

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 2
to Common Core State Standards for English Language Arts (2010)**

GRADE THREE		
Reading Standards for Literature		GATEWAYS 2
Key Ideas and Details		
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 1 530-536, 564-571, 598-604, 631-637, 667-672, 700-707, 755-757 Unit 3 119-127, 153-159, 182-190, 247-251, 313-316, 371-374, 398-402, 459-463, 491-495, 523-526, 584-587, 613-617, 658-660
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.	Unit 1 107-113, 143-150, 184-190, 221-229 Unit 3 120-127, 154-159, 183-190, 247-251, 313-316, 371-374, 398-402, 459-463, 491-495, 523-526, 584-587, 613-617
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.	Unit 1 146-150, 362-369, 430-436 Unit 3 20-26, 53-59, 85-93, 151-159, 244-251, 310-316, 369-374, 456-463, 520-526, 581-587
Craft and Structure		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	N/A
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.	<i>Passages from narratives and poetry used throughout the book offer an opportunity to address terms such as chapter, scene, and stanza. Some examples are:</i> Unit 1 27, 68-69, 111-112, 225-226, 295-296, 399-400, 568
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	N/A

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GRADE THREE		
Integration of Knowledge and Ideas		
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).	Unit 1 8-9, 206-207, 279-280, 449-450, 517-518, 687-688 Unit 3 7-8, 169-170, 231-232, 383-384, 443-444, 597-598
RL.3.8	(Not applicable to literature)	<i>N/A</i>
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>N/A</i>
Range of Reading and Level of Text Complexity		
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.	Unit 1 21-28, 64-72, 107-113, 143-150, 184-190, 221-225, 291-297, 326-334, 362-369, 396-402, 430-436, 463-470, 530-536, 564-571, 598-604, 631-637, 667-672, 700-707 Unit 3 20-26, 53-59, 85-93, 119-127, 151-159, 182-190, 244-251, 278-285, 310-316, 339-345, 369-374, 396-402, 456-463, 488-495, 520-526, 549-556, 581-587, 610-617

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GRADE THREE		
Reading Standards for Informational Text		
Key Ideas and Details		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 2 452-458, 484-490, 513-518, 543-549, 575-580, 602-608, 651-653 Unit 4 84-91, 149-155, 241-245, 304-307, 365-368, 456-460, 472-473, 518-523, 579-584, 658-660
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Unit 2 119-125, 182-187, 484-490, 543-549, 602-608, 632-637 Unit 4 116-124, 148-155, 177-184, 485-491, 517-523, 547-553, 578-584, 608-614, 640-645
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.	Unit 4 269-276
Craft and Structure		
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.	Unit 2 9-10, 44-46, 78-80, 108-109, 142-143, 171-172, 233-234, 243-248, 262-264, 274-280, 294-296, 322-323, 354-355, 381-382, 420-427, 441-442, 472-474, 502-504, 532-533, 564-565, 591-592 Unit 4 9-10, 40-42, 72-74, 106-107, 138-139, 167-168, 227-228, 258-260, 290-292, 320-321, 352-353, 381-382, 443-444, 474-476, 506-508, 536-537, 568-569, 597-598
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Unit 2 274-280, 304-309, 452-458 Unit 4 20-26, 86-91, 239-245, 302-307
RI.3.6	Distinguish their own point of view from that of the author of a text.	N/A

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GRADE THREE		
Integration of Knowledge and Ideas		
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).	Unit 2 20-27, 56-62, 274-280, 304-309, 452-458 Unit 4 20-26, 51-57, 86-91, 239-245, 302-307, 608-614
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).	Unit 4 269-276
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<i>N/A</i>
Range of Reading and Level of Text Complexity		
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.	Unit 2 20-27, 56-62, 89-94, 119-125, 153-157, 182-187, 243-248, 274-280, 304-309, 333-339, 364-369, 390-395, 452-458, 484-490, 513-518, 543-549, 575-580, 602-608 Unit 4 20-26, 51-57, 83-91, 116-124, 148-155, 177-184, 238-245, 269-276, 301-307, 331-337, 363-368, 391-397, 454-460, 485-491, 517-523, 547-553, 578-584, 608-614

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GRADE THREE		
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	Unit 3 239-243, 273-277, 305-309, 334-338, 364-368, 391-395, 426-431, 451-455, 483-487, 515-519, 544-548, 576-580, 605-609
RF.3.3b	Decode words with common Latin suffixes.	Unit 3 451-455, 483-487, 515-519, 544-548, 576-580, 605-609
RF.3.3c	Decode multisyllable words.	<i>N/A</i>
RF.3.3d	Read grade-appropriate irregularly spelled words.	Unit 1 626-630, 662-666, 695-699
Fluency		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a	Read on-level text with purpose and understanding.	<p>Unit 1 12-14, 46-49, 50-53, 54-58, 90-93, 131-132, 133-137, 174-178, 211-215, 283-285, 317-320, 353-356, 388-391, 422-425, 454-457, 521-524, 555-558, 589-592, 622-625, 658-661, 691-694</p> <p>Unit 2 11-14, 47-50, 81-84, 110-113, 144-147, 173-176, 235-237, 265-268, 297-299, 324-327, 356-358, 383-385, 443-446, 475-478, 505-508, 534-537, 566-569, 593-596</p> <p>Unit 3 11-14, 45-48, 49-52, 77-80, 110-113, 142-145, 173-176, 235-238, 269-272, 301-304, 330-335, 360-363, 387-390, 447-450, 479-482, 511-514, 540-543, 572-575, 601-604</p> <p>Unit 4 11-14, 43-46, 75-78, 108-111, 140-143, 169-172, 229-232, 261-264, 293-296, 322-325, 354-357, 383-386, 445-448, 477-480, 481-484, 509-512, 538-541, 570-573, 599-602</p>

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GRADE THREE		
RF.3.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1 54-58, 97-101, 133-137, 174-178, 211-215
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Unit 1 12-14, 46-49, 50-53, 54-58, 90-93, 131-132, 133-137, 174-178, 211-215, 283-285, 317-320, 353-356, 388-391, 422-425, 454-457, 521-524, 555-558, 589-592, 622-625, 658-661, 691-694</p> <p>Unit 2 11-14, 47-50, 81-84, 110-113, 144-147, 173-176, 235-237, 265-268, 297-299, 324-327, 356-358, 383-385, 443-446, 475-478, 505-508, 534-537, 566-569, 593-596</p> <p>Unit 3 11-14, 45-48, 49-52, 77-80, 110-113, 142-145, 173-176, 235-238, 269-272, 301-304, 330-335, 360-363, 387-390, 447-450, 479-482, 511-514, 540-543, 572-575, 601-604</p> <p>Unit 4 11-14, 43-46, 75-78, 108-111, 140-143, 169-172, 229-232, 261-264, 293-296, 322-325, 354-357, 383-386, 445-448, 477-480, 481-484, 509-512, 538-541, 570-573, 599-602</p>

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GRADE THREE		
Writing Standards		
Text Types and Purposes		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Unit 2 31-36, 66-70, 252-255, 284-287, 462-465, 494-495
W.3.1b	Provide reasons that support the opinion.	Unit 2 66-70, 284-287, 494-495
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Unit 2 98-101, 313-315, 522-524
W.3.1d	Provide a concluding statement or section.	Unit 2 98-101, 313-315, 522-524
W.3.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Unit 4 30-32, 61-64, 249-251, 280-283, 464-466, 495-498
W.3.2b	Develop the topic with facts, definitions, and details.	Unit 4 61-64, 280-283, 495-498
W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Unit 4 95-98, 311-313, 527-529
W.3.2d	Provide a concluding statement or section.	Unit 4 95-98, 311-313, 527-529

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W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Unit 1 33-38, 77-81, 301-306, 339-343, 540-546
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Unit 1 77-81, 118-121, 339-343, 540-546, 575-579, 608-612
W.3.3c	Use temporal words and phrases to signal event order.	Unit 1 118-121, 339-343, 374-378, 575-579, 608-612
W.3.3d	Provide a sense of closure.	Unit 1 118-121, 374-378, 575-579, 608-612
Production and Distribution of Writing		
W.3.4	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.)	Unit 1 77-81, 339-343, 575-579 Unit 2 66-70, 284-287, 494-495 Unit 3 63-66, 289-291, 499-501 Unit 4 61-64, 280-283, 495-498
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Unit 1 77-81, 155-161, 195-199, 234-236, 339-343, 406-412, 441-445, 475-479, 575-579, 641-649, 677-682, 712-716 Unit 2 66-70, 129-134, 161-165, 191-194, 284-287, 343-346, 373-375, 399-401, 494-495, 553-556, 584-585, 612-613 Unit 3 63-66, 131-133, 163-165, 194-196, 289-291, 349-351, 378-379, 406-407, 499-501, 560-563, 591-593, 621-623 Unit 4 61-64, 128-131, 159-161, 188-189, 280-283, 341-344, 372-374, 401-403, 495-498, 557-560, 588-590, 618-620

