

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • GRADE 3**

Grade 3 • Common Core State Standards	Everyday Literacy® • Grade 3
<p>Reading: Literature Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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>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><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>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.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Integration of Knowledge and Ideas</p> <p>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>8. (Not applicable to literature)</p> <p>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><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Range of Reading and Complexity of Text</p> <p>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><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Reading: Informational Text Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a, using language that pertains to time, sequence, and cause/effect.</p>	<p>Material in <i>Everyday Literacy</i> is designed and intended for whole-class instruction. A Teaching Card accompanies each piece of realia and offers valuable guidance for teachers on how to prompt and support students in their exploration of the materials. Every Teaching Card includes an extensive “Discuss the Features” page outlining a detailed class discussion of text features, vocabulary, and ideas presented in the text. In this instruction students ask and answer questions in order to master significant details in the realia texts TC <i>Habitats: Fast Facts</i> p.2 (class discussion about how features of a fact book make it easy to find information). TC <i>Discover Arctic Canada</i> p. 2 (discussing features of a travel brochure and how they combine</p>

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to encourage travel).
 TC *How to Make a Terrarium/Choosing Terrarium Plants and Animals* p. 2 (discussing and comparing the features of procedural and informational charts).
 TC *Habitats Adventure Gear* p. 2 (asking about names of specific products, titles and photographs).
 TC *Guide to the Plants and Animals of the Sonoran Desert* p. 2 (discussing the features of a guide book and understanding that each page has the same features but is about a different plant or animal).
 TC *The Save a Tree Foundation* p. 2 (discussing the features of the ad and how they work together to encourage people to join the foundation and make a donation).
 TC *Delicate Balance* p. 2 (discussing the features of a magazine article).
 TC *Habitat Guess-the-Word* p. 2 (discussing the features of game instructions).
 TC *Red Parrot Café* p. 2 (discussing the features of a menu).
 TC *The Magic School Bus: The Great Habitat Match-Up* p. 2 (discussing the features of an internet game screen).

Within “Discuss the Features” instruction students are guided to identify the main topic and key details.

TC *Habitats: Fast Facts* p.2 (class discussion concludes with understanding that a fact book gives information about our world and helps make the details easy to remember).
 TC *Discover Arctic Canada* p. 2 (class discussion about how features of a travel brochure are designed to make people want to take a trip).
 TC *How to Make a Terrarium/Choosing Terrarium Plants and Animals* p. 2 (understanding that procedural chart includes step-by-step instructions for making a terrarium).
 TC *Habitats Adventure Gear* p. 2 (concluding class discussion with understanding that a good catalog makes people want to order things).
 TC *Guide to the Plants and Animals of the Sonoran Desert* p. 2 (understanding that a guide book gives information about a specific topic and the similar features on every page make it easy to find information about a particular plant or animal).
 TC *The Save a Tree Foundation* p. 2 (discussing the features of the ad and how they work together to encourage people to join the foundation and make a donation).
 TC *Delicate Balance* p. 2 (explaining that the headlines, photographs, and other text features are designed to make the article’s information interesting and easy to read).
 TC *Habitat Guess-the-Word* p. 2 (recognizing that good game instructions make learning a new game fun and easy).
 TC *Red Parrot Café* p. 2 (understanding that a menu is organized by courses to make selecting food appealing and easy).
 TC *The Magic School Bus: The Great Habitat Match-Up* p. 2 (understanding that these screens represent game instructions similar to, but in a different form than board game instructions).

“Discuss the Features” instruction and the “Extension Activities” included on the Teaching Cards support students in their efforts to make understand relationships using the text.
 TC *Habitats: Fast Facts* p.3 (students understand that features of a habitat will impact how a

