

Houghton Mifflin Harcourt
Literacy by Design

correlated to the

Common Core State Standards Initiative for English Language Arts
Grade 3

Standard	Descriptor	Citations
Reading: Literature		
	Key Ideas and details	
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Comprehensive Teacher’s Guide: 32, 40–41, 42–44, 46–47, 50–51, 52–53, 56–57, 58–59, 64–65, 94–95, 96–97, 98, 122, 304–305, 310–311, 314–315, 316–317, 320–321, 358–359, 360–361 Small Group Reading Teacher’s Guide: 4–5, 9–10, 14–15, 44–45, 49–50, 54–55, 84–85, 89–90, 94–95, 124–125, 129–130, 134–135, 164–165, 169–170, 174–175, 204–205, 209–210, 214–215, 244–245, 249–250, 254–255, 284–285, 289–290, 294–295
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.	Comprehensive Teacher’s Guide: 494 Small Group Reading Teacher’s Guide: 95, 246–247, 250
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Comprehensive Teacher’s Guide: 488–489 Small Group Reading Teacher’s Guide: 45, 209, 215, 295
	Craft and Structure	

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4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Comprehensive Teacher’s Guide: 26–27, 290–291, 454–455, 520–521 Small Group Reading Teacher’s Guide: 124, 149, 164, 229, 264, 284, 309, 319
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.	Comprehensive Teacher’s Guide: 149, 191, 225 Small Group Reading Teacher’s Guide: 213, 248, 273, 298
6.	Distinguish their own point of view from that of the narrator or those of the characters.	Comprehensive Teacher’s Guide: 422–423 Small Group Reading Teacher’s Guide: 24, 144
Integration of Knowledge and Ideas		
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).	Comprehensive Teacher’s Guide: 413 Small Group Reading Teacher’s Guide: 50, 169–170, 300
8.	(Not applicable to literature)	N/A
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).	Essential Resources: 23
Range of reading and Level of text Complexity		
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.	Comprehensive Teacher’s Guide: A3–A4, A12–A15 Small Group Reading Teacher’s Guide: A4–A6, A19–A21, A26
Reading: Informational Text		
	Key Ideas and details	

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Standard	Descriptor	Citations
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Comprehensive Teacher’s Guide: 24, 48–49, 90, 130, 156, 164, 196, 222, 262, 288, 312, 328, 354, 394, 420, 460, 486, 526 Small Group Reading Teacher’s Guide: 19–20, 24–25, 29–30, 34–35, 39–40, 59–60, 64–65, 69–70, 74–75, 79–80, 99–100, 104–105, 109–110, 114–115, 119–120, 139–140, 144–145, 149–150, 154–155, 159–160, 179–180, 184–185, 189–190, 194–195, 199–200, 219–220, 224–225, 229–230, 234–235, 239–240, 259–260, 264–265, 269–270, 274–275, 279–280, 299–300, 304–305, 309–310, 314–315, 319–320
2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Comprehensive Teacher’s Guide: 262–263 Small Group Reading Teacher’s Guide: 138, 168, 198, 303
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.	Comprehensive Teacher’s Guide: 312–313, 456–457, 458, 460–461 Small Group Reading Teacher’s Guide: 74, 143, 189, 200, 305, 318
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.	Comprehensive Teacher’s Guide: 8, 74, 140, 206, 272, 338, 404, 470 Small Group Reading Teacher’s Guide: T15, 17, 22, 27, 32, 37, 57, 62, 67, 72, 77, 97, 102, 107, 112, 117, 137, 142, 147, 152, 157, 177, 182, 187, 192, 197, 217, 222, 227, 232, 237, 257, 262, 267, 272, 277, 297, 302, 307, 312, 317

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5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Comprehensive Teacher’s Guide: 49, 115, 181, 247, 313, 379, 445, 551 Small Group Reading Teacher’s Guide: 20, 25, 30, 35, 40, 60, 65, 70, 75, 80, 100, 105, 110, 115, 120, 140, 145, 150, 154, 155, 160, 180, 185, 190, 194, 195, 200, 220, 225, 230, 235, 240, 260, 265, 270, 275, 280, 300, 305, 310, 315, 320
6.	Distinguish their own point of view from that of the author of a text.	Comprehensive Teacher’s Guide: 422–423 Small Group Reading Teacher’s Guide: 24, 144
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).	Comprehensive Teacher’s Guide: 49, 181, 313, 379, 511 Small Group Reading Teacher’s Guide: 98, 103, 153, 178, 223
8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Comprehensive Teacher’s Guide: 215 Small Group Reading Teacher’s Guide: 29, 139, 234
9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Essential Resources: 32
Range of reading and Level of text		
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.	Comprehensive Teacher’s Guide: A3–A4, A12–A15 Small Group Reading Teacher’s Guide: A4–A6, A19–A21, A26
Reading Standards: Foundational Skills		
Phonics and Word recognition		
3.	Know and apply grade-level phonics and word analysis skills in decoding words.	