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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.	<i>Opportunities to address this standard</i> Unit 1 250-256, 489-495, 727-732 Unit 2 205-210, 411-416, 623-628 Unit 3 206-211, 417-422, 633-638 Unit 4 198-203, 413-418, 631-636
Research to Build and Present Knowledge		
W.3.7	Conduct short research projects that build knowledge about a topic.	Unit 4 30-32, 61-64, 95-98, 128-131, 159-161, 188-189, 198-203, 249-251, 280-283, 311-313, 341-344, 372-374, 401-403, 413-418, 464-466, 495-498, 527-529, 557-560, 588-590, 618-620, 631-636
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.	Unit 4 61-64, 280-283, 495-498
W.3.9	(Begins in grade 4)	N/A
Range of Writing		
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.	Unit 1 77-81, 118-121, 155-161, 186, 195-199, 234-236, 339-343, 374-378, 406-412, 432, 441-445, 475-479, 575-579, 608-612, 641-649, 670, 677-682, 712-716 Unit 2 66-70, 98-101, 129-134, 155, 161-165, 191-194, 284-287, 313-315, 343-346, 366, 373-375, 399-401, 494-495, 522-524, 553-556, 577, 584-585, 612-613, 657-659 Unit 3 63-66, 97-100, 131-133, 155, 163-165, 194-196, 289-291, 320-321, 349-351, 371, 378-379, 406-407, 499-501, 530-531, 560-563, 584, 591-593, 621-623 Unit 4 61-64, 95-98, 128-131, 151, 159-161, 188-189, 280-283, 311-313, 341-344, 364, 372-374, 401-403, 495-498, 527-529, 557-560, 580, 588-590, 618-620, 665-668

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GRADE THREE		
Speaking and Listening Standards		
Comprehension and Collaboration		
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.	
SL.3.1a	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><i>Students participate in discussions throughout the book (Structured Student Interaction); for example,</i></p> <p>Unit 1 47-49, 50-51, 60-63, 65-66, 78-79, 89, 755-757</p> <p>Unit 2 168, 169-170, 178-180, 185-187, 192-194, , 195, 651-653</p> <p>Unit 3 231-232, 233-234, 240-243, 245-247, 253-254, 255-258, 259, 658-660</p> <p>Unit 4 472-473, 474-476, 482-484, 485-488, 493-494, 495-496, 499, 658-660</p>
SL.3.1b	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><i>Opportunities to address this standard</i></p> <p>Unit 1 47-49, 50-51, 60-63, 65-66, 78-79, 89, 755-757</p> <p>Unit 2 168, 169-170, 178-180, 185-187, 192-194, , 195, 651-653</p> <p>Unit 3 231-232, 233-234, 240-243, 245-247, 253-254, 255-258, 259, 658-660</p> <p>Unit 4 472-473, 474-476, 482-484, 485-488, 493-494, 495-496, 499, 658-660</p>
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<p><i>Opportunities to address this standard</i></p> <p>Unit 1 47-49, 50-51, 60-63, 65-66, 78-79, 89, 755-757</p> <p>Unit 2 168, 169-170, 178-180, 185-187, 192-194, , 195, 651-653</p> <p>Unit 3 231-232, 233-234, 240-243, 245-247, 253-254, 255-258, 259, 658-660</p> <p>Unit 4 472-473, 474-476, 482-484, 485-488, 493-494, 495-496, 499, 658-660</p>