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	<p>group of aliens might feel about living in that habitat). TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 2 (exploring a procedural chart and discussing why steps should be followed in numbered order). TC <i>Habitat Guess-the-Word</i> p. 2 (recognizing that game instructions are numbered to tell players the order in which they should be followed). TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students follow the directions sequentially to play the internet game).</p>
<p>Craft and Structure 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. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.</p>	<p>The <i>Everyday Literacy</i> real-world nonfiction texts are designed to help students understand the form and function of everyday, informational texts. The Teaching Cards assist teachers in guiding discussion of unknown words encountered in the realia. TC <i>Habitats: Fast Facts</i> p. 2 (understanding the meaning and purpose of “Introduction” and “Spotlight” sections in a fact book). TC <i>Discover Arctic Canada</i> p. 2 (explaining that words in large, dark type are “heads” used to divide the brochure information into sections). TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 2 (explaining that titles below the chart title are “subheads”). TC <i>Habitats Adventure Gear</i> p. 2 (understanding catalog order form terms such as “unit price,” “quantity,” and “total price”). TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 2 (explaining that subheads appear under headings and help organize the information). TC <i>The Save a Tree Foundation</i> p. 2 (defining parts of the ad such as the “logo” and the “call to action”). TC <i>Delicate Balance</i> p. 2 (explaining that “byline” gives the author’s name and that the “deck” is designed to make you want to read more of the article). TC <i>Habitat Guess-the-Word</i> p. 2 (understanding the types of information found under the Game Set-Up and How to Play subheads). TC <i>Red Parrot Café</i> p. 2 (explaining that “beverages” is another word for drinks). TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 2 (discussing the meaning of such features as Toolbar – Links, Privacy Policy, and Customer Service).</p> <p>The materials comprising the <i>Everyday Literacy</i> program represent complex, discontinuous, real-world texts. Students are encouraged to explore the material and identify its component features. TC <i>Habitats: Fast Facts</i> p.2 (discussing features of fact book such as page Introductions, Glossary and Index). <i>Habitats: Fast Facts</i> (text includes Glossary, Index, Contents page, and sidebars). TC <i>Discover Arctic Canada</i> p. 2 (describing how bold faced text under each destination make it easy to determine the “Highlights,” “Accommodations,” and “Recommended Time” of each possible destination). TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 2 (exploring how the subheads and numbered steps make finding information about setting up a terrarium easy). TC <i>Habitats Adventure Gear</i> p. 2 (exploring how page titles help students find equipment relevant to a particular kind of adventure).</p>

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	<p>TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 2 (discussing guide book features such as Contents page, chapter titles, main headings, subheadings, and text boxes). <i>Guide to the Plants and Animals of the Sonoran Desert</i> (text includes Contents page, chapter titles, main headings, subheadings, and text boxes). TC <i>The Save a Tree Foundation</i> p. 2 (discussing ad features such as headline, call to action, logo, and contact information). TC <i>Delicate Balance</i> p. 2 (pointing out that vocabulary words are given in boxes at the bottom of each page). TC <i>Habitat Guess-the-Word</i> p. 2 (locating subheads such as Game Set-Up and How to Play and recognizing the types of information found under each). TC <i>Red Parrot Café</i> p. 2 (exploring menu features such as names of Courses, healthy choice icon, calorie counts, and prices). TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 2 (discussing features of internet game screens such as Toolbars, Logos and Search Boxes).</p> <p>“Discuss the Features” instruction and the “Extension Activities” included on the Teaching Cards support students in making connections and forming their own opinions about the information presented.</p> <p>TC <i>Habitats: Fast Facts</i> p.3 (discussing the role of a nature photographer and which habitat students would choose to photograph). TC <i>Discover Arctic Canada</i> p. 3 (students discuss what kinds of photographs they would take if they were scenic photographers in Arctic Canada). TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 2 (students discuss their opinions as to whether <i>How to Make a Terrarium</i> was a good chart or not). TC <i>Habitats Adventure Gear</i> p. 3 (students discuss advantages and disadvantages of print and online catalogs). TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (discussing what students think a desert guide needs to know). TC <i>The Save a Tree Foundation</i> p. 3 (students sketch four other logos for the Save the Tree Foundation and choose the one they like best). TC <i>Delicate Balance</i> p. 3 (students create a glossary of interesting words from the article). TC <i>Habitat Guess-the-Word</i> p. 2 (class discussion on whether or not they think the instruction for this game are good). TC <i>Red Parrot Café</i> p. 2 (discussing whether students would want to order food from this restaurant and why or why not).</p>
<p>Integration of Knowledge and Ideas 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). 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>The <i>Everyday Literacy</i> program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. The program encourages students to think critically about the material they are examining and to identify its fundamental purpose. Illustrations and/or photographs are critical elements of each piece of <i>Everyday Literacy</i> realia and students are directed to examine the relationship between the illustrations and the accompanying text.</p>

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9. Compare and contrast the most important points and key details presented in two texts on the same topic.

