

# Challenger, Levels 2 and 3

## correlated to TABE 11/12 Reading and Language Blueprints, Level E (CCRS B)

TABE Standard	Description	NRP 2969: <i>Student Book 2</i> NRP 2901: <i>Writing Book 2</i> NRP 2576: <i>Teacher's Manual 1–4</i>	NRP 2970: <i>Student Book 3</i> NRP 2902: <i>Writing Book 3</i> NRP 2576: <i>Teacher's Manual 1–4</i>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
2.RI.8	Describe how reasons support specific points the author makes in a text.	SB: pp. 6, 11, 16, 20, 26, 35, 40, 44, 50, 55, 65, 70, 76, 81, 85, 97, 103, 108, 114, 120 TM: pp.73–92	
<b>PHONICS AND WORD RECOGNITION</b>			
2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	SB: pp. 5–6, 10–19, 21–23, 25–29, 33–34, 36, 38–39, 41–43, 45–46, 48–49, 51–54, 56–61, 64, 66, 69, 71–74, 79–80, 82–83, 86–88, 92–93, 100, 102, 106–107, 110, 113, 117, 119, 121–123, 129 TM: pp. 73–92	
3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.		SB: pp. 5–6, 8–16, 18–20, 23–27, 29–31, 34–36, 39–41, 44–49, 52–55, 57–58, 60, 63–65, 68–73, 76–78, 81–83, 86–87, 89, 92–97, 100–102, 105–107, 110, 113, 116–119, 122–123, 125–136 TM: pp. 95, 96, 97, 98, 99, 100, 102, 103, 104, 105, 106, 107
<b>KEY IDEAS AND DETAILS</b>			
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SB: pp. 6, 11, 16, 20, 26, 35, 40, 44, 50, 55, 65, 70, 76, 81, 85, 97, 103, 108, 114, 120 TM: pp. 73–92	
3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		

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3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		
<b>CRAFT AND STRUCTURE</b>			
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	SB: pp. 33, 63, 94–95, 130–131, 132–136	SB: pp. 25, 47–48, 71–72, 94–96, 125–127, 128–136
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
3.RI.6	Distinguish their own point of view from that of the author of a text.		
<b>CONVENTIONS OF STANDARD ENGLISH</b>			
2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SB: pp. 8, 11, 12, 22, 41, 44 WB: pp. 5, 6, 7, 9, 10, 13, 15, 16, 19, 20, 24, 26, 29, 31, 33, 37, 39, 40, 45 TM: pp. 73, 74, 75, 76, 78, 79, 81	
3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		SB: pp. 12, 23, 42, 55, 61, 74, 76–77, 98, 114 WB: pp. 5, 9, 13, 17, 21, 25, 29, 33, 35, 39, 43, 44 TM: pp. 96, 98, 102, 103, 104, 105, 107, 108, 109, 111, 113, 114
2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SB: pp. 6–7, 9, 11–13, 14, 16–17, 21, 22–23, 26–29, 31–32, 36, 39, 42, 45–46, 47, 48, 49, 51–52, 56–57, 59, 61, 66–67, 71–72, 73, 74, 82–83, 86–88, 90–91, 93, 100, 102, 105–106, 109–110, 115–118, 121–124 TM: pp. 73–92	

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3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		SB: pp. 8–9, 12–14, 18–19, 23–24, 29–30, 34, 35, 39–44, 46, 52, 57, 63, 67, 69, 77, 81–82, 87, 89, 92–93, 100–101, 106, 116–117, 123 TM: pp. 95–112
<b>VOCABULARY ACQUISITION AND USE</b>			
2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	SB: pp. 6–7, 9, 11–13, 14, 16–17, 21–23, 26–29, 31–32, 36, 42, 45–46, 47, 48, 51–52, 56–57, 59, 61, 66–67, 71–74, 82–83, 86–88, 90–91, 93, 100, 105, 106, 109–110, 115–118, 121–125 TM: pp. 73–92	
3.L.5	Demonstrate understanding of word relationships and nuances in word meanings.		SB: pp. 9, 13, 18, 24, 64 TM: pp. 95, 97, 105
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Throughout ( <i>Challenger is structured so that students will have many and varied opportunities to enlarge and use their spoken and written vocabularies.</i> )	
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		Throughout ( <i>A goal of Challenger is to enable students to acquire and use accurately general academic and domain-specific words and phrases and word knowledge.</i> )
<b>TEXT TYPES AND PURPOSES</b>			
3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		WB: pp. 4–6, 8, 10, 12–14, 18, 20, 22, 24, 26, 28, 30, 32, 34–45 TM: pp. 95, 98, 100, 102–104, 106–108, 114
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		WB: pp. 5, 7–9, 11, 13–15, 17–18, 26, 29, 36, 46–47 TM: pp. 95, 97, 101, 104, 106, 108, 110, