	<p>TG U1: 20, 30, 40, 50, 60, 80, 90, 160, 290, 330 TG U2: 20, 70, 100, 140, 150, 230, 250, 310, 340, 350 TG U3: 148–149, 158–159, 348–349, 358–359, 368–369, 388–389 TG U4: 148–149, 158–159, 168–169, 178–179, 188–189, 348–349, 358–359, 368–369, 378–379, 388–389</p>
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>DOK: Level 3</p>	<p>TG U1: 148–151, 168–171, 178–181, 328–331, 348–351, 358–361 TG U2: 148–151, 168–171, 178–181, 348–351, 368–371, 378–381 TG U3: 158–161, 168–171, 178–181, 348–351, 358–361, 368–371, 378–381 TG U4: 148–151, 158–161, 168–171, 178–181, 348–351, 358–361, 368–371, 378–381</p>

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<p>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.</p> <p>DOK: Level 3</p>	<p>TG U1: 21, 51, 81, 101, 131, 171, 221, 251, 331, 341, 381 TG U2: 61, 71, 81, 141, 191, 261, 281, 291, 311, 341, 381 TG U3: 21, 41, 61, 81, 101, 111, 151, 191, 231, 271, 291, 351, 361, 391 TG U4: 31, 61, 81, 121, 151, 191, 241, 281, 351, 391</p>
Research to Build and Present Knowledge	
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>DOK: Level 4</p>	<p>TG U1: 260, 330, 331, 380, 381, 388–389, 390, 391 TG U2: 18–19, 20, 21, 328–329, 330, 331 TG U3: 128–131 TG U4: 118–121, 138–141</p>
<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>DOK: Level 4</p>	<p>TG U1: 150, 250, 260, 330, 331, 378–381, 388–391 TG U2: 18–21, 28–31, 250, 260, 318–321, 328–331, 338–341 TG U3: 128–131, 138–141, 318–321, 328–331, 338–341 TG U4: 118–121, 138–141, 318–321, 328–331, 338–341</p>
<p>W.3.9 (Begins in grade 4)</p>	<p>Not applicable according to the Common Core Standards for English Language Arts</p>
Range of Writing	
<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>DOK: Level 4</p>	<p>TG U1: 18–21, 98–101, 118–121, 158–161, 192–199, 248–251, 318–321, 348–351, 392–399 TG U2: 38–41, 68–71, 98–101, 128–131, 192–199, 218–221, 258–261, 328–331, 392–399 TG U3: 18–21, 48–51, 118–121, 148–151, 168–171, 192–199, 268–271, 348–351, 368–371, 392–399 TG U4: 18–21, 58–61, 118–121, 148–151, 178–181, 228–231, 268–271, 318–321, 348–351, 392–399</p>

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>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> <p>DOK: Level 2</p>	<p>TG U1: 14, 34, 104, 154, 214, 234, 274, 324, 354 TG U2: 24, 54, 84, 164, 234, 294, 324 TG U3: 14, 44, 64, 84, 104, 164, 224, 284, 314, 364 TG U4: 14, 24, 44, 64, 114, 134, 161, 214, 254, 284, 324, 364</p>
<p>SL.3.1.a 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>DOK: Level 1</p>	<p>TG U1: 124, 164, 214, 224, 234, 244, 254, 264, 274, 294, 304, 334, 354, 384 TG U2: 14, 24, 44, 54, 64, 74, 84, 94, 104, 134, 154, 234, 264, 314, 354, 384 TG U3: 14, 24, 34, 54, 84, 104, 134, 144, 154, 184, 214, 264, 344, 364 TG U4: 24, 64, 84, 114, 144, 154, 164, 174, 214, 234, 244, 264, 284, 304</p>
<p>SL.3.1.b 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>DOK: Level 1</p>	<p>TG U1: 24, 54, 94, 104, 144, 234, 374 TG U2: 24, 214, 264 TG U4: 44, 54, 114</p>
<p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>DOK: Level 1</p>	<p>TG U1: 14, 44, 64, 74, 114, 264, 284, 294, 354 TG U2: 14, 54, 234, 254, 294, 304 TG U3: 244, 284 TG U4: 84, 134, 184</p>
<p>SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>DOK: Level 1</p>	<p>TG U1: 14, 24, 54, 84, 214, 314, 334, 344 TG U2: 54, 234, 324 TG U4: 24</p>