TC Habitats: Fast Facts p.2 (discussing information provided by maps and how photo in Sea Schools section helps with understanding).
TC Discover Arctic Canada p. 2 (understanding that maps and map key depict the Canadian provinces and the location of each possible tour stop).
TC How to Make a Terrarium/Choosing Terrarium Plants and Animals p. 2 (talking about how the pictures accompanying each numbered step of the procedure helps explain what you must do).
TC Habitats Adventure Gear p. 2 (discussing why it is important that catalogs have photographs of the products).
TC Guide to the Plants and Animals of the Sonoran Desert p. 2 (explaining that guide books have photographs to help readers identify the plant or animal described in the text).
TC The Save a Tree Foundation p. 2 (explaining that photograph of mature tree establishes a mood and reminds the reader of the beauty of trees).
TC Delicate Balance p. 2 (discussing why a map, a globe and a photograph are provided on the first page of the article).
TC Habitat Guess-the-Word p. 2 (recognizing that purple font is used to set off the subheads and making locating parts of the instructions easier).
TC Red Parrot Café p. 2 (locating the red heart icon and text explaining that it indicates healthy menu choices).
TC The Magic School Bus: The Great Habitat Match-Up p. 2 (exploring why an arrow icon is next to each picture name).

Each grade-level set of *Everyday Literacy* materials includes several examples of procedural writing, such as charts and game instructions. The direct instruction engages students in understanding information presented in sequential forms.

TC Discover Arctic Canada p. 2 (explaining that the Planning Your Trip page includes numbered, step-by-step instructions).
TC How to Make a Terrarium/Choosing Terrarium Plants and Animals p. 2 (discussing why it is necessary to follow the steps in the order shown).
Delicate Balance p. 2 (describing how restricting tourism would lessen the risk to animals and habitats, but might cause economic problems for the people who live in the Galapagos Islands).
TC Habitat Guess-the-Word p. 2 (recognizing that numbers in the How to Play section are used to present instructions in a logical sequence).
TC Red Parrot Café p. 2 (explaining that Desserts come last on a menu because they are usually the third course served in a meal).
TC The Magic School Bus: The Great Habitat Match-Up p. 3 (playing the internet game by following the directions sequentially).

The ten distinct items in each *Everyday Literacy* grade-level collection are thematically linked. This provides opportunities for students to compare and contrast multiple texts on the same topic.

How to Make a Terrarium/Choosing Terrarium Plants and Animals present students with two charts: one describing the steps necessary to make a terrarium and the other describing different

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	<p>plants and animals that might be included in a terrarium. Through the “Discuss the Features” activities on the Teaching Card, students are helped to understand the difference between a procedural chart and an information chart.</p> <p><i>Habitats: Fast Facts</i> and <i>Guide to the Plants and Animals of the Sonoran Desert</i> both describe habitats. However, comparing the two, students will understand that <i>Guide to the Plants and Animals of the Sonoran Desert</i> provides information on only one specific habitat and that there are other deserts, as well as many other different types of habitat, across the Earth.</p> <p><i>The Magic School Bus: The Great Habitat Match-Up</i> and <i>Habitat Guess-the-Word</i> both include game instructions. The Teaching Card for <i>The Magic School Bus: The Great Habitat Match-Up</i> suggests that students compare and contrast board games and internet games.</p>
<p>Range of Reading and Level of Text Complexity 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>The <i>Everyday Literacy</i> materials are not leveled because the program is specifically designed for whole-class, whole-group instruction. Teachers and students delve into each piece of realia together and explore inquiry-based questions to reinforce important ideas and critical vocabulary. The following texts comprise the Grade 3 program:</p> <p><i>Habitats: Fast Facts</i> (fact book). <i>Discover Arctic Canada</i> (brochure) <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> (chart) <i>Habitats Adventure Gear</i> (catalog) <i>Guide to the Plants and Animals of the Sonoran Desert</i> (guide book) <i>The Save a Tree Foundation</i> (ad) <i>Delicate Balance</i> (article) <i>Habitat Guess-the-Word</i> (game instructions) <i>Red Parrot Café</i> (menu) <i>The Magic School Bus: The Great Habitat Match-Up</i> (internet screens)</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p>	<p>Teachers can use selected realia to teach or reinforce grade-level phonics and word analysis skills as they determine appropriate to their students.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>Everyday Literacy</i> texts are not leveled, are discontinuous, and are not meant to be read word-for-word. However, texts are designed to be within the students’ range, particularly with whole-class instructional support as outlined on the Teaching Card. Students will be able to practice their fluency at many levels, from the discrete instructions for the game to the multi-paragraph text of the article. The following texts comprise the Grade 3 program:</p> <p><i>Habitats: Fast Facts</i> (fact book). <i>Discover Arctic Canada</i> (brochure)</p>

