

**A Harcourt Achieve Correlation Of Rigby On Our Way To English Grade Three Teacher's Guide  
To The Tennessee English As A Second Language Standards**

<b>GRADE THREE</b>	
<b>TENNESSEE ENGLISH AS A SECOND LANGUAGE STANDARDS</b>	<b>RIGBY ON OUR WAY TO ENGLISH GRADE 3</b>
<b>Language Arts</b>	
<b>GOAL 1: To use English to communicate in social settings</b>	
<b>STANDARD 1 - Students will use English to participate in social interactions.</b>	
<b>Descriptors</b>	
<ul style="list-style-type: none"> <li>• Sharing and requesting information</li> <li>• Expressing needs, feelings, and ideas</li> <li>• Using non-verbal communication in social interactions</li> <li>• Getting personal needs met</li> <li>• Developing relationships with others</li> <li>• Engaging in transactions</li> </ul>	
<b>3-5 Performance Indicators</b>	
Elicit information and ask clarification questions	<u>Thematic Units</u> <b>Grammar in Context:</b> pg. 44, 45 <b>Setting the Scene:</b> pg. 15, 39, 63, 87, 111, 135, 159, 183 <b>Big Book: Focus on Comprehension Strategy:</b> pg. 137 <u>Guided Reading</u> <b>Comprehension Strategy:</b> pg. 15, 79, 87, 127, 167 <b>Reading Strategy Review:</b> pg. 95, 99, 103, 111
Read and write invitations and thank you letters	<u>Guided Reading</u> <b>Responding to the Text (Write About It):</b> pg. 31, 63, 139, 151, 167
Ask peers for their opinions, preferences, and desires	<u>Thematic Units</u> <b>Function Mini-Lesson:</b> pg. 131, 137
Correspond with pen pals	NA
Negotiate solutions to problems, interpersonal misunderstandings, and disputes	<u>Thematic Units</u> <b>Function Mini-Lesson:</b> pg. 131, 137 <b>Theme Project:</b> pg. 136 <b>Active Science:</b> pg. 142 <b>Active Math:</b> pg. 144 <u>Guided Reading</u> <b>Learn by Doing:</b> pg. 36
<b>STANDARD 2 - Students will interact in, through, and with spoken and written English for personal expression and enjoyment.</b>	
<b>Descriptors</b>	
<ul style="list-style-type: none"> <li>• Listening to, reading, watching, and responding to plays, films, stories, songs, poems, and computer programs</li> <li>• Describing, reading about, or participating in a favorite social activity or hobby or game</li> <li>• Sharing social and cultural traditions and values</li> <li>• Expressing personal needs, feelings, and ideas</li> </ul>	
<b>3-5 Performance Indicators</b>	
Recommend a film or videotape to a friend	<u>Guided Reading</u> <b>Comprehension Strategy:</b> pg. 95
Write in a diary or personal journal	<u>Thematic Units</u> <b>Writer's Den:</b> pg. 6, 30, 54, 78, 102, 126, 150, 174 <b>Journal Writing Resource:</b> pg. 8, 33, 56, 80, 104, 128, 152, 176 <u>Guided Reading</u> <b>Responding to the Text (Write About It):</b> pg. 47, 83, 155
Talk about a favorite ethnic dish or a holiday celebration	<u>Thematic Units</u> <b>Home School Connection:</b> pg. 15 <b>Setting the Scene:</b> pg. 18 <u>Guided Reading</u> <b>Use Language:</b> pg. 160

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To The Tennessee English As A Second Language Standards**

<b>GRADE THREE</b>	
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<b>GOAL 1: To use English to communicate in social settings</b>	
<b>STANDARD 3 - Students will use learning strategies to extend their communicative competence.</b>	
<b>Descriptors</b>	
<ul style="list-style-type: none"> <li>• Using new words and structures to test hypotheses about language</li> <li>• Listening to and imitating how others use English in specific context</li> <li>• Using clarification and restatement to explore alternative ways of saying things</li> <li>• Focusing attention selectively</li> <li>• Seeking support and feedback from others</li> <li>• Comparing non-verbal and verbal cues</li> <li>• Self-monitoring and self-evaluating language development</li> <li>• Learning and using language "chunks"</li> <li>• Selecting different media to help understand language</li> <li>• Practicing new language</li> </ul>	
<b>3-5 Performance Indicators</b>	
Associate realia or diagrams with written labels to learn the vocabulary	<u>Thematic Units</u> <b>Scribing with the Graphic Organizer:</b> pg. 19, 42-43, 66-67, 91, 114-115, 139, 162-163 <b>Active Math:</b> pg. 72 <u>Guided Reading</u> <b>Responding to the Text (Be Creative):</b> pg. 19, 87, 171 <b>Literacy Skills:</b> pg. 87
Practice recently learned language by teaching a peer	<u>Thematic Units</u> <b>Language Learning Strategy:</b> pg. 11, 83
Infer meaning from context	<u>Thematic Units</u> <b>Big Book: Focus on Comprehension Strategy:</b> pg. 113 <b>Sentence Level:</b> pg. 119 <u>Guided Reading</u> <b>Phonics in Context:</b> pg. 15, 95, 111, 127 <b>Comprehension Strategy:</b> pg. 87 <b>Literacy Skills:</b> pg. 123 <b>Word Study in Context:</b> pg. 163, 171, 179 <u>Phonics</u> <b>Recognizing...:</b> pg. 60, 62
Model a classmate's response to a teacher's question or directions	<u>Thematic Units</u> <b>Function Mini-Lesson:</b> pg. 11
<b>GOAL 2: To use English to achieve academically in all content areas</b>	
<b>STANDARD 1 - Students will use English to interact in the classroom.</b>	
<b>Descriptors</b>	
<ul style="list-style-type: none"> <li>• Following oral and written directions, implicit and explicit</li> <li>• Requesting and providing clarification</li> <li>• Participating in full class group and pair discussions</li> <li>• Asking and answering questions</li> <li>• Requesting information and assistance</li> <li>• Negotiating and managing interaction to accomplish tasks</li> <li>• Explaining actions</li> <li>• Elaborating and extending other people's ideas and words</li> <li>• Expressing likes, dislikes and needs</li> </ul>	
<b>3-5 Performance Indicators</b>	
Follow directions to form groups	<u>Thematic Units</u> <b>Language Practice Game:</b> pg. 13, 24, 37, 48, 61, 72, 85, 109, 120, 133, 144, 157, 168, 181 <b>Theme Project:</b> pg. 16, 40, 64, 88, 112, 136, 160, 184

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To The Tennessee English As A Second Language Standards**

<b>GRADE THREE</b>	
<b>TENNESSEE ENGLISH AS A SECOND LANGUAGE STANDARDS</b>	<b>RIGBY ON OUR WAY TO ENGLISH GRADE 3</b>
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<b>GOAL 2: To use English to achieve academically in all content areas</b>	
<b>STANDARD 1 - Students will use English to interact in the classroom.</b>	
<b>3-5 Performance Indicators</b>	
<i>Continued</i> Follow directions to form groups	<u>Thematic Units</u> <b>Revisiting the Big Book:</b> pg. 16 <b>Function Mini-Lesson:</b> pg. 17, 113, 161, 185 <b>Active Social Studies:</b> pg. 21, 45, 116-117, 141 <b>Active Science:</b> pg. 22, 68, 142, 164 <b>Writing Resource Guide:</b> pg. 23, 46, 70, 118, 142, 166, 190 <b>Grammar in Context:</b> pg. 35 <b>Active Math:</b> pg. 48 <u>Guided Reading</u> <b>Learn by Doing:</b> pg. 76, 104
Take turns when speaking in a group	<u>Thematic Units</u> <b>Creating Comprehensible Input:</b> pg. 12 <b>Theme Project: Sharing:</b> pg. 73, 97, 121, 145, 169, 193 <b>Setting the Scene:</b> pg. 81, 108, 151, 156, 162, 177, 180 <b>Theme Project:</b> pg. 112 <b>Active Science:</b> pg. 142, 164 <b>Function Mini-Lesson:</b> pg. 155, 185 <u>Guided Reading</u> <b>Book Talk:</b> pg. 5, 9, 13, 17, 21, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 73, 77, 89, 93, 97, 101, 105, 117, 121, 129, 133, 137, 141, 145, 153, 161, 165, 169, 173, 177 <b>Responding to the Text (Talk About It):</b> pg. 7, 11, 15, 19, 23, 31, 35, 39, 43, 47, 51, 55, 63, 67, 75, 83, 91, 95, 99, 103, 107, 11, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 163, 167, 171, 179
Ask a teacher to restate or simplify directions	N/A
Explain the reason for being absent or late to a teacher	N/A
Listen to and incorporate a peer's feedback regarding classroom behavior	N/A
<b>STANDARD 2 - Students will use English to obtain, process, construct, and communicate subject matter information in spoken and written form.</b>	
<b>Descriptors</b>	
<ul style="list-style-type: none"> <li>• Comparing and contrasting information</li> <li>• Persuading, arguing, negotiating, evaluating, and justifying</li> <li>• Listening to, speaking, reading and writing about subject matter information</li> <li>• Soliciting information orally and in writing</li> <li>• Retelling information</li> <li>• Selecting, analyzing, connecting, summarizing and synthesizing information</li> <li>• Responding to the work of peers and others</li> <li>• Representing information visually and interpreting information presented visually</li> <li>• Hypothesizing and predicting</li> <li>• Formulating and asking questions</li> <li>• Understanding and producing technical vocabulary and discourse features according to content area</li> </ul>	
<b>3-5 Performance Indicators</b>	
Gather and organize the appropriate materials needed to complete a task	<u>Thematic Units</u> <b>Theme Project:</b> pg. 16, 40, 64, 88, 112, 184 <b>Active Science:</b> pg. 44-45, 94, 142, 164 <b>Active Math:</b> pg. 96, 120 <b>Active Social Studies:</b> pg. 188