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Grade 3**

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<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>DOK: Level 1</p>	<p>TG U1: 214, 244, 284, 334, 354, 364 TG U2: 284, 354 TG U3: 134, 144, 184, 274, 294, 304, 314, 334, 344 TG U4: 184, 214, 244, 294, 304, 314, 364</p>
<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>DOK: Level 1</p>	<p>TG U1: 64 TG U2: 144, 198, 398 TG U4: 398</p>
Presentation of Knowledge and Ideas	
<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>DOK: Level 1</p>	<p>TG U1: 104, 198, 214, 254, 354, 398 TG U2: 34, 104, 124, 198, 224 TG U3: 398 TG U4: 74, 184, 398</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>DOK: Level 1</p>	<p>TG U1: 198 TG U2: 154, 198, 398 TG U3: 398 TG U4: 124, 388–389, 398</p>
<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>DOK: Level 1</p>	<p>TG U4: 104, 224, 324</p>

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Language Standards	
Conventions of Standard English	
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 39, 69, 119, 179, 219, 239, 279, 319, 349 TG U2: 49, 59, 69, 79, 189, 219, 229, 249, 259, 279, 299, 309 TG U3: 30, 50, 80, 110, 220, 250, 280, 320, 360, 390 TG U4: 20, 40, 90, 110, 150, 160, 220, 240, 260, 290</p>
<p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>DOK: Level 1</p>	<p>TG U1: 119, 179, 189, 219, 229, 309, 319, 329 TG U2: 49, 59, 79, 219, 229 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 220, 230, 320, 330 TG U4: 20, 80, 90, 100, 110, 120, 130, 350, 360, 370</p>
<p>L.3.1.b Form and use regular and irregular plural nouns.</p> <p>DOK: Level 1</p>	<p>TG U1: 39, 41, 129 TG U4: 30, 40, 50</p>
<p>L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>DOK: Level 1</p>	<p>TG U3: 280, 290 TG U4: 90, 91</p>
<p>L.3.1.d Form and use regular and irregular verbs.</p> <p>DOK: Level 1</p>	<p>TG U1: 59, 149, 169 TG U2: 329, 339, 341, 349, 359, 361 TG U3: 300, 301, 310, 311, 330, 340, 341</p>
<p>L.3.1.e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>DOK: Level 1</p>	<p>TG U1: 59, 69, 71, 289, 299 TG U2: 309, 319 TG U3: 360, 361</p>
<p>L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>DOK: Level 1</p>	<p>TG U1: 239, 249, 269, 279, 289 TG U2: 129, 139, 149, 161, 279, 299 TG U4: 140, 280, 290</p>

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<p>L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>DOK: Level 1</p>	<p>TG U2: 69 TG U3: 100, 101, 110, 111, 120, 240, 241, 250, 260, 261, 270 TG U4: 380, 390</p>
<p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>DOK: Level 1</p>	<p>TG U1: 349, 359, 361, 369, 371, 379, 381, 389 TG U2: 249, 259, 269 TG U3: 380, 390 TG U4: 310, 311</p>
<p>L.3.1.i Produce simple, compound, and complex sentences.</p> <p>DOK: Level 1</p>	<p>TG U1: 79, 259, 339, 389 TG U2: 169, 171, 179, 181, 189, 191 TG U3: 370, 380, 390 TG U4: 300, 310, 330</p>
<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>DOK: Level 1</p>	<p>TG U1: 99, 109, 178, 180, 361 TG U2: 19, 109, 119, 178–179, 181, 369, 379, 381 TG U3: 130, 150, 160, 170, 178–179, 180, 181, 190, 378 TG U4: 150, 160, 170, 180, 190, 340</p>
<p>L.3.2.a Capitalize appropriate words in titles.</p> <p>DOK: Level 1</p>	<p>TG U2: 29, 31 TG U3: 190, 191 TG U4: 340, 341</p>
<p>L.3.2.b Use commas in addresses.</p> <p>DOK: Level 1</p>	<p>TG U1: 300 TG U4: 190, 191</p>
<p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>DOK: Level 1</p>	<p>TG U1: 99, 109 TG U2: 89, 91, 99 TG U4: 170, 180</p>
<p>L.3.2.d Form and use possessives.</p> <p>DOK: Level 1</p>	<p>TG U3: 130, 131, 140, 141 TG U4: 150, 160</p>