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	<p><i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> (chart) <i>Habitats Adventure Gear</i> (catalog) <i>Guide to the Plants and Animals of the Sonoran Desert</i> (guide book) <i>The Save a Tree Foundation</i> (ad) <i>Delicate Balance</i> (article) <i>Habitat Guess-the-Word</i> (game instructions) <i>Red Parrot Café</i> (menu) <i>The Magic School Bus: The Great Habitat Match-Up</i> (internet screens)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>The Extension Activities on every Teaching Card include writing activities in which students demonstrate their understanding and command of the conventions of English. Students use capitalization, punctuation, sentence formation, labeling, appropriate vocabulary. See the Extension Activities feature on every Teaching Card, page 3.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*</p>	<p>Teachers can use selected realia to compare the conventions of written and spoken language as they determine appropriate. The <i>Everyday Literacy</i> non-fiction texts provide strong examples of the differences between prose, poetry and everyday texts students encounter in their daily lives. In addition, the persuasive pieces included in each <i>Everyday Literacy</i> grade level set offer</p>

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<p>Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>opportunities for teachers to discuss how authors select words and phrases for effect.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 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., After dinner that night we went looking for them).</p>	<p><i>Everyday Literacy</i> materials are non-fiction texts that students encounter in everyday life. These realia contain new vocabulary. The first page of each Teaching Card includes an “Academic Vocabulary” section and subsequent pages of the Teaching Card help the teacher initiate class discussion about new vocabulary. Students are encouraged to determine the meaning of new vocabulary based on the text and illustrations of the <i>Everyday Literacy</i> realia. TC <i>Habitats: Fast Facts</i> p.2 (discussing how photograph included with Sea Schools section helps clarify the meaning of fish “swimming in schools;” also how words are defined in text’s Glossary). TC <i>Discover Arctic Canada</i> p. 2 (explain that bold-face type under each destination is called a “head”). TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 2 (discussing how numbers, words, and pictures on the chart are useful in understanding how to make a terrarium). TC <i>Habitats Adventure Gear</i> p. 2 (“tagline” is the subheading under the catalog title). TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 2 (pointing out “subheads” under main heading on each page and discussing how it helps organize information on the page). TC <i>The Save a Tree Foundation</i> p. 2 (explaining that the large, dark type letters at the top of the ad are the headline). TC <i>Delicate Balance</i> p. 2 (explaining that the “byline” gives the author’s name and the “deck” makes you want to read more of the article). TC <i>Habitat Guess-the-Word</i> p. 2 (identifying small dots in the instructions as “bullets”). TC <i>Red Parrot Café</i> p. 2 (explaining that “beverages” is another word for drinks). TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 2 (explaining icon drop down lists).</p> <p>Nuances in word relationships and meaning are explored through class discussion. TC <i>Habitats: Fast Facts</i> p.3 (class discussion about “what is a fact” and “what is an opinion”). TC <i>Discover Arctic Canada</i> p. 3 (students find brochures for local attractions and discuss which words and pictures would persuade them to go or not go). TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students compare other examples of procedural text, such as recipes or craft instructions, to the chart). TC <i>Habitats Adventure Gear</i> p. 2 (explaining that catalog author made up product names so that they sound appealing). TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (after explaining that wildlife diagram is a detailed, labeled drawing of a plant or animal, students create a wildlife diagram). TC <i>The Save a Tree Foundation</i> p. 3 (students discuss the role of fund-raisers and discuss fund-raising ads they have seen for other organizations). TC <i>Delicate Balance</i> p. 3 (working in groups, students create a glossary of interesting words</p>

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	<p>from the article). TC <i>Habitat Guess-the-Word</i> p. 3 (students research a vocabulary or mathematics game online and then write instructions on how to play the game). TC <i>Red Parrot Café</i> p. 3 (students pretend to plan a party and make choices from the menu for that party). TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (prior to designing an internet screen, students discuss different features they might want to include).</p> <p>Students are encouraged to use their new vocabulary through Writing Activities, Cooperative Learning, and other Extension Activities outlined on each Teaching Card. TC <i>Habitats: Fast Facts</i> p.3 (students describe an assigned habitat to a group of aliens looking for a new home). TC <i>Discover Arctic Canada</i> p. 3 (students use vocabulary from the brochure to describe their favorite photograph). TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students create a chart telling how to set up a fish tank). TC <i>Habitats Adventure Gear</i> p. 3 (students work in groups to create a catalog of their choice). TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (students discuss the kinds of information a desert tour guide would need to know). TC <i>The Save a Tree Foundation</i> p. 3 (students discuss the role of fund-raisers and discuss fund-raising ads they have seen for other organizations). TC <i>Delicate Balance</i> p. 3 (students choose one of the animals mentioned in the article, write questions about it, and share them with a classmate). TC <i>Habitat Guess-the-Word</i> p. 3 (students write instructions for their favorite game). TC <i>Red Parrot Café</i> p. 3 (students list the names of fruits and vegetables found on the menu and research as necessary to determine what those foods look like). TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (prior to designing an internet screen, students discuss different features they might want to include).</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. Some of the Teaching Cards include Writing Activities prompting students to express written opinions about the associated realia. TC <i>Discover Arctic Canada</i> p. 3 (students use vocabulary from the brochure to describe their favorite photograph and why they chose that particular photo). TC <i>Habitats Adventure Gear</i> p. 3 (students write a letter explaining the gear they will need for a camping trip, why that gear is important, and how to use a catalog to order the gear). TC <i>The Save a Tree Foundation</i> p. 3 (students chose an animal that depends upon trees and write an opinion piece to convince readers that trees are important to that animal).</p> <p>The Teaching Card provided with each piece of <i>Everyday Literacy</i> realia includes a suggestion for a Writing Activity designed to encourage students to produce their own informational/explanatory text.</p>

