

**Houghton Mifflin Harcourt**  
**Summer Success Reading Grade 3 ©2008**

correlated to the

**Common Core State Standards for English Language Arts**  
**Grade 3**

Standards		Page References	
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE	4, 14, 21, 27, 30, 38, 41, 48, 51, 52, 57, 59, 60, 64, 67, 70, 73, 74, 75, 78, 82, 85, 86, 87, 92, 96, 97, 99, 104, 106, 109, 114, 117, 118, 119, 122, 125, 130
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.	TE	30, 34, 38, 42, 52, 60, 65, 70, 74, 82, 85, 103, 108, 118, 122
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.	TE	30, 34, 38, 42, 52, 60, 65, 70, 74, 82, 85, 103, 108, 118, 122

Standards		Page References
<b>Craft and Structure</b>		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	TE 5, 9, 27, 36, 39, 49, 71, 75, 84, 87, 93, 97, 105, 110, 115, 127
RL.3.5	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.	TE 4, 14, 21, 27, 30, 38, 41, 48, 51, 52, 57, 59, 60, 64, 67, 70, 73, 74, 75, 78, 82, 85, 86, 87, 92, 96, 97, 99, 104, 106, 109, 114, 117, 118, 119, 122, 125, 130
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	TE 102
<b>Integration of Knowledge and Ideas</b>		
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).	TE 4, 65, 70, 79, 92, 124
RL.3.8	(Not applicable to literature)	
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).	<i>Summer Success Reading</i> does not include multiple selections by the same author.
<b>Range of Reading and Level of Text Complexity</b>		
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.	TE 4, 8, 12, 16, 18, 26, 28, 30, 34, 38, 58, 62, 70, 72, 74, 78, 80, 82, 83, 86, 92, 94, 96, 98, 100, 101, 102, 104, 106, 108, 114, 116, 118, 122, 128

Standards		Page References
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE xvii, 56, 60, 74, 98, 100, 101
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	TE 26, 48, 57, 65, 79, 92, 114, 118
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.	TE 53, 79
<b>Craft and Structure</b>		
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.	TE 6, 7, 10, 11, 15, 19, 23, 28, 29, 32, 33, 37, 45, 51, 55, 58, 63, 66, 73, 77, 81, 83, 85, 89, 95, 99, 103, 107, 111, 117, 119, 121, 129, 133
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	TE 4, 65, 70, 79, 92, 124
RI.3.6	Distinguish their own point of view from that of the author of a text.	Opportunities to address this standard may be found on the following pages: TE 43, 92, 102

<b>Standards</b>		<b>Page References</b>
<b>Integration of Knowledge and Ideas</b>		
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).	TE 4, 65, 70, 79, 92, 124
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).	TE 43, 57, 92, 102
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Opportunities to address this standard may be found on the following pages: TE 26, 48, 57, 65, 79, 92, 114, 118
<b>Range of Reading and Level of Text Complexity</b>		
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.	TE 6, 10, 11, 13, 14, 15, 17, 18, 20, 22, 28, 29, 32, 33, 36, 37, 39, 40, 41, 43, 44, 50, 54, 56, 58, 60, 62, 66, 72, 73, 76, 77, 80, 83, 84, 85, 88, 94, 98, 106, 107, 110, 116, 120, 123, 124, 125, 128, 132

Standards		Page References
<b>Reading Standards: Foundational Skills</b>		
<b>Print Concepts</b>		
RF.3.1	(not applicable to grade 3)	
<b>Phonological Awareness</b>		
RF.3.2	(not applicable to grade 3)	
<b>Phonics and Word Recognition</b>		
RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	TE 4, 8, 12, 16, 18, 26, 28, 30, 34, 38, 58, 62, 70, 72, 74, 78, 80, 82, 83, 86, 92, 94, 96, 98, 100, 101, 102, 104, 106, 108, 114, 116, 118, 122, 128
<b>Fluency</b>		
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	TE 6, 10, 11, 13, 14, 15, 17, 18, 20, 22, 28, 29, 32, 33, 36, 37, 39, 40, 41, 43, 44, 50, 54, 56, 58, 60, 62, 66, 72, 73, 76, 77, 80, 83, 84, 85, 88, 94, 98, 106, 107, 110, 116, 120, 123, 124, 125, 128, 132