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<p>L.3.2.e 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> <p>DOK: Level 2</p>	<p>TG U2: 369, 371 TG U3: 150, 160, 170 TG U4: 60</p>
<p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position–based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>DOK: Level 1</p>	<p>TG U1: 39, 129, 149, 159, 169 TG U2: 339, 349, 359, 369, 379 TG U3: 150, 160, 300, 310, 330 TG U4: 40</p>
<p>L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>DOK: Level 2</p>	<p>TG U2: 389, 391 TG U3: 178–179, 180, 181 TG U4: 381</p>
Knowledge of Language	
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 29, 59, 69, 99, 169, 189, 219, 239, 259, 299, 319, 339, 369 TG U2: 19, 49, 59, 79, 139, 189, 219, 249, 269, 299, 319, 379 TG U3: 20, 60, 90, 110, 160, 240, 290, 340, 370, 390 TG U4: 30, 90, 110, 140, 180, 220, 250, 290, 330, 370, 380</p>
<p>L.3.3.a Choose words and phrases for effect.</p> <p>DOK: Level 2</p>	<p>TG U2: 25, 26, 27</p>
<p>L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>DOK: Level 2</p>	<p>TG U2: 115, 116, 117, 355, 356, 357</p>

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Vocabulary Acquisition and Use	
<p>L.3.4 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.</p> <p>DOK: Level 2</p>	<p>TG U1: 23, 63, 73, 113, 133, 213, 263, 273, 283, 323, 333</p> <p>TG U2: 13, 43, 63, 93, 103, 123, 143, 213, 253, 293, 333</p> <p>TG U3: 23, 53, 73, 123, 143, 213, 223, 243, 283, 313, 323</p> <p>TG U4: 13, 43, 63, 83, 143, 213, 253, 273, 293, 323, 333, 343</p>
<p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>DOK: Level 2</p>	<p>TG U1: 23, 35, 53, 63, 73, 133, 213, 283, 323, 366</p> <p>TG U2: 63, 83, 123, 143, 163, 213, 263, 283</p> <p>TG U3: 23, 33, 53, 63, 73, 83, 93, 235</p> <p>TG U4: 53, 113, 123, 133, 143, 213, 223, 233, 243, 253, 273, 283, 303, 333</p>
<p>L.3.4.b 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>DOK: Level 2</p>	<p>TG U4: 60, 61, 70, 71</p>
<p>L.3.4.c 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>DOK: Level 2</p>	<p>TG U4: 60, 61, 70, 71</p>
<p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>DOK: Level 2</p>	<p>TG U1: 96, 123, 333, 343</p> <p>TG U2: 55, 56, 166, 313, 315, 316, 317, 321</p> <p>TG U3: 36, 136</p> <p>TG U4: 245, 285, 287</p>

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<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>DOK: Level 2</p>	<p>TG U1: 35, 95, 295, 335, 364 TG U2: 25, 27, 55, 56, 57, 165, 166, 167, 225, 226, 227 TG U3: 25, 26, 27, 35, 36, 37, 55, 56, 57, 75, 76, 77, 235, 383 TG U4: 225, 255, 275, 295</p>
<p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>DOK: Level 2</p>	<p>TG U1: 35, 95, 96, 97, 295, 296, 297, 335, 336, 337 TG U2: 165, 166, 167, 225, 226, 227 TG U3: 75, 76, 77, 175, 176, 177, 275, 276, 277 TG U4: 245, 246, 247, 345, 346, 347</p>
<p>L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>DOK: Level 2</p>	<p>TG U1: 83 TG U2: 255, 256, 257, 285, 287, 305, 306, 307 TG U3: 56, 57, 285, 286, 287, 315, 316, 317, 345, 346, 347 TG U4: 35, 75, 225, 226, 227, 275, 276, 277, 295, 296, 297</p>
<p>L.3.5.c 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>DOK: Level 2</p>	<p>TG U4: 115, 116, 117, 135, 136, 137</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>DOK: Level 1</p>	<p>TG U1: 34, 44, 54, 74, 94, 114, 144, 174, 224, 274, 304, 364 TG U2: 14, 24, 54, 84, 104, 134, 164, 184, 234, 264, 294, 334, 374 TG U3: 14, 34, 64, 94, 114, 124, 154, 174, 244, 274, 304, 354, 384 TG U4: 34, 64, 84, 124, 184, 234, 285, 286, 287, 324, 374</p>