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<p>Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	<p><i>TC Habitats: Fast Facts</i> p.3 (students describe an assigned habitat to a group of aliens looking for a new home). <i>TC Discover Arctic Canada</i> p. 3(working in groups, students create a brochure that persuades readers to visit a place of their choosing). <i>TC How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3(students create a chart telling how to set up a fish tank). <i>TC Habitats Adventure Gear</i> p. 3 (students work in groups to create a specialty catalog including section heads, product names, catalog copy, product details and ordering information). <i>TC Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (students create a labeled wildlife diagram). <i>TC The Save a Tree Foundation</i> p. 3 (students create a 60-second television commercial for The Save a Tree Foundation). <i>TC Delicate Balance</i> p. 3 (students write questions about an animal mentioned in the article and share them with a classmate; students create a glossary of words from the article). <i>TC Habitat Guess-the-Word</i> p. 3 (students write instructions for their favorite game; students create a game, all game pieces, and write instructions for their game; students write instructions for an online educational game they have researched). <i>TC Red Parrot Café</i> p. 3 (students plan a pretend party by selecting items from the menu and writing them down). <i>TC The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students design an About Us page for a classroom website).</p> <p>The Extension Activities include on each <i>Everyday Literacy</i> Teaching Card offer a variety of writing activities for students. Some of these activities include production of narrative pieces asking students to make connections between the realia text and their own lives. <i>TC Habitats: Fast Facts</i> p.3 (students describe an assigned habitat to a group of aliens looking for a new home). <i>TC Discover Arctic Canada</i> p. 3(working in groups, students create a brochure that persuades readers to visit a place of their choosing). <i>TC Habitats Adventure Gear</i> p. 3 (students write a letter explaining the gear they will need for a camping trip, why that gear is important, and how to use a catalog to order the gear). <i>TC The Save a Tree Foundation</i> p. 3 (students create a 60-second television commercial for The Save a Tree Foundation). <i>TC The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students design an About Us page for a classroom website).</p>
<p>Production and Distribution of Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. <i>TC Habitats: Fast Facts</i> p.3 (students describe an assigned habitat to a group of aliens looking for a new home). <i>TC Discover Arctic Canada</i> p. 3(students use vocabulary from the brochure to describe a photograph and explain why they choose that particular photo). <i>TC How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students create a</p>

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<p>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>brochure telling how to set up a fish tank). <i>TC Habitats Adventure Gear</i> p. 3 (students work in groups to create a specialty catalog including section heads, product names, catalog copy, product details and ordering information). <i>TC Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (students create a labeled wildlife diagram; student prepare note cards for an oral presentation on a desert plant or animal). <i>TC The Save a Tree Foundation</i> p. 3 (students create a 60-second television commercial for The Save a Tree Foundation; students write an opinion piece convincing readers that trees are important to the animal the student has chosen). <i>TC Delicate Balance</i> p. 3 (students write questions about an animal mentioned in the article and share them with a classmate; students create a glossary of words from the article). <i>TC Habitat Guess-the-Word</i> p. 3 (students write instructions for their favorite game; students create a game, all game pieces, and write instructions for their game; students write instructions for an online educational game they have researched). <i>TC Red Parrot Café</i> p. 3 (students plan a pretend party by selecting items from the menu and writing them down). <i>TC The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students write directions for someone designing the first page of a website).</p> <p>The Writing Activities provided on the Teaching Cards include opportunities for students to discuss and reflect upon their writing. <i>TC Discover Arctic Canada</i> p. 3 (working in groups, students create a brochure that persuades readers to visit a place of their choosing). <i>TC How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (working in groups, students create a chart about playing a pictured game). <i>TC Habitats Adventure Gear</i> p. 3 (students work in groups to create a specialty catalog including section heads, product names, catalog copy, product details and ordering information). <i>TC The Save a Tree Foundation</i> p. 3 (students create a 60-second television commercial for The Save a Tree Foundation). <i>TC Delicate Balance</i> p. 3 (students write questions about an animal mentioned in the article and share them with a classmate). <i>TC Habitat Guess-the-Word</i> p. 3 (working in groups, students create a game, all game pieces, and write instructions for their game; classmates play the game). <i>TC Red Parrot Café</i> p. 3 (working in groups, students plan a pretend party by selecting items from the menu and writing them down). <i>TC The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (working with partners, students write information for an About Us page for a classroom website).</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)</p>	<p>The <i>Everyday Literacy</i> program is designed to shed critical light on the kinds of texts students will encounter in their daily lives. For that reason, Information Literacy and real-world Connections are essential features of the program. The Teaching Cards suggest activities for shared research and writing projects. <i>TC Habitats: Fast Facts</i> p.3 (using fact book as a reference, students produce a mural depicting different habitats).</p>

