

Target CORE Concepts and Skills with **Core Skills** in your Charter Classroom

The Perfect Companion to Your Charter School's Entire Curriculum

The **Steck-Vaughn® Core Skills** series, published by **Houghton Mifflin Harcourt™**, offers comprehensive skill practice with an answer key included. Varied lessons target specific skills in key curriculum areas. Skills and concepts are presented in manageable pieces, and ample practice ensures mastery. Grade-level support of key skills fortifies the curriculum you are already using in your Charter classroom.

Core Skills is available in 12 key areas:

- **Language Arts**
- **Math**
- **Math Review**
- **Algebra**
- **Phonics**
- **Reading Comprehension**
- **Science**
- **Spelling**
- **Social Studies**
- **Test Preparation**
- **Writing**
- **Grammar Review**

*Each workbook
includes an Answer Key!*



Top-Quality Educational Content in an Easy-to-Use Format!

Develop Basic Skills – Review Key Concepts – Improve Test Scores

Check out the value that **Core Skills** can bring to your Charter classroom! Please enjoy the attached complimentary sample pages from nine **Core Skills** workbooks, including Language Arts, Math, Phonics, Reading Comprehension, Science, Social Studies, Spelling, Test Prep, and Writing (all Grade 3).

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I and Me

Use the word *I* as a subject pronoun.

Use the word *me* as an object pronoun.

Examples:

I could not find my lunch.

My brother helped *me*.



Finish each sentence. Write the correct word or words in ().

1. _____ play baseball every day.
(My friends and me, My friends and I)
2. Sometimes, students from other schools play with _____.
(we, us)
3. _____ take turns pitching.
(Nell and me, Nell and I)
4. Usually, _____ are the first
batters up.
(Casey and me, Casey and I)
5. My parents like to practice with _____.
(I, me)
6. Mom pitches the ball to _____.
(I, me)
7. Then, _____ hit it as hard as I can.
(I, me)
8. Dad always runs after the ball for _____.
(I, me)
9. He tosses the ball back to _____.
(Mom and me, Mom and I)
10. _____ have fun playing baseball.
(My parents and me, My parents and I)



Subtracting with Zeros

Estimate the difference.

- | | | | | | |
|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|
| 1. $\begin{array}{r} 60 \\ - 29 \\ \hline \end{array}$ | 2. $\begin{array}{r} 50 \\ - 11 \\ \hline \end{array}$ | 3. $\begin{array}{r} 40 \\ - 32 \\ \hline \end{array}$ | 4. $\begin{array}{r} 90 \\ - 58 \\ \hline \end{array}$ | 5. $\begin{array}{r} 80 \\ - 79 \\ \hline \end{array}$ | 6. $\begin{array}{r} 70 \\ - 41 \\ \hline \end{array}$ |
|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|

Find the difference. Check by adding.

- | | | | |
|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| 7. $\begin{array}{r} 90 \\ - 23 \\ \hline \end{array}$ + _____ | 8. $\begin{array}{r} 50 \\ - 18 \\ \hline \end{array}$ + _____ | 9. $\begin{array}{r} 80 \\ - 46 \\ \hline \end{array}$ + _____ | 10. $\begin{array}{r} 70 \\ - 63 \\ \hline \end{array}$ + _____ |
| _____ | _____ | _____ | _____ |
| 11. $\begin{array}{r} 40 \\ - 17 \\ \hline \end{array}$ + _____ | 12. $\begin{array}{r} 60 \\ - 27 \\ \hline \end{array}$ + _____ | 13. $\begin{array}{r} 30 \\ - 19 \\ \hline \end{array}$ + _____ | 14. $\begin{array}{r} 90 \\ - 45 \\ \hline \end{array}$ + _____ |
| _____ | _____ | _____ | _____ |