**A Harcourt Achieve Correlation Of Rigby On Our Way To English Grade Three Teacher's Guide  
To The Tennessee English As A Second Language Standards**

<b>GRADE THREE</b>	
<b>TENNESSEE ENGLISH AS A SECOND LANGUAGE STANDARDS</b>	<b>RIGBY ON OUR WAY TO ENGLISH GRADE 3</b>
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<b>GOAL 2: To use English to achieve academically in all content areas</b>	
<b>STANDARD 2 - Students will use English to obtain, process, construct, and communicate subject matter information in spoken and written form.</b>	
<b>3-5 Performance Indicators</b>	
<i>Continued</i> Gather and organize the appropriate materials needed to complete a task	<u>Guided Reading</u> <b>Learn by Doing:</b> pg. 12, 40, 124, 128, 132
Access and utilize technological resources appropriate for grade level	<u>Thematic Units</u> <b>Theme Project:</b> pg. 64, 112, 136, 160 <b>Active Social Studies:</b> pg. 69, 93 <b>Writing Resource Guide:</b> pg. 70, 94, 142-143 <b>Active Math:</b> pg. 96 <b>Active Science:</b> pg. 164 <u>Guided Reading</u> <b>Responding to the Text (Write About It):</b> pg. 23, 43 <b>Responding to the Text (Be Creative):</b> pg. 59, 103
Express ideas in writing for a variety of academic purposes and contexts	<u>Thematic Units</u> <b>Theme Project:</b> pg. 16, 40, 64, 112, 184 <u>Guided Reading</u> <b>Responding to the Text: (Write About It):</b> pg. 7, 11, 15, 19, 23, 31, 35, 39, 43, 47, 51, 55, 63, 67, 75, 83, 91, 95, 99, 103, 107, 111, 119, 123, 127, 131, 139, 143, 147, 151, 155, 163, 167, 171, 175, 179
Record observations	<u>Thematic Units</u> <b>Theme Project:</b> pg. 40, 136, 184 <b>Active Science:</b> pg. 22, 117-118 <b>Active Math:</b> pg. 48, 144 <u>Guided Reading</u> <b>Literacy Skills:</b> pg. 155
Construct a chart or other graphic showing data	<u>Thematic Units</u> <b>Active Math:</b> pg. 48, 96, 144 <b>Active Science:</b> pg. 68, 189-190 <b>Active Social Studies:</b> pg. 69
Get meaning from context	<u>Thematic Units</u> <b>Big Book: Focus on Comprehension Strategy:</b> pg. 113 <b>Sentence Level:</b> pg. 119 <u>Guided Reading</u> <b>Phonics in Context:</b> pg. 15, 95, 111, 127 <b>Comprehension Strategy:</b> pg. 87 <b>Literacy Skills:</b> pg. 123 <b>Word Study in Context:</b> pg. 163, 171, 179 <u>Phonics</u> <b>Recognizing...:</b> pg. 60, 62
Skim chapter headings, bold printing, and illustrations to determine the key points of a text	<u>Thematic Units</u> <b>Text Level:</b> pg. 71 <b>Sentence Level:</b> pg. 95 <u>Guided Reading</u> <b>Literacy Skills:</b> pg. 19, 23, 35, 43, 79, 163, 175 <b>Responding to the Text (Organize It):</b> pg. 151 <b>Comprehension Strategy:</b> pg. 155, 171

**A Harcourt Achieve Correlation Of Rigby On Our Way To English Grade Three Teacher’s Guide  
To The Tennessee English As A Second Language Standards**

