

ETA Cuisenaire - WorldScapes

Grades: 3

States: California Content Standards

WorldScapes(R) "Brain Drain"; Global Issues, Pacific Islands
 Summary: In the book "Brain Drain," read about how people are leaving the golden beaches of the Pacific Islands to live in other countries. Learn about how this emigration is affecting the Islands. "Brain Drain" is part of the WorldScapes(R) Global Issues and Pacific Islands strands for Set D. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

California Content Standards Language Arts Grade: 3

CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and

EXPECTATION		context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.1.	Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Caught Out"; Global Issues, Peru
 Summary: In the book "Caught Out," learn how modern fishing methods are reducing the number of fish. Find out what people are doing to reduce the problem of overfishing. "Caught Out" is part of the WorldScapes(R) Global Issues and Peru strands for Set E. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

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CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying

STANDARD		theme or author's message in fiction and nonfiction text.
PERFORMANCE STANDARD	3.6.	Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Digging Deep"; Global Issues, Canada
 Summary: In the book "Digging Deep," read about how many electric power plants get their energy by burning coal. Then learn how energy production impacts our environment. "Digging Deep" is part of the WorldScapes(R) Global Issues and Canada strands for Set E. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

**California Content Standards
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CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points

STANDARD		in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL EXPECTATION	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Keeping the Balance"; Global Issues, Costa Rica
 Summary: In the book "Keeping the Balance," learn about ecotourism wildlife, and how people are trying to help the environment. "Keeping the Balance" is part of the WorldScapes(R) Global Issues and Costa Rica strands for Set D. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

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CONTENT	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development:
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STANDARD		Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Mini Markets or Mega Stores?"; Global Issues, Italy
Summary: In the book "Mini Markets or Mega Stores?," learn how in the past, people used to buy their food at outdoor markets, but now more and more are going to supermarkets. Find out how, despite this change, people are trying to preserve local culture. "Mini Markets or Mega Stores?" is part of the WorldScapes(R) Global Issues and Italy strands for Set E. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social

Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.2.	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
CONTENT	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen

STANDARD		critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "New Places, New Faces"; Global Issues, Australia
 Summary: In the book "New Places, New Faces," explore how some people leave their homeland to live in a new country. Learn about immigration and cultural diversity in their new neighborhood. "New Places, New Faces" is part of the WorldScapes(R) Global Issues and Australia strands for Set D. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

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CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.2.	Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.

STANDARD		
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "No Space to Waste"; Global Issues, India

Summary: In the book "No Space to Waste," read about how people are solving the problem of overcrowding in India. "No Space to Waste" is part of the WorldScapes(R) Global Issues and India strands for Set D. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

California Content Standards

Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the

		audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL EXPECTATION	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "On Thin Ice"; Global Issues, Arctic
 Summary: In the book "On Thin Ice," learn about the global climate changes occurring in the Arctic and other parts of the world, and how they are affecting polar bears' icy home. "On Thin Ice" is part of the WorldScapes(R) Global Issues and Arctic strands for Set D. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

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 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide

STANDARD		variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL EXPECTATION	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Our Heritage"; Global Issues, U.S.A.

Summary: In the book "Our Heritage," discover how the U.S.A. has been shaped by the heritage of its people and how the country is preserving cultural diversity. "Our Heritage" is part of the WorldScapes(R) Global Issues and U.S.A. strands for Set E. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

California Content Standards

Language Arts

Grade: 3

CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.

PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Our Place, Their Place"; Global Issues, South Africa

Summary: In the book "Our Place, Their Place" get to answers the question "Where do animals go when people move in?" Discover how people are learning to share and respect land with wildlife. "Our Place, Their Place" is part of the WorldScapes(R) Global Issues and South Africa strands for Set D. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

California Content Standards

Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Pollution Solution"; Global Issues, Mexico
 Summary: y, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

California Content Standards
Language Arts
 Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making

		predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL EXPECTATION	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "The Challenge of Change"; Global Issues, Russia

Summary: In the book "The Challenge of Change," learn how Russia's change in government led to social change. Find out how people are coping with the change. "The Challenge of Change" is part of the WorldScapes(R) Global Issues and Russia strands for Set E. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies,

Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Water for Life"; Global Issues, West Africa
Summary: In the book "Water for Life," learn how some West Africans are receiving help in getting a clean water supply for their families. "Water for Life" is part of the WorldScapes(R) Global Issues and West Africa strands for Set E. The WorldScapes Series, for Grades 3-8,

features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.2.	Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE STANDARD	1.3.	Comprehension: Respond to questions with appropriate elaboration.

WorldScapes(R) "Where the Money Is"; Global Issues, China
Summary: In the book "Where the Money Is," read about how many people in many parts of the world move from rural areas to cities, and how this leads to social change. "Where the Money

Is" is part of the WorldScapes(R) Global Issues and China strands for Set D. The WorldScapes Series, for Grades 3-8, features reading in the content areas including Math, Science, Social Studies, Global Issues, and History, as well as fiction. The series includes 168 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R). Click on the blue link above to view and read about the program components.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create a single paragraph.
GRADE LEVEL EXPECTATION	1.1.b.	Include simple supporting facts and details.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL EXPECTATION	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.2.	Comprehension: Connect and relate prior experiences, insights, and ideas to those of a speaker.
PERFORMANCE	1.3.	Comprehension: Respond to questions with appropriate elaboration.

STANDARD		
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WorldScapes(R) "A Samoan Song"; Language Arts/Fiction, CHARACTER COUNTS!(SM), Pacific Islands

Summary: In "A Samoan Song," Mata's mother is very unhappy when she first moves to a new country. However, with the kindness of family and friends she begins to enjoy her new life. "A Samoan Song" is part of the WorldScapes(R) Language Arts/Fiction, CHARACTER COUNTS!(SM), and Pacific Islands strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
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WorldScapes(R) "Beating the Cold"; Language Arts, Arctic
 Summary: In "Beating the Cold," surviving in the freezing Arctic requires special adaptations to an animal's structure. "Beating the Cold" is part of the WorldScapes(R) Science and Arctic strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards
 Language Arts
 Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE	1.3.	Research: Understand the structure and organization of various reference materials

STANDARD		(e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "Below Zero"; Language Arts, Arctic
 Summary: In "Below Zero," make estimates and calculations related to Arctic animal populations and behavior. "Below Zero" is part of the WorldScapes(R) Math and Arctic strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Cities Below the Sea"; Language Arts, Pacific Islands
 Summary: In "Cities Below the Sea," study the diverse relationships among species in a coral-reef habitat. "Cities Below the Sea" is part of the WorldScapes(R) Science and Pacific Islands strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.2.	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

WorldScapes(R) "Earth's Riches"; Language Arts, South Africa
 Summary: In "Earth's Riches," investigate rocks, minerals, crystals, and gems and their sources, properties, uses, and classification. "Earth's Riches" is part of the WorldScapes(R) Science and South Africa strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Farewell to Boyhood"; Language Arts/Photo Essays, Pacific Islands
 Summary: Kayne is a Cook Island boy. He is having his hair cut for the first time. Join Kayne and his family on his special day. Then learn how many Pacific Island people respect the ways of the past. "Farewell to Boyhood" is part of the WorldScapes(R) Social Studies/Photo Essays and Pacific Island strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and

gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Fighting for Freedom"; Language Arts/Biographies, CHARACTER COUNTS!(SM), South Africa

Summary: In "Fighting for Freedom," discover who Nelson Mandela is and why he was kept in prison for 27 years. Read about the man whose courage brought freedom to millions of people in South Africa. "Fighting for Freedom" is part of the WorldScapes(R) History/Biographies, CHARACTER COUNTS!(SM), and South Africa strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
Language Arts**

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "Fiji Facts and Figures"; Language Arts, Pacific Islands
 Summary: In "Fiji Facts and Figures," use mathematics to discover why the Pacific Island of Fiji is a popular place for vacations. "Fiji Facts and Figures" is part of the WorldScapes(R) Math and Pacific Islands strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards
Language Arts
Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Fire and Ash"; Language Arts, Costa Rica
 Summary: In "Fire and Ash," evaluate the causes and effects of Costa Rica's different types of active volcanoes. "Fire and Ash" is part of the WorldScapes(R) Science and Costa Rica strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards
Language Arts
Grade: 3

CONTENT	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development:
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STANDARD		Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

WorldScapes(R) "Fishing with the Birds"; Language Arts/Photo Essays, CHARACTER COUNTS!(SM), China

Summary: In "Fishing with the Birds," people catch fish with poles and nets, but have you ever seen them fishing with birds? When Kun Yi goes fishing with his father, he learns to respect and follow the ways of the past. "Fishing with the Birds" is part of the WorldScapes(R) Social Studies/Photo Essays, CHARACTER COUNTS!(SM), and China strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Going for Gold"; Language Arts/Biographies, CHARACTER COUNTS!(SM), Australia

Summary: In "Going for Gold," find out who Cathy Freeman is and why she was chosen to light the flame at the Sydney Olympic Games. Read about the perseverance of this champion athlete. "Going for Gold" is part of the WorldScapes(R) History/Biographies, CHARACTER COUNTS!(SM), and Australia strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R).

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Helping Hands"; Language Arts/Photo Essays, Costa Rica
 Summary: Nonfiction Photo Essays and Costa Rica strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards
 Language Arts
 Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently

STANDARD		and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.7.	Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
PERFORMANCE STANDARD	1.9.	Spelling: Arrange words in alphabetic order.

WorldScapes(R) "Keeping Count"; Language Arts, India
 Summary: In "Keeping Count," explore ancient number systems from India that form the basis of the numbers we use today. "Keeping Count" is part of the WorldScapes(R) Math and India strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Magic Squares and More"; Language Arts, China
 Summary: In "Magic Squares and More," investigate mathematical inventions from China, including the magic square and the abacus. "Magic Squares and More" is part of the WorldScapes(R) Math and China strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards

Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Monkey Trouble"; Language Arts/Fiction, South Africa
 Summary: In "Monkey Trouble," Mark lives in a national park with his father, the park ranger. Being near wild animals is fun; however, Mark discovers that it is also a big responsibility. "Monkey Trouble" is part of the WorldScapes(R) Language Arts/Fiction and South Africa strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as

		needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.2.	Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Mother Teresa of Calcutta"; Language Arts/Biographies, India
 Summary: In "Mother Teresa of Calcutta," discover who Mother Teresa was and why she was admired by people all over the world. Read about the woman whose compassion helped change many people's lives. "Mother Teresa of Calcutta" is part of the WorldScapes(R) History/Biographies and India strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.

PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.5.	Punctuation: Punctuate dates, city and state, and titles of books correctly.
PERFORMANCE STANDARD	1.6.	Punctuation: Use commas in dates, locations, and addresses and for items in a series.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "Mush, Mush!"; Language Arts/Photo Essays, Arctic
 Summary: In "Mush, Mush!," Michael has some new four-legged friends. He shows responsibility as he cares for the huskies during a winter adventure in the Arctic ice and snow. "Mush, Mush!" is part of the WorldScapes(R) Social Studies/Photo Essays and Arctic strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-

STANDARD		appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

WorldScapes(R) "My Elephant, My Friend"; Language Arts/Photo Essays, India
 Summary: In "My Elephant, My Friend," Bomman lives in a village in southern India where people take great responsibility for their elephants. Meet Bomman's best friend, Mudumalai, and find out how Bomman takes care of him. Then learn a little about life in India. "My Elephant, My Friend" is part of the WorldScapes(R) Social Studies/Photo Essays and India strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards
 Language Arts
 Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms,

STANDARD		homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "On Board with Captain Cook"; Language Arts/Biographies, Pacific Islands Summary: In "On Board with Captain Cook," find out who Captain James Cook was and what he did. Read about Captain Cook's incredible voyages and find out how his perseverance made him famous. "On Board with Captain Cook" is part of the WorldScapes(R) History/Biographies and Pacific Islands strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards
Language Arts
Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral
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		and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.3.	Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking.