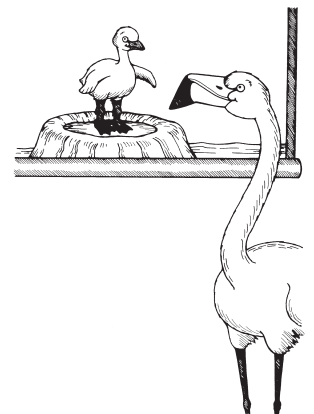
MIXED APPLICATIONS

15. The parrot house contains 56 parrots and 37 other colorful birds. How many birds are in the parrot house?

16. In the flamingo garden, 17 of the 40 pink birds are wading in the shallow pond. How many flamingos are not wading?

SCIENCE CONNECTION

17. Flamingos usually lay a single egg in a shallow hole at the top of a mound of mud. The parents take turns sitting on the egg to keep it warm. Last year at the wildlife park, one flamingo egg took 27 days to hatch and another egg took 32 days. What is the difference between the hatching times of the two eggs?

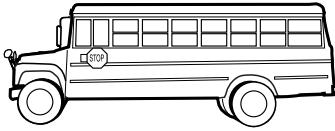


Final Consonants

The **last** sound in many words is a **consonant** sound.

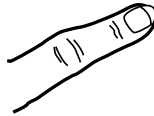
Say each picture name. Write the consonant that stands for the last sound to complete each word.

1.



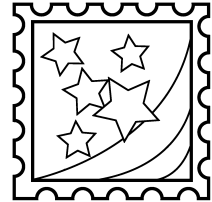
bu_____

2.



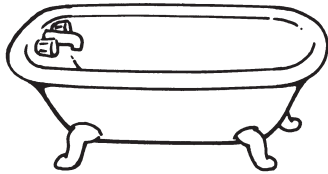
finge_____

3.



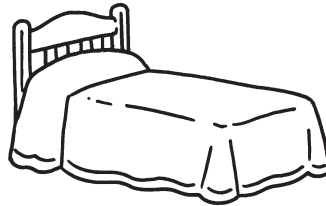
stam_____

4.



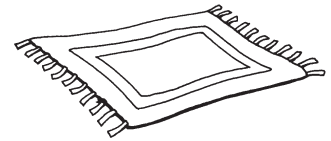
tu_____

5.



be_____

6.



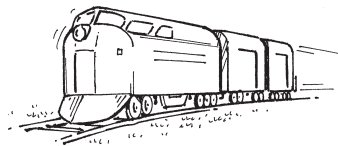
ru_____

7.



swi_____

8.



trai_____

9.



do_____

10.



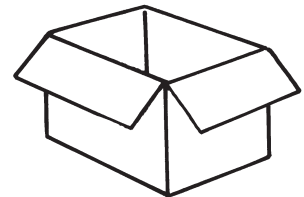
roo_____

11.



goa_____

12.



bo_____

Selection 2: Paired

The Lewis and Clark Journey

In his first term as president, Thomas Jefferson nearly doubled the size of the United States in one move. He did this by buying a huge block of land from the French government. This land came to be called the Louisiana Purchase. The land stretched west from the Mississippi River to the Rocky Mountains.

President Jefferson asked his secretary, Meriwether Lewis, to head a trip to find out more about the new land. Lewis asked William Clark to lead the trip with him.

The plan was to travel up the Missouri River, walk to the Columbia River, and finally travel by boat to the Pacific Ocean. Along the way, Lewis and Clark would gather examples of plants and make notes about the animals. They would also meet the Native Americans who lived there.

In May of 1804, the trip started. In the fall, the group of explorers arrived at a Mandan Indian village. There were no maps to tell them where to go. They hired a French trader to guide them. The trader was with his Native American wife. Her name was Sacagawea. She was also a guide, but mostly, she helped the explorers talk to other the Native Americans.



After more than a year of exploring, the explorers reached the Continental Divide. This is the line at which the rivers start flowing west to the Pacific Ocean rather than east. They thought they would find the Columbia River, but they could see only mountain after mountain stretching before them. Just when finding the river seemed hopeless, the explorers met some Shoshone people. Sacagawea recognized one of the chiefs as her own brother. He sold the group many horses and found them a guide.

More than two years after they began their journey, Lewis and Clark arrived back at their starting point in St. Louis, Missouri. They had been gone a long time, so people were afraid that everyone had died on the trip. The news of their arrival made people very happy.

The Lewis and Clark trip was one of the most important journeys ever taken in this country. Lewis and Clark had made a map of the region. They also gave new information about the people, plants, and animals that lived there.

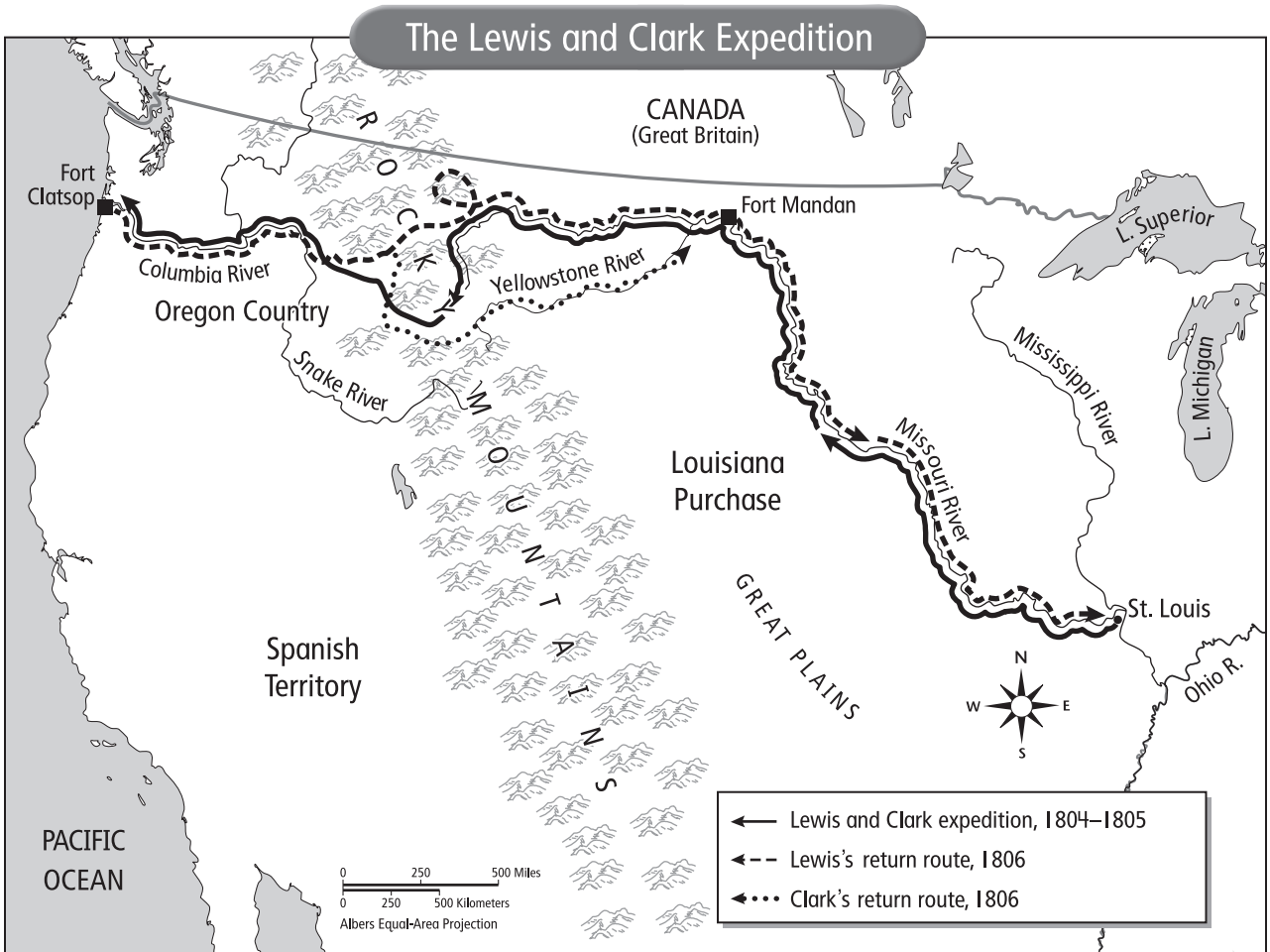


A Underline the right answer.

- Which place was part of the Louisiana Purchase?
 - France
 - St. Louis
 - the Columbia River
- What did President Jefferson want Lewis to do?
 - buy the land
 - find out more about the land
 - learn to speak Mandan Indian
- Why did Lewis and Clark hire a guide?
 - They could not read a map.
 - They left their maps at home.
 - There were no maps to show them where to go.
- How long did the trip last?
 - about six months
 - about one year
 - about two years
- Who did the Shoshone people know?
 - Sacagawea
 - President Jefferson.
 - Meriwether Lewis
- You want to find out more about the trip. Which words would be best to use for an Internet search?
 - President Jefferson*
 - Lewis and Clark trip*
 - Native Americans*
- Look at the picture of Lewis and Clark. What tells you the trip happened a long time ago?
 - the mountains
 - the men's clothes
 - the men's faces
- What is the main idea of this selection?
 - With help, Louis and Clark made an important journey.
 - One of the people on the journey was Meriwether Lewis.
 - There were no maps of the land long ago.



B Look at the map. Then underline the right answer.



1. Look at the box at the bottom of the map. The word *route* means “way.” What do the dotted lines tell you?
 - a. where Lewis and Clark traveled
 - b. how long it took Lewis and Clark to take the trip
 - c. how many people Lewis and Clark took with them

2. Look at the dotted lines and arrows on the map. What kind of water did the group travel on?
 - a. seas
 - b. rivers
 - c. lakes

C Writers can tell about events and people in different ways.**They can tell why something happened.****They can tell when something happened.****They can tell how two events or people are the same.****Put a ✓ by the sentence that describes the selection.**

1. The trip started in 1804. One year later, the explorers reached the Continental Divide. Two years later, the explorers arrived back where they started.

_____ a. It tells how people or events are the **same**.

_____ b. It tells **when** events happened.

_____ c. It tells **why** events happened.

2. Sacagawea was the sister of a Shoshone chief. Because the explorers were with his sister, the chief sold them horses.

_____ a. It tells how people or events are the **same**.

_____ b. It tells **when** events happened.

_____ c. It tells **why** events happened.

3. A French trader was a guide. His wife was also a guide.

_____ a. It tells how people or events are the **same**.

_____ b. It tells **when** events happened.

_____ c. It tells **why** events happened.

4. Lewis led the trip. Clark led it, too.

_____ a. It tells how people or events are the **same**.

_____ b. It tells **when** events happened.

_____ c. It tells **why** events happened.



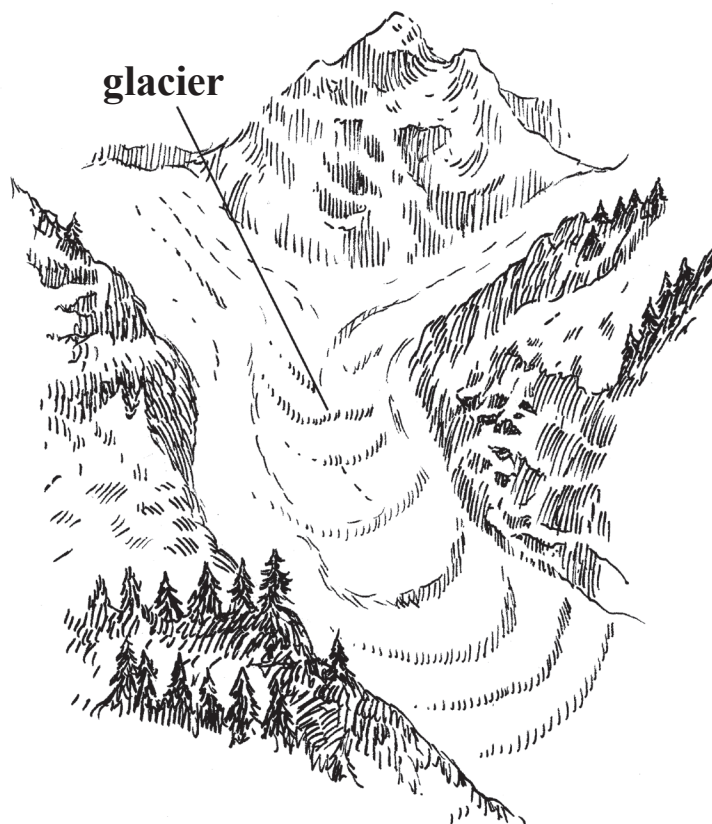
What Is Earth's Surface Like?