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a.	Identify and know the meaning of the most common prefixes and derivational suffixes.	Comprehensive Teacher’s Guide: 354, 356, 358, 360, 362, 370, 376, 378, 380, 382, 386, 388, 390, 392, 394 Small Group Reading Teacher’s Guide: 176, 196, 261 Essential Resources: 22
b.	Decode words with common Latin suffixes.	Comprehensive Teacher’s Guide: 452, 454, 456, 458, 460, 470, 476, 478, 480, 482, 486, 488, 490, 492, 494 Small Group Reading Teacher’s Guide: 191, 201, 256, 291, 316 Essential Resources: 22, 28, 31
c.	Decode multisyllable words.	Comprehensive Teacher’s Guide: 470–471, 476–477, 478–479, 480–481, 482–483, 486–487, 488–489, 494–495, 518, 520, 522–523, 524–525, 526 Small Group Reading Teacher’s Guide: 148, 186, 298
d.	Read grade-appropriate irregularly spelled words.	Comprehensive Teacher’s Guide: A27–A29, A32–A33
Fluency		
4.	Read with sufficient accuracy and fluency to support comprehension.	
a.	Read on-level text with purpose and understanding.	Comprehensive Teacher’s Guide: 148, 246, 346, 478 Small Group Reading Teacher’s Guide: 9, 14, 84, 129, 204, 209, 219, 289, A27
b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	Comprehensive Teacher’s Guide: 48, 114, 280, 312, 444 Small Group Reading Teacher’s Guide: 4, 24, 64, 79, 89, 94, 109, 134, 144, 154, 164, 169, 174, 179, 189, 199, 214, 224, 229, 234, 244, 249, 254, 259, 269, 274, 279, 284, 294, 304, A27
c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Comprehensive Teacher’s Guide: 214, 378 Small Group Reading Teacher’s Guide: 124
Writing Standards		
Text Types and Purposes		
1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.	

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a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Small Group Reading Teacher’s Guide: 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 155, 160, 165, 170, 175, 180, 185, 190, 195, 205, 210, 215, 220, 225, 230, 235, 245, 250, 255, 265, 275, 280, 285, 300, 305, 310, 315, 320
b.	Provide reasons that support the opinion.	Small Group Reading Teacher’s Guide: 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 155, 160, 165, 170, 175, 180, 185, 190, 195, 205, 210, 215, 220, 225, 230, 235, 245, 250, 255, 265, 275, 280, 285, 300, 305, 310, 315, 320
c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Small Group Reading Teacher’s Guide: 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 155, 160, 165, 170, 175, 180, 185, 190, 195, 205, 210, 215, 220, 225, 230, 235, 245, 250, 255, 265, 275, 280, 285, 300, 305, 310, 315, 320
d.	Provide a concluding statement or section.	Comprehensive Teacher’s Guide: 295
2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Comprehensive Teacher’s Guide: 471, 477, 479, 483, 487, 489, 491, 493
b.	Develop the topic with facts, definitions, and details.	Comprehensive Teacher’s Guide: 115, 117, 119, 123, 125, 127, 129, 181, 183, 185, 189, 191, 193, 195, 313, 315, 317, 325, 327, 471, 477, 479, 483, 487, 489, 491, 493
c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Small Group Reading Teacher’s Guide: 171, 211

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d.	Provide a concluding statement or section.	Comprehensive Teacher’s Guide: 295
3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Comprehensive Teacher’s Guide: 17, 19, 21, 29, 31, 173, 179, 181, 185, 189, 191, 193, 195, 347, 349, 351, 355, 357, 359, 361
b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Comprehensive Teacher’s Guide: 249, 251, 255, 257, 259, 261, 305, 311, 313, 315, 317, 321, 323, 325, 327
c.	Use temporal words and phrases to signal event order.	Comprehensive Teacher’s Guide: 49, 51, 53, 61, 63, 179, 281, 283, 285, 295
d.	Provide a sense of closure.	Comprehensive Teacher’s Guide: 295, 459
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.)	Comprehensive Teacher’s Guide: 9, 15, 25, 27, 107, 113, 123, 125, 405, 411, 421, 423
5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	Comprehensive Teacher’s Guide: 21, 31, 53, 63, 87, 97, 119, 129, 141, 147, 153, 157, 159, 163, 185, 195, 219, 229, 239, 245, 251, 255, 257, 261, 273, 279, 285, 289, 291, 295, 317, 327, 351, 361, 383, 393, 417, 427, 449, 459, 483, 493, 503, 509, 515, 519, 521, 525
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.	Comprehensive Teacher’s Guide: 33, 65, 99, 131, 165, 197, 231, 263, 297, 329, 363, 371, 377, 387, 389, 395, 429, 461, 495, 527 Essential Resources: 4
Research to Build and Present Knowledge		