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	<p>TC <i>Discover Arctic Canada</i> p. 3(students work with a partner to research a local attraction online).</p> <p>TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students use reference books or the internet to research fish tanks).</p> <p>TC <i>Habitats Adventure Gear</i> p. 3 (students look up catalogs online and browse through sections; then class discusses advantages and disadvantages of print and online catalogs).</p> <p>TC <i>Delicate Balance</i> p. 3 (students examine books on endangered species and protecting wildlife then compare those texts to the article).</p> <p>TC <i>Habitat Guess-the-Word</i> p. 3(students write instructions for an online educational game they have researched).</p> <p>TC <i>Red Parrot Café</i> p. 3 (students research the locations of places named on the menu and on other local take-out menus).</p> <p>The Teaching Cards also offer opportunities for students to make Connections between their lives and the information presented in the texts.</p> <p>TC <i>Habitats: Fast Facts</i> p.3 (class discussion about “what is a fact,” “what is an opinion,” and when it would be important to gather facts).</p> <p>TC <i>Discover Arctic Canada</i> p. 3(students work with a partner to research a local attraction online and identify words that would persuade them to visit or not visit).</p> <p>TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students suggest types of information that pet store owner would need to list as procedures for new employees).</p> <p>TC <i>Habitats Adventure Gear</i> p. 3 (students look up catalogs online and browse through sections; then class discusses advantages and disadvantages of print and online catalogs).</p> <p>TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (students prepare note cards for oral presentation on a desert plant or animal).</p> <p>TC <i>The Save a Tree Foundation</i> p. 3 (students create a 60-second television commercial for The Save a Tree Foundation).</p> <p>TC <i>Delicate Balance</i> p. 3 (students examine books on endangered species and protecting wildlife then compare those texts to the article making a list of similarities and differences).</p> <p>TC <i>Habitat Guess-the-Word</i> p. 3 (students discuss different kinds of instructions that technical writers might write).</p> <p>TC <i>Red Parrot Café</i> p. 3 (students research the locations of places named on the menu and on other local take-out menus).</p> <p>TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (class discussion about determining truth of internet statements, students write new statements).</p>
<p>Range of Writing 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>Each <i>Everyday Literacy</i> Teaching Card includes a Writing Activity requiring students to produce their own everyday text related to the science or social studies theme of that grade level collection.</p> <p>TC <i>Habitats: Fast Facts</i> p.3 (students describe an assigned habitat to a group of aliens looking for a new home).</p> <p>TC <i>Discover Arctic Canada</i> p. 3 (working in groups, students create a brochure that persuades readers to visit a place of their choosing).</p>