If you look down at Earth from above, it looks like a big blue marble. Earth is sometimes called the blue planet because about three-fourths of its surface is covered by water. The rest is covered by land.

Most of Earth's water is salt water. Salt water is found in oceans and seas. Lakes, rivers, and streams have fresh water. You use fresh water for drinking, washing, and cooking.

Only a very small part of all the water on Earth is fresh water. In fact, only three percent of Earth's water is fresh water. Only a tiny part of this fresh water can be used. We are not able to get to the rest. The water is frozen in giant sheets of ice called glaciers.

Remember, fresh water is in rivers, lakes, and streams. It is also in soil, air, and spaces in deep underground rock.



Earth's Landforms

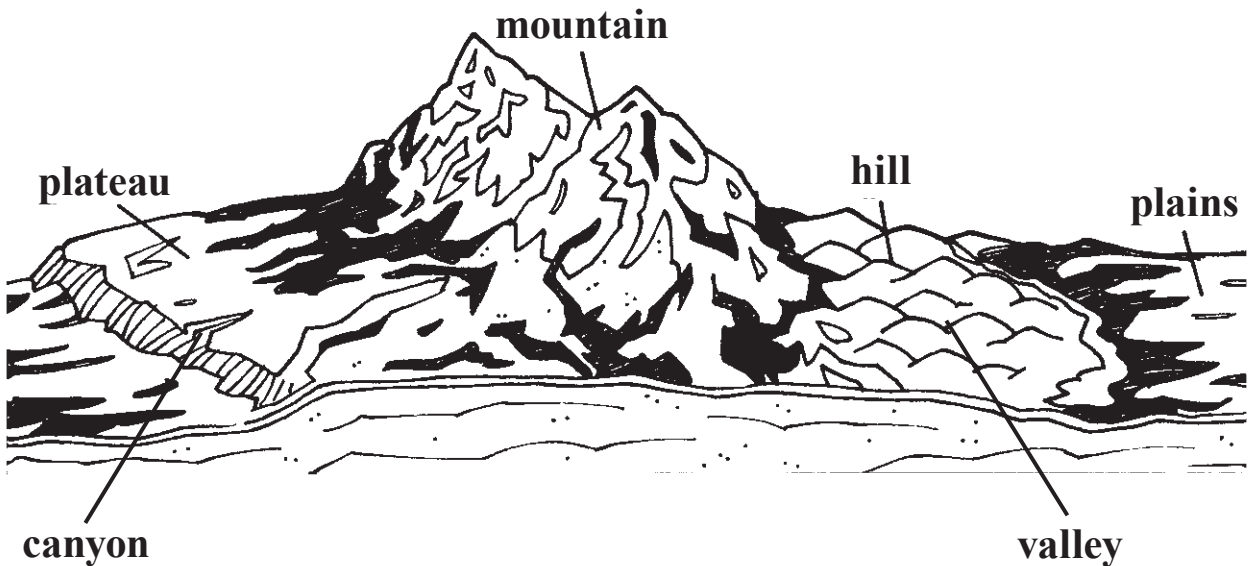
A mountain is a landform. A landform is a part of Earth's surface that has a certain shape and is formed naturally. Earth has several kinds of landforms.

A landform that is easy to see is a mountain. A mountain is a raised part of the land. A mountain often has steep sides. Some mountains are high and topped with snow. Others are low and covered with trees.