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7.	Conduct short research projects that build knowledge about a topic.	Comprehensive Teacher’s Guide: 117, 119, 123, 125, 127, 129, 471, 477, 479, 483, 487, 489, 491, 493
8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Comprehensive Teacher’s Guide: 173, 179, 181, 185, 189, 191, 193, 195, 249, 251, 255, 257, 259, 261
9.	(Begins in grade 4)	N/A
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.	Comprehensive Teacher’s Guide: 5, 6–7, 22–23, 37, 38–39, 54–55, 71, 72–73, 88–89, 103, 104–105, 120–121, 137, 138–139, 154–155, 169, 170–171, 186–187, 203, 204–205, 220–221, 235, 236–237, 252–253, 269, 270–271, 286–287, 301, 302–303, 318–319, 335, 336–337, 352–353, 367, 368–369, 384–385, 401, 402–403, 418–419, 433, 434–435, 450–451, 467, 468–469, 484–485, 499, 500–501, 516–517 Small Group Reading Teacher’s Guide: At its finish, each Leveled reader’s study plan has a 10–minute Think and Write item where a student writes to one of two prompts. Representative pages: 5, 10, 20, 25, 30, 35, 40
Speaking and Listening Standards		
Comprehension and Collaboration		
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.	
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.	Comprehensive Teacher’s Guide: Lesson 9 of each Theme contains a discussion to review this theme’s Comprehension Strategy that requires student preparation. Representative pages: 30, 62, 96, 128, 162, 194, 228, 260

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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).	Comprehensive Teacher’s Guide: Students are encouraged or reminded to use good listening skills with their partners. Representative pages: 9, 14, 41, 46, 75, 80, 107, 112, 141, 146, 173, 178 Small Group Reading Teacher’s Guide: Each Leveled Reader Lesson includes a Turn and Talk section where pairs in turn talk and listen. Representative pages: 3, 5, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 33, 35, 38, 40 Essential Resources: 7
c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Comprehensive Teacher’s Guide: 33, 65, 99, 131, 165, 197, 231, 263, 297, 329, 363, 395, 429, 461, 495, 527
d.	Explain their own ideas and understanding in light of the discussion.	Representative pages: Comprehensive Teacher’s Guide: 9, 14, 41, 46, 75, 80, 107, 112, 141, 146, 173, 178 Small Group Reading Teacher’s Guide: 3, 5, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 33, 35, 38, 40
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.	Comprehensive Teacher’s Guide: 14–15, 47, 81, 113, 147, 179, 213, 245, 279, 311, 345, 377, 411, 443, 477, 509
3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Comprehensive Teacher’s Guide: 33, 65, 99, 131, 165, 197, 231, 263, 297, 329, 363, 395, 429, 461, 495, 527
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.	Comprehensive Teacher’s Guide: 33, 65, 99, 131, 165, 197, 231, 263, 297, 329, 363, 395, 429, 461, 495, 527

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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.	Comprehensive Teacher’s Guide: 97, 493
6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	Comprehensive Teacher’s Guide: ELL text boxes suggest modeling complete sentences using more specific language for student phrases. Representative pages: 15, 18, 24, 47, 56, 64, 81, 98, 122, 130, 156, 179, 188, 196
Language Standards		
Conventions of Standard English		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Comprehensive Teacher’s Guide: 217, 225, 249, 257, 281, 291, 293, 315, 323, 325, 347, 349, 389, 415, 423, 425, 445, 481, 489, 513, 521
b.	Form and use regular and irregular plural nouns.	Comprehensive Teacher’s Guide: 249, 272, 278, 280, 281, 282, 284, 296 Essential Resources: 8, 12
c.	Use abstract nouns (e.g., childhood).	Comprehensive Teacher’s Guide: 249, 272, 278, 280, 281, 282, 284, 296 Essential Resources: 13
d.	Form and use regular and irregular verbs.	Comprehensive Teacher’s Guide: 116, 122, 150, 156, 182, 188, 192, 196, 314, 320, 324, 328, 370, 377, 404, 411, 481, 489, 522, 526 Essential Resources: 25, 26, 27, 29
e.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Comprehensive Teacher’s Guide: 424, 428, 470, 477 Essential Resources: 26, 27
f.	Ensure subject-verb and pronoun-antecedent agreement.*	Comprehensive Teacher’s Guide: 27, 291 Essential Resources: 5, 6