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	<p>TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students create chart on how to set up a fish tank; students create chart about steps for playing a game).</p> <p>TC <i>Habitats Adventure Gear</i> p. 3 (students write a letter; students create a catalog).</p> <p>TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (students create a labeled wildlife diagram; students create note cards for an oral presentation on a desert plant or animal).</p> <p>TC <i>The Save a Tree Foundation</i> p. 3 (students create a 60-second television commercial for The Save a Tree Foundation; students write about the importance of trees as animal habitat).</p> <p>TC <i>Delicate Balance</i> p. 3 (students list similarities and differences between articles and books on the same topics; students list questions about an animal in the article; students create a glossary).</p> <p>TC <i>Habitat Guess-the-Word</i> p. 3 (students write instructions for their favorite game; students create a game, all game pieces, and write instructions for their game; students write instructions for an online educational game they have researched).</p> <p>TC <i>Red Parrot Café</i> p. 3 (students plan a menu for a pretend party).</p> <p>TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students write information for an About Us page for a classroom website; students write instructions for someone creating first page of internet game).</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>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. 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.</p> <p>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>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>The <i>Everyday Literacy</i> program is a highly interactive program. Each Teaching Card opens with a “Talk About...” feature engaging students in discussion and conversation about topics related to the realia being introduced. Students make and share connections opening every lesson. Each <i>Everyday Literacy</i> Teaching Card also contains extension activities for students to enjoy independently, with partners, or in small groups. The Teaching Cards include “Cooperative Learning” and “Apply the Learning” activities designed to reinforce the lesson as the students work in pairs or small groups.</p> <p>TC <i>Habitats: Fast Facts</i> p.3 (class discussion about “what is a fact,” “what is an opinion,” and when it would be important to gather facts).</p> <p>TC <i>Discover Arctic Canada</i> p. 3 (working with a partner, students research a local attraction online and identify words that would persuade them to visit or not visit).</p> <p>TC <i>How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students discuss what sorts of information a pet store owner would need to include in list of procedures for new employees).</p> <p>TC <i>Habitats Adventure Gear</i> p. 3 (students look up catalogs online and browse through sections; then class discusses advantages and disadvantages of print and online catalogs).</p> <p>TC <i>Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (students discuss what information a desert tour guide should know).</p> <p>TC <i>The Save a Tree Foundation</i> p. 3 (class discussion of fund-raisers and other fund-raising ads students have seen).</p> <p>TC <i>Delicate Balance</i> p. 3 (students brainstorm list of magazine publishing staff and their job descriptions).</p> <p>TC <i>Habitat Guess-the-Word</i> p. 3 (students work in groups to create a game, all game pieces, and write instructions for their game; other classmates play the game).</p> <p>TC <i>Red Parrot Café</i> p. 3 (students work in groups to plan the menu for a pretend party).</p> <p>TC <i>The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students work with a partner to</p>

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design an About Us page for a classroom website).

“Discuss the Features” instruction leads students through each piece of realia, examining both the text and information presented visually. Students are encouraged to ask and answer questions in order to determine the text’s main idea and supporting details.

TC *Habitats: Fast Facts* p.2 (class concludes discussion of book features with understanding that a fact book gives information about the world and helps makes that information easy to remember).

TC *Discover Arctic Canada* p. 2 (class concludes survey of brochure features with discussion of which parts of brochure might persuade them to go on an Arctic adventure).

TC *How to Make a Terrarium/Choosing Terrarium Plants and Animals* p. 2 (class discussion of the features of procedural chart and why it is important to follow steps in order).

TC *Habitats Adventure Gear* p. 2 (class discusses the features of a catalog and concludes by understanding that good catalog makes the reader want to order items).

TC *Guide to the Plants and Animals of the Sonoran Desert* p. 2 (class discussion of the features of a guide book and how similar features on each page make finding information about different plants and animals easy).

TC *The Save a Tree Foundation* p. 2 (students discuss the features of an ad and understand that the ad was created to encourage people to join the foundation and make a donation).

TC *Delicate Balance* p. 2 (students discuss features of an article and how they present information in an engaging format).

TC *Habitat Guess-the-Word* p. 2 (students discuss features of game instructions and how they make learning to play the game fun and easy).

TC *Red Parrot Café* p. 2 (class discussion of features of a menu and whether the menu would tempt them to order from it).

TC *The Magic School Bus: The Great Habitat Match-Up* p. 2 (class discussion about the features of internet game sites and how they are similar to and different from board game instructions).

Each Teaching Card also includes “Information Literacy” and “Career Connection” activities encouraging class discussion as students extend the information presented in the realia text and make connections to their own lives.

TC *Habitats: Fast Facts* p.3 (class discusses the work of a nature photographer and each student explains which habitat they would like to photograph and why).

TC *Discover Arctic Canada* p. 3 (class discusses travel photographers and students explain what kinds of photographs they would take in Arctic Canada).

TC *How to Make a Terrarium/Choosing Terrarium Plants and Animals* p. 3 (students discuss what sorts of information a pet store owner would need to include in list of procedures for new employees).

TC *Habitats Adventure Gear* p. 3 (catalog “buyers” must know their customers well and be able to predict what they will buy).

TC *Guide to the Plants and Animals of the Sonoran Desert* p. 3 (students discuss what things are important for a desert tour guide to know).