WorldScapes(R) "Only in Australia"; Language Arts, Australia
 Summary: In "Only in Australia," investigate how Australian animals, such as marsupials, have adapted to their environment. "Only in Australia" is part of the WorldScapes(R) Science and Australia strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R).

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms,

STANDARD		homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "Our Painted Village"; Language Arts/Photo Essays, South Africa
 Summary: In "Our Painted Village," Thandi lives in a South African village. Her mother makes beautiful artwork that tells stories about the village, its people, and its traditions. Read how Thandi learns to respect the ways of the past. "Our Painted Village" is part of the WorldScapes(R) Social Studies/Photo Essays and South Africa strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards
 Language Arts
 Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently

STANDARD		and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Oxcart Day"; Language Arts/Fiction, Costa Rica
 Summary: In "Oxcart Day," Rafael and Marie are happy to take part in the Dia del Boyero, or Oxcart Driver's Day parade. Family teamwork makes this special day a huge success. "Oxcart Day" is part of the WorldScapes(R) Language Arts/Fiction and Costa Rica strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards

Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the

STANDARD		meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
PERFORMANCE STANDARD	3.5.	Narrative Analysis of Grade-Level-Appropriate Text: Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.4.	Comprehension: Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

WorldScapes(R) "Perfect Patterns"; Language Arts, South Africa

Summary: In "Perfect Patterns," identify shapes, patterns, and symmetry in designs that decorate South Africa. "Perfect Patterns" is part of the WorldScapes(R) Math and South Africa strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content

areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Race to the North Pole"; Language Arts/Biographies, Arctic
 Summary: Who were the first explorers to reach the North Pole? Read about Robert Peary, Matthew Henson, and the Inuit who traveled with them in the Arctic. Find out how teamwork helped them win the race to the North Pole. "Race to the North Pole" is part of the WorldScapes(R) History/Biographies and Arctic strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and

History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL EXPECTATION	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.

WorldScapes(R) "Rainforest Math"; Language Arts, Costa Rica
 Summary: In "Rainforest Math," use facts and figures about animals of the rainforest to solve problems. "Rainforest Math" is part of the WorldScapes(R) Math and Costa Rica strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.1.	Write narratives.

GRADE LEVEL EXPECTATION	2.1.a.	Provide a context within which an action takes place.
GRADE LEVEL EXPECTATION	2.1.c	Provide insight into why the selected incident is memorable.

WorldScapes(R) "School in the Outback"; Language Arts/Photo Essays, CHARACTER COUNTS!(SM), Australia

Summary: In "School in the Outback," Rebeca doesn't go to school. Instead, it comes to her over the radio for an hour a day. For the rest of the time, Rebeca shows her commitment to learning as she continues with her schoolwork on her own. "School in the Outback" is part of the WorldScapes(R) Social Studies/Photo Essays, CHARACTER COUNTS!(SM), and Australia strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R).

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the

		audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "Surviving the Odds"; Language Arts, Australia
 Summary: In "Surviving the Odds," work with graphs and charts of data related to endangered Australian animals. "Surviving the Odds" is part of the WorldScapes(R) Math and Australia strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R).