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g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Comprehensive Teacher’s Guide: 258, 262, 338, 344, 346, 347, 348, 349, 350, 354, 362, 389, 436, 442, 444, 445, 446, 448, 460, 513, 521 Essential Resources: 19, 20
h.	Use coordinating and subordinating conjunctions.	Comprehensive Teacher’s Guide: 60, 64, 172, 179 Small Group Reading Teacher’s Guide: 171, 211 Essential Resources: 11
i.	Produce simple, compound, and complex sentences.	Comprehensive Teacher’s Guide: 51, 85, 151
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Capitalize appropriate words in titles.	Comprehensive Teacher’s Guide: 282, 288 Small Group Reading Teacher’s Guide: 59, 216 Essential Resources: 21
b.	Use commas in addresses.	Comprehensive Teacher’s Guide: 511, 513, 515, 519, 521, 523, 525 Essential Resources: 10
c.	Use commas and quotation marks in dialogue.	Comprehensive Teacher’s Guide: 14 Essential Resources: 9
d.	Form and use possessives.	Comprehensive Teacher’s Guide: 257 Essential Resources: 15
e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Comprehensive Teacher’s Guide: 8, 24, 40, 56, 74, 90, 106, 122, 140, 156, 172, 188, 206, 222, 238, 254, 272, 288, 304, 320, 338, 354, 370, 386, 404, 420, 436, 452, 470, 486, 502, 518, A32
f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Comprehensive Teacher’s Guide: 56, 58, 60, 61, 62, 64, 254, 256, 258, 259, 260, 262, 518, 520, 522, 523, 524, 526 Small Group Reading Teacher’s Guide: 186
g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Comprehensive Teacher’s Guide: 304, 310, 312, 313, 314, 316, 328
	Knowledge of Language	
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

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a.	Choose words and phrases for effect.*	Comprehensive Teacher’s Guide: 79, 111, 145, 163, 305, 309, 311, 321, 323 Small Group Reading Teacher’s Guide: 181, 246, 309
b.	Recognize and observe differences between the conventions of spoken and written standard English.	Comprehensive Teacher’s Guide: 16, 82, 180, 412, 437, 443, 445, 449, 453, 455, 457, 459, 510 Small Group Reading Teacher’s Guide: 19, 29, 34, 39, 44, 49, 59, 69, 74, 99, 104, 114, 119, 139, 149, 159, 184, 194, 239
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.	
a.	Use sentence-level context as a clue to the meaning of a word or phrase.	Comprehensive Teacher’s Guide: 148, 193, 408, 410, 414
b.	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).	Comprehensive Teacher’s Guide: 354, 356, 358, 360, 362, 370, 376, 378, 380, 382, 386, 388, 390, 392, 394 Small Group Reading Teacher’s Guide: 176, 196, 261 Essential Resources: 31
c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Comprehensive Teacher’s Guide: 354, 356, 358, 360, 362, 370, 376, 378, 380, 382, 386, 388, 390, 392, 394 Small Group Reading Teacher’s Guide: 176, 196, 261 Essential Resources: 31
d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Comprehensive Teacher’s Guide: 304, 310, 312, 313, 314, 316, 328 Small Group Reading Teacher’s Guide: 96–100
5.	Demonstrate understanding of word relationships and nuances in word meanings.	
a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Comprehensive Teacher’s Guide: 79, 111, 309, 375, 441 Small Group Reading Teacher’s Guide: 181, 246, 309

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b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Comprehensive Teacher’s Guide: 26–27, 315, 317, 321, 323, 325, 327, 427 Small Group Reading Teacher’s Guide: 15, 124, 155, 255, 264
c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Comprehensive Teacher’s Guide: 206, 212, 214, 215, 216, 218, 230 Small Group Reading Teacher’s Guide: 281 Essential Resources: 14
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).	Comprehensive Teacher’s Guide: 8, 40, 74, 106, 140, 172, 206, 238, 272, 304, 338, 370, 404, 436, 470, 502 Small Group Reading Teacher’s Guide: T15