TC *The Save a Tree Foundation* p. 3 (students discuss fund-raisers and give examples of fund-

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	<p>raising ads they have seen). <i>TC Delicate Balance</i> p. 3 (students brainstorm list of magazine publishing staff and their job descriptions). <i>TC Habitat Guess-the-Word</i> p. 3 (class discussion about the job of a technical writer and what kinds of instructions they might write). <i>TC Red Parrot Café</i> p. 3 (students discuss what skills and experience a chef might need). <i>TC The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students discuss the job of a science writer and suggest facts that could be included in the internet game).</p>
<p>Presentation of Knowledge and Ideas 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. 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. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Each <i>Everyday Literacy</i> Teaching Card contains extension activities for students, including both Writing Activities and Cooperative Learning experiences. The <i>Everyday Literacy</i> program consists of the kinds of texts that students will encounter in their daily lives. This emphasis on familiar types of texts encourages students to make connections to their own experience. <i>TC Habitats: Fast Facts</i> p.3 (class discusses the work of a nature photographer and students explain which habitat they would like to photograph and why). <i>TC Discover Arctic Canada</i> p. 3 (class discusses travel photographers and students explain what kinds of photographs they would take in Arctic Canada). <i>TC How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students discuss what sorts of information a pet store owner would need to include in list of procedures for new employees). <i>TC Habitats Adventure Gear</i> p. 3 (students look up catalogs online and browse through sections; then class discusses advantages and disadvantages of print and online catalogs). <i>TC Guide to the Plants and Animals of the Sonoran Desert</i> p. 3 (students give an oral presentation on a desert animal or plant of their choice). <i>TC The Save a Tree Foundation</i> p. 3 (students create a 60-second television commercial for The Save a Tree Foundation). <i>TC Delicate Balance</i> p. 3 (students prepare a list of questions about an animal, trade papers with a partner and answer the questions, then discuss their questions and answers). <i>TC Habitat Guess-the-Word</i> p. 3 (class discussion about the job of a technical writer and what kinds of instructions they might write). <i>TC Red Parrot Café</i> p. 3 (students discuss what kind of skills and experience a chef might need). <i>TC The Magic School Bus: The Great Habitat Match-Up</i> p. 3 (students work with a partner to write and design an About Us page for a classroom website).</p> <p>Students are encouraged to demonstrate their mastery of the material through both oral and written means, including drawings and other visual displays. <i>TC Habitats: Fast Facts</i> p.3 (class creates a mural depicting various habitats, using information from the fact book). <i>TC Discover Arctic Canada</i> p. 3 (students create an illustrated brochure persuading readers to visit a place of their choosing). <i>TC How to Make a Terrarium/Choosing Terrarium Plants and Animals</i> p. 3 (students create an illustrated chart about steps necessary to play a game).</p>

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TC *Habitats Adventure Gear* p. 3 (students create a specialty catalog including illustrations).
 TC *Guide to the Plants and Animals of the Sonoran Desert* p. 3 (students work in groups to create a diorama of a desert habitat).
 TC *The Save a Tree Foundation* p. 3 (students sketch four different logos for The Save the Tree Foundation and copy their favorite onto a paper t-shirt template).
 TC *Habitat Guess-the-Word* p. 3 (students create a game, including game pieces, game board, and instructions).
 TC *Red Parrot Café* p. 3 (students create an illustrated list of the fruits and vegetables mentioned on the menu).

The Information Literacy activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students' understanding.

TC *Habitats: Fast Facts* p.3 (class discusses the work of a nature photographer and students explain which habitat they would like to photograph and why).
 TC *Discover Arctic Canada* p. 3 (class discusses travel photographers and students explain what kinds of photographs they would take in Arctic Canada).
 TC *How to Make a Terrarium/Choosing Terrarium Plants and Animals* p. 3 (students discuss what sorts of information a pet store owner would need to include in list of procedures for new employees).
 TC *Habitats Adventure Gear* p. 3 (students look up catalogs online and browse through sections; then class discusses advantages and disadvantages of print and online catalogs).
 TC *Guide to the Plants and Animals of the Sonoran Desert* p. 3 (students give an oral presentation on a desert animal or plant of their choice).
 TC *The Save a Tree Foundation* p. 3 (students discuss other fund-raising ads they have seen).
 TC *Delicate Balance* p. 3 (students brainstorm list of magazine publishing staff and their job descriptions).
 TC *Habitat Guess-the-Word* p. 3 (students discuss the job of a technical writer and the types of instructions they might write).
 TC *Red Parrot Café* p. 3 (students discuss the skill and experience a chef might need).
 TC *The Magic School Bus: The Great Habitat Match-Up* p. 3 (students discuss the job of a science writer and suggest facts that could added to this internet game).