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SL.3.1d	Explain their own ideas and understanding in light of the discussion.	<i>Students participate in discussions throughout the book (Structured Student Interaction); for example,</i> Unit 1 47-49, 50-51, 60-63, 65-66, 78-79, 89, 755-757 Unit 2 168, 169-170, 178-180, 185-187, 192-194, , 195, 651-653 Unit 3 231-232, 233-234, 240-243, 245-247, 253-254, 255-258, 259, 658-660 Unit 4 472-473, 474-476, 482-484, 485-488, 493-494, 495-496, 499, 658-660
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.	Unit 1 267-269, 742-744 Unit 2 221-223, 638-640 Unit 3 221-223, 647-649 Unit 4 214-216, 646-648
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Unit 1 267-269, 752-754 Unit 2 221-223, 648-650, 660-661 Unit 3 221-223, 655-657 Unit 4 214-216, 655-657, 669
Presentation and Knowledge of Ideas		
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.	Unit 1 752-754 Unit 2 648-650, 660-661 Unit 3 655-657 Unit 4 655-657, 669

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GRADE THREE		
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.	<i>N/A</i>
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Unit 1 752-754 Unit 2 648-650, 660-661 Unit 3 655-657 Unit 4 655-657, 669

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GRADE THREE		
Language Standards		
Conventions of Standard English		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<p>Unit 1 29-32, 73-76, 114-117, 151-154, 191-194, 230-233, 260-266, 298-300, 335-338, 370-373, 403-405, 437-440, 471-474, 572-574, 605-607, 638-640, 673-676, 708-711</p> <p>Unit 2 28-30, 63-65, 95-97, 126-128, 158-160, 188-190, 249-251, 281-283, 310-312, 340-342, 396-398, 491-493, 519-521, 550-552, 609-611</p> <p>Unit 3 27-29, 60-62, 94-96, 128-130, 191-193, 215-218, 252-254, 286-288, 317-319, 346-348, 375-377, 403-405, 464-466, 496-498, 618-620</p> <p>Unit 4 27-29, 58-60, 92-94, 159-161, 185-187, 207-210, 246-248, 277-279, 308-310, 338-340, 369-371, 398-400, 461-463, 492-494, 524-526, 554-556, 588-590, 615-617</p>
L.3.1b	Form and use regular and irregular plural nouns.	<p>Unit 1 29-32, 298-300</p> <p>Unit 2 310-312</p> <p>Unit 3 27-29, 317-319</p> <p>Unit 4 461-463</p>
L.3.1c	Use abstract nouns (e.g., childhood).	N/A
L.3.1d	Form and use regular and irregular verbs.	<p>Unit 1 114-117, 151-154, 260-263, 403-405, 437-440, 605-607, 638-640, 673-676, 708-711</p> <p>Unit 2 28-30, 63-65, 95-97, 126-128, 491-493, 550-552</p> <p>Unit 3 252-254, 286-288, 464-466, 496-498</p> <p>Unit 4 277-279, 308-310, 338-340, 369-371, 524-526</p>

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L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Unit 1 114-117, 151-154, 260-263, 403-405 Unit 2 28-30, 550-552 Unit 4 308-310, 338-340
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	Unit 1 191-194, 572-574 Unit 2 158-160, 519-521 Unit 4 159-161, 277-279, 308-310, 338-340, 369-371, 398-400, 588-590, 615-617
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Unit 4 58-60, 92-94, 207-210, 554-556
L.3.1h	Use coordinating and subordinating conjunctions.	<i>N/A</i>
L.3.1i	Produce simple, compound, and complex sentences.	Unit 1 230-233 Unit 2 396-398, 491-493, 609-611 Unit 3 191-193, 403-405, 618-620 Unit 4 185-187, 588-590
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	Unit 3 160-162
L.3.2b	Use commas in addresses.	Unit 3 160-162 Unit 4 125-127
L.3.2c	Use commas and quotation marks in dialogue.	<i>N/A</i>