<b>GRADE THREE</b>	
<b>TENNESSEE ENGLISH AS A SECOND LANGUAGE STANDARDS</b>	<b>RIGBY ON OUR WAY TO ENGLISH GRADE 3</b>
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<b>STANDARD 2 - Students will use English to obtain, process, construct, and communicate subject matter information in spoken and written form.</b>	
<b>3-5 Performance Indicators</b>	
Locate reference material	<u>Thematic Units</u> <b>Active Social Studies:</b> pg. 69, 93 <b>Active Math:</b> pg. 96 <b>Theme Project:</b> pg. 112, 136, 160 <b>Writing Resource Guide:</b> pg. 143 <u>Guided Reading</u> <b>Comprehension Strategy:</b> pg. 175 <b>Literacy Skills:</b> pg. 135
Verbalize relationships between new information and information previously learned in another setting	<u>Thematic Units</u> <b>Big Book: Focus on Comprehension Strategy:</b> pg. 17, 65 <u>Guided Reading</u> <b>Comprehension Strategy:</b> pg. 59, 131, 135, 167
Explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature)	<u>Thematic Units</u> <b>Active Science:</b> pg. 22, 68, 164 <b>Setting the Scene:</b> pg. 55, 57, 84 <b>Function Mini-Lesson:</b> pg. 59 <b>Theme Project:</b> pg. 64 <b>Big Book: Focus on Comprehension Strategy:</b> pg. 65 <b>Active Social Studies:</b> pg. 69, 93 <u>Guided Reading</u> <b>Introducing Science Content:</b> pg. 132, 152, 176 <b>Reading the Text:</b> pg. 133, 149, 153, 169, 177 <b>Responding to the Text (Be Creative):</b> pg. 155 <b>Introducing Social Studies Content:</b> pg. 168 <b>Responding to the Text (Organize It):</b> pg. 171, 179
Generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, and qualifications)	<u>Thematic Units</u> <b>Active Social Studies:</b> pg. 93 <b>Theme Project:</b> pg. 160
<b>STANDARD 3 - Students will use appropriate learning strategies to construct and apply academic knowledge.</b>	
<b>Descriptors</b>	
<ul style="list-style-type: none"> <li>• Focusing attention selectively</li> <li>• Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text</li> <li>• Taking notes to record important information and aid one's own learning</li> <li>• Applying self-monitoring and self-corrective strategies to build and expand a knowledge base</li> <li>• Determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)</li> <li>• Planning how and when to use cognitive strategies and applying them appropriately to a learning task</li> <li>• Actively connecting new information to information previously learned</li> <li>• Evaluating one's own success in a completed learning task</li> <li>• Recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)</li> <li>• Imitating the behaviors of native English speakers to successfully complete tasks</li> <li>• Knowing when to use native language resources (human and material) to promote understanding</li> </ul>	
<b>3-5 Performance Indicators</b>	
Scan an entry in a book to locate information for an assignment	<u>Thematic Units</u> <b>Theme Project:</b> pg. 40, 112, 160 <b>Active Social Studies:</b> pg. 69, 93 <b>Text Level:</b> pg. 71 <b>Big Book: Focus on Comprehension Strategy:</b> pg. 113