The low land between mountains or hills is called a valley. A canyon is a narrow and deep valley. It often has water going through it.

A plain is a large piece of land that is almost all flat. The middle part of the United States is a large plain. Plains often are good for farming because the soil is rich.

A plateau is a flat piece of land that is raised above the land around it. The sides of a plateau are often high.



What Is Earth's Surface Like?

Write true if the statement is true and false if the statement is false. If the statement is false, rewrite what is wrong to make it true.

_____ 1. *One-fourth* of Earth's surface is covered by water.

_____ 2. Most of Earth's water is *salt water*.

_____ 3. *Most* of Earth's fresh water is usable by living things.

Label the landforms on the diagram below. Define each landform.

4. _____

5. _____

6. _____

Lesson 1: Words with Short *a*



catch

1. *a* Words

- ask
- matter
- black
- add
- match
- Saturday
- class
- apple
- subtract
- laugh
- thank
- catch
- January
- after
- hammer
- half

2. *au* Word

Say and Listen

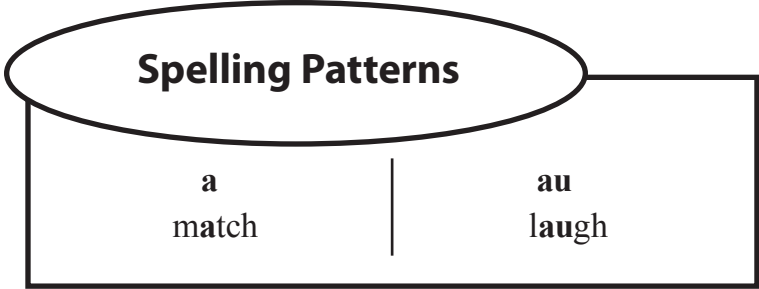
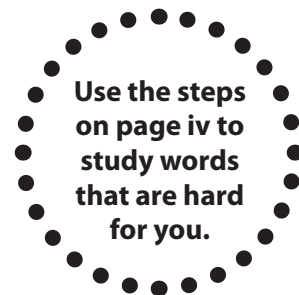
Say each spelling word. Listen for the short *a* sound.

Think and Sort

Look at the letters in each word. Think about how short *a* is spelled. Spell each word aloud.

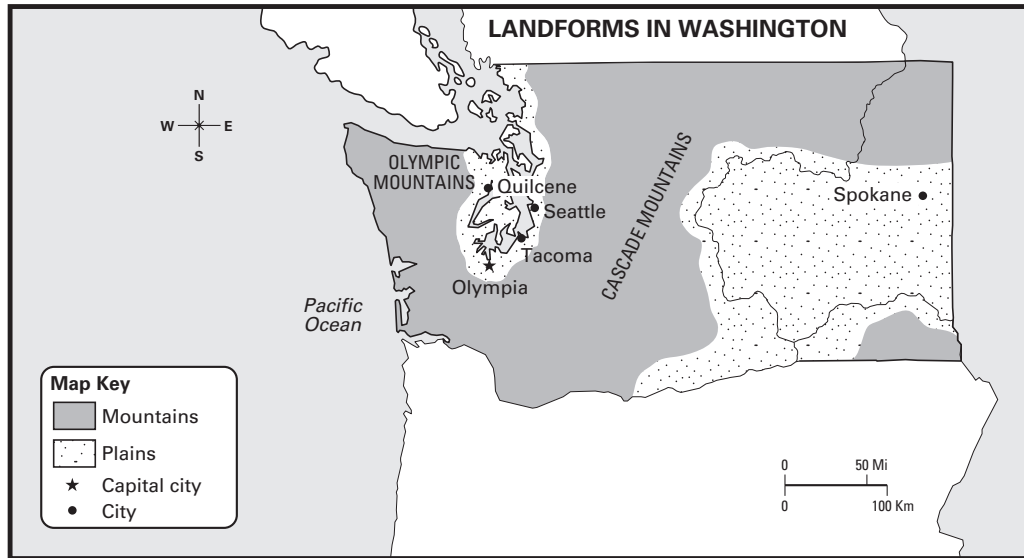
Short *a* can be shown as /ă/. How many spelling patterns for /ă/ do you see?