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L.3.2d	Form and use possessives.	Unit 3 27-29, 60-62 Unit 4 461-463
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Unit 1 15-20, 59-63, 102-106, 138-142, 179-183, 216-220, 291-297, 321-325, 357-361, 392-395, 426-429, 458-462, 525-529, 559-563, 593-597, 626-630, 662-666, 695-699 Unit 2 15-19, 51-55, 85-88, 114-118, 148-152, 177-181, 238-242, 269-273, 300-303, 328-332, 359-363, 386-389, 447-451, 479-483, 509-512, 538-542, 570-574, 597-601 Unit 3 15-19, 49-52, 81-84, 114-118, 146-150, 177-181, 239-243, 273-277, 305-309, 334-338, 364-368, 391-395, 451-455, 483-487, 515-519, 544-548, 576-580, 605-609 Unit 4 15-19, 47-50, 79-82, 112-115, 144-147, 173-176, 233-237, 265-268, 297-300, 326-330, 358-362, 387-390, 449-453, 481-484, 513-516, 542-546, 574-577, 603-607
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Unit 1 15-20, 59-63, 102-106, 138-142, 179-183, 216-220, 291-297, 321-325, 357-361, 392-395, 426-429, 458-462, 525-529, 559-563, 593-597, 626-630, 662-666, 695-699 Unit 2 15-19, 51-55, 85-88, 114-118, 148-152, 177-181, 238-242, 269-273, 300-303, 328-332, 359-363, 386-389, 447-451, 479-483, 509-512, 538-542, 570-574, 597-601 Unit 3 15-19, 49-52, 81-84, 114-118, 146-150, 177-181, 239-243, 273-277, 305-309, 334-338, 364-368, 391-395, 451-455, 483-487, 515-519, 544-548, 576-580, 605-609 Unit 4 233-237, 265-268, 297-300, 326-330, 358-362, 387-390
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Unit 4 542-546, 574-577, 603-607

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GRADE THREE		
Knowledge of Language		
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect.	Unit 1 234-236, 475-479, 712-716 Unit 2 191-194, 399-401, 612-613 Unit 3 194-196, 406-407, 621-623 Unit 4 188-189, 401-403, 618-620
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	N/A
Vocabulary Acquisition and Use		
L.3.4	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.	
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Unit 1 10-11, 50-53, 94-96, 131-132, 172-173, 208-210, 281-282, 314-316, 350-352, 386-387, 420-421, 451-453, 499-505, 519-520, 552-554, 586-588, 620-621, 656-657, 689-690 Unit 2 9-10, 44-46, 78-80, 108-109, 142-143, 171-172, 233-234, 262-264, 294-296, 322-323, 354-355, 381-382, 420-427, 441-442, 472-474, 502-504, 532-533, 564-565, 591-592 Unit 3 9-10, 42-44, 74-76, 108-109, 140-141, 171-172, 233-234, 266-268, 298-300, 328-329, 358-359, 385-386, 445-446, 476-478, 508-510, 538-539, 570-571, 599-600 Unit 4 9-10, 40-42, 72-74, 106-107, 138-139, 167-168, 227-228, 258-260, 290-292, 320-321, 352-353, 381-382, 443-444, 474-476, 506-508, 536-537, 568-569, 597-598
L.3.4b	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).	Unit 3 239-243, 273-277, 305-309, 334-338, 364-368, 391-395, 451-455, 483-487, 515-519, 544-548, 576-580, 605-609

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GRADE THREE		
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Unit 1 292-293
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Unit 4 542-546, 574-577, 603-607
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	N/A
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Unit 3 22-23, 40-41, 246-247, 312-313
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	N/A
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., After dinner that night we went looking for them).	<p>Unit 1 10-11, 50-53, 94-96, 131-132, 172-173, 208-210, 281-282, 314-316, 350-352, 386-387, 420-421, 451-453, 499-505, 519-520, 552-554, 586-588, 620-621, 656-657, 689-690</p> <p>Unit 2 9-10, 44-46, 78-80, 108-109, 142-143, 171-172, 233-234, 262-264, 294-296, 322-323, 354-355, 381-382, 420-427, 441-442, 472-474, 502-504, 532-533, 564-565, 591-592</p> <p>Unit 3 9-10, 42-44, 74-76, 108-109, 140-141, 171-172, 233-234, 266-268, 298-300, 328-329, 358-359, 385-386, 445-446, 476-478, 508-510, 538-539, 570-571, 599-600</p> <p>Unit 4 9-10, 40-42, 72-74, 106-107, 138-139, 167-168, 227-228, 258-260, 290-292, 320-321, 352-353, 381-382, 443-444, 474-476, 506-508, 536-537, 568-569, 597-598</p>