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 Language Arts
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CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the

		structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "The Chance to Dance"; Language Arts/Biographies, China
 Summary: In "The Chance to Dance," read about Li Cunxin and why his teacher chose him to move to the city and train to become a ballet dancer. Learn about how his determination to succeed led to a career as a world-famous ballet dancer. "The Chance to Dance" is part of the WorldScapes(R) History/Biographies and China strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main

STANDARD		idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.2.	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "The Drummer Boy"; Language Arts/Biographies, Costa Rica
 Summary: In "The Drummer Boy," discover why there are statues of Juan Santamaria in towns in Costa Rica. Here is the exciting story of the drummer boy whose courage made him a national hero. "The Drummer Boy" is part of the WorldScapes(R) History/Biographies and Costa Rica strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

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CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in

STANDARD		the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "The Golden Fish"; Language Arts/Fiction, China
 Summary: In "The Golden Fish," even when Yeh Hsien was feeling sad and alone in the world, she showed kindness to the creatures around her. She was rewarded when a beautiful, golden fish became her friend. "The Golden Fish" is part of the WorldScapes(R) Language Arts/Fiction and China strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
 Language Arts
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CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the

		structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.2.	Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
PERFORMANCE STANDARD	3.6.	Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "The Greatest Wall of All"; Language Arts, China
 Summary: In "The Greatest Wall of All," examine the use of tools, pulleys, weights, arches, and ramps in ancient building. "The Greatest Wall of All" is part of the WorldScapes(R) Science and China strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

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Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.

PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "The Indigo Jackal"; Language Arts/Fiction, CHARACTER COUNTS!(SM), India Summary: In "The Indigo Jackal," Raji the jackal has always wanted to be different and special. His chance comes, but he learns from his foolishness that loyalty is important. "The Indigo Jackal" is part of the WorldScapes(R) Social Language Arts/Fiction, CHARACTER COUNTS!(SM), and India strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

**California Content Standards
Language Arts
Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate

STANDARD		and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.2.	Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
PERFORMANCE STANDARD	1.4.	Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

WorldScapes(R) "The Outback Adventure"; Language Arts/Fiction, Australia
 Summary: In "The Outback Adventure," Blake travels to outback Australia with his uncle and friends. Along the way, he sees many new sights and learns the value of friendship. "The Outback Adventure" is part of the WorldScapes(R) Language Arts/Fiction and Australia strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher s Notes, and gives students A World of Reasons to Read(R).

**California Content Standards
 Language Arts
 Grade: 3**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.

PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
PERFORMANCE STANDARD	3.5.	Narrative Analysis of Grade-Level-Appropriate Text: Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
PERFORMANCE STANDARD	1.4.	Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write personal and formal letters, thank-you notes, and invitations.
GRADE LEVEL EXPECTATION	2.3.a.	Show awareness of the knowledge and interests of the audience and establish a purpose and context.
GRADE LEVEL EXPECTATION	2.3.b.	Include the date, proper salutation, body, closing, and signature.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.4.	Comprehension: Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).
PERFORMANCE STANDARD	1.9.	Organization and Delivery of Oral Communication: Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

WorldScapes(R) "The Stolen Sun"; Language Arts/Fiction, CHARACTER COUNTS!(SM), Arctic Summary: In "The Stolen Sun," read about how, long ago, Raven gave the Inuit people a song. Then the song was forgotten, and the people lost respect for their land. Angry Raven stole the sun to punish the people. "The Stolen Sun" is part of the WorldScapes(R) Language Arts/Fiction, CHARACTER COUNTS!(SM), and Arctic strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.2.	Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

WorldScapes(R) "Tiger Trek"; Language Arts, India

Summary: In "Tiger Trek," learn about the people working to save the Indian tiger and its habitat. "Tiger Trek" is part of the WorldScapes(R) Science and India strands for Set 1. The WorldScapes(R) Series, for Grades 3--8, features reading in the content areas including Math, Science, Social Studies, and History, as well as fiction. The series includes 140 books (representing 25 countries) with Teacher's Notes, and gives students A World of Reasons to Read(R). This title is also available in Spanish.

California Content Standards

Language Arts

Grade: 3

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral
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		and silent reading.
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
PERFORMANCE STANDARD	1.4.	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones and homographs to determine the meanings of words.
PERFORMANCE STANDARD	1.6.	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in and, inferred from, the text.
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).