1. Write the fifteen spelling words that have the *a* pattern.
2. Write the one spelling word that has the *au* pattern.



Unit 1 Skill Builder: Using a Landform Map

► The map below shows the state of Washington. Use the map key to answer these questions.



1. What are the two main kinds of landforms in Washington?

2. Find the picture on this page that shows plains. Draw a line from the picture of the plains to the plains shown on the map. Mark the mountains on the map with an M.

3. What is the capital of Washington?

4. What does the land look like around Spokane?



Plains



Mountains

Unit 1: Reading Test-Taking Strategies

The following strategies will help you do your best on standardized reading tests. These three strategies will assist you in organizing the information needed to successfully answer the questions.

STRATEGY 1

The Check and See Strategy

This strategy can be used when a question asks for a fact from the passage. The answer to the question is right there in the passage. It is not hidden. Some of the same words may be in the passage and in the question.



Check and See will help you answer *remembering information* questions.

This is the Check and See Strategy

1. **READ:** Read the question.
2. **FIND:** Find the words you need in the passage.
3. **DECIDE:** Decide which strategy to use.
Check and See: Put a **check** next to the sentence where you can see the words you need to answer the question.
4. **ANSWER:** Choose the best **answer**.



STRATEGY 2

The Puzzle Piece Strategy

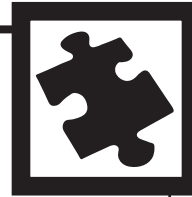
This strategy can be used when a question asks you what something means. Sometimes there does not seem to be an answer. It is not stated in the passage.



Puzzle Piece is the strategy to use when you must fit facts together to get the answer. This is like putting a puzzle together. Puzzles are made up of many pieces. You cannot look at one piece and know what the picture is. Only when you put the pieces together can you see the whole picture.

This is the Puzzle Piece Strategy

1. **READ:** Read the question.
2. **FIND:** Find the facts you need in the passage.
3. **DECIDE:** Decide which strategy to use.
Write: Write the facts in puzzle pieces.
Put Together: Put the puzzle pieces **together** to see the picture.
4. **ANSWER:** Choose the best **answer**.



STRATEGY 3

The What Lights Up Strategy

This is another strategy you can use when an answer is not in the passage. To answer the question you need to add your own ideas to the passage. This added information can come from your own experiences.

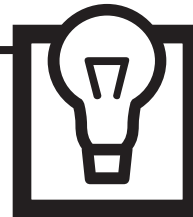


What Lights Up can help you see if something is true, real, useful, or a fact. It can help you see what would happen if the story had a different ending.

You can use the **What Lights Up Strategy** to answer the hardest type of question. This is when you are asked to read and think of your own ideas. These questions are called *evaluating* and *extending meaning* questions.

This is the What Lights Up Strategy

1. **READ:** Read the question.
2. **FIND:** Find the facts you need in the passage.
3. **DECIDE:** Decide which strategy to use.
Write: Write the facts in the book.
Think: Think about your own ideas.
Light Up: Think about what you have written.
The answer will **light up** in your mind.
4. **ANSWER:** Choose the best **answer**.



What Is a Sentence?

A sentence is a group of words that tells a complete thought. Every sentence begins with a capital letter and ends with an end mark. A sentence has two main parts, a **subject** and a **predicate**.

- The subject tells who or what the sentence is about. Nouns or pronouns are used as the subject. A sentence can have more than one subject.



Birds fly. **Boys and girls** play. **The sun** shines brightly.

- The predicate tells what the subject is or does. Verbs are used in the predicate.

Birds **fly**. Boys and girls **play**. The sun **shines brightly**.

Write a word or words on the line to make each sentence complete.

1. _____ shouts.
2. _____ reads.
3. Ron and Dan _____.
4. The toy _____.

WRITE AWAY

Write four sentence parts. Include either a subject or a predicate. Draw a line for the other part. Have a friend or family member complete the sentences. Check to make sure the sentence is complete.