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GRADE THREE	
TENNESSEE ENGLISH AS A SECOND LANGUAGE STANDARDS	RIGBY ON OUR WAY TO ENGLISH GRADE 3
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<b>STANDARD 3 - Students will use appropriate learning strategies to construct and apply academic knowledge.</b>	
<b>3-5 Performance Indicators</b>	
<i>Continued</i> Scan an entry in a book to locate information for an assignment	<u>Guided Reading</u> <b>Comprehension Strategy:</b> pg. 171, 175 <b>Literacy Skills:</b> pg. 23, 39, 67, 91, 103, 135, 147, 163, 175
Select materials from school resource collections to complete a project	<u>Thematic Units</u> <b>Theme Project:</b> pg. 40, 112, 160 <b>Active Social Studies:</b> pg. 69, 93 <u>Guided Reading</u> <b>Literacy Skills:</b> pg. 135 <b>Comprehension Strategy:</b> pg. 175
Verbalize relationships between new information and information previously learned in another setting	<u>Thematic Units</u> <b>Big Book: Focus on Comprehension Strategy:</b> pg. 17, 65 <u>Guided Reading</u> <b>Comprehension Strategy:</b> pg. 59, 131, 135, 167
<b>GOAL 3: To use English in socially and culturally appropriate ways in multi-cultural and diverse settings</b>	
<b>STANDARD 1 - Students will choose language variety and genre according to audience, purpose, and setting.</b>	
<b>Descriptors</b> Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately Using writing for social purposes Responding to and using slang, idioms, and humor appropriately Determining when it is appropriate to use a language other than English Determining appropriate topics for interaction Understanding and respecting multi-cultural and ethnic diversity	
<b>3-5 Performance Indicators</b>	
Write friendly and business letters using appropriate language forms	<u>Guided Reading</u> <b>Responding to the Text (Write About It):</b> pg. 63, 75, 111, 123, 127, 139, 147, 151, 167, 171, 179
Give and receive compliments, show gratitude, apologize, express anger, or impatience appropriately	<u>Thematic Units</u> <b>Function Mini-Lesson:</b> pg. 35, 41, 59, 65, 155, 179, 185
Greet and take leave appropriately in a variety of settings	<u>Thematic Units</u> <b>Function Mini-Lesson:</b> pg. 11, 17
Prepare and deliver short persuasive presentations appropriate to the audiences	<u>Guided Reading</u> <b>Responding to the Text (Write About It):</b> pg. 23, 35, 175
Write and respond to e-mail messages	<u>Guided Reading</u> <b>Responding to the Text (Write About It):</b> pg. 59
<b>STANDARD 2 - Students will vary non-verbal communication according to audience, purpose, and setting.</b>	
<b>Descriptors</b> <ul style="list-style-type: none"> <li>• Reading and responding appropriately to non-verbal cues and body language, such as gestures, proximity, and eye contact</li> <li>• Demonstrating knowledge of acceptable non-verbal classroom behaviors</li> <li>• Using acceptable tone, volume, stress, and intonation in various social settings</li> <li>• Recognizing and adjusting behavior in response to non-verbal cues</li> <li>• Understanding and respecting multi-cultural and ethnic diversity in non-verbal communication</li> </ul>	
<b>3-5 Performance Indicators</b>	
Respond to non-verbal behavior appropriately	<u>Guided Reading</u> <b>Learn by Doing/Use Language:</b> pg. 16, 28, 40, 48, 52, 60, 64, 72, 84, 88, 92, 100, 104, 108, 116, 120, 128, 132, 136, 140, 144, 164

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To The Tennessee English As A Second Language Standards**

<b>GRADE THREE</b>	
<b>TENNESSEE ENGLISH AS A SECOND LANGUAGE STANDARDS</b>	<b>RIGBY ON OUR WAY TO ENGLISH GRADE 3</b>
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<b>STANDARD 2 - Students will vary non-verbal communication according to audience, purpose, and setting.</b>	
<b>3-5 Performance Indicators</b>	
Maintain appropriate level of eye contact	<u>Thematic Units</u> <b>Home-Culture Sharing:</b> pg. 15, 87, 183 <b>Theme Project: Sharing:</b> pg. 25, 49, 73, 97, 121, 145, 169, 193 <b>Revisiting the Big Book:</b> pg. 40 <u>Guided Reading</u> <b>Introduce Social Studies Content:</b> pg. 12 <b>Responding to the Text - Be Creative:</b> pg. 99, 139, 163, 167 <u>Phonics</u> <b>Setting the Scene:</b> pg. 6, 8, 10, 12, 14, 18, 20, 22, 24, 26, 28, 30, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 62, 64, 66, 68, 70
Maintain the appropriate distance while standing near someone, depending on the situation	<u>Thematic Units</u> <b>Active Math:</b> pg. 72 <b>Revisiting the Big Book:</b> pg. 136 <b>Theme Project: Sharing:</b> pg. 193 <u>Guided Reading</u> <b>Learn by Doing:</b> pg. 8, 36, 140, 160 <b>Use Language:</b> pg. 44
<b>STANDARD 3 - Students will use appropriate learning strategies to extend their communicative competence.</b>	
<b>Descriptors</b>	
<ul style="list-style-type: none"> <li>• Observing and learning from the action of others how to speak and behave appropriately in a particular situation or setting</li> <li>• Experimenting with variations of language in social and academic settings</li> <li>• Seeking information about appropriate language use and behavior</li> <li>• Self-monitoring and self-evaluating language use according to setting and audience</li> <li>• Analyzing the environment to determine appropriate language use</li> <li>• Practicing variations of language in different settings</li> </ul>	
<b>3-5 Performance Indicators</b>	
Rehearse different ways of speaking according to the formality of the setting	<u>Thematic Units</u> <b>Theme Project: Sharing:</b> pg. 25, 49, 73, 97, 121, 145, 169, 193 <b>Function Mini-Lesson:</b> pg. 107, 113
Use age-appropriate idioms and slang	<u>Thematic Units</u> <b>Idiom Note:</b> pg. 15, 39, 63, 87, 111, 135, 159, 183
Use technology to seek information on appropriate language use and behavior	N/A
Question others about appropriate language use and behavior	<u>Thematic Units</u> <b>Language Learning Strategy:</b> pg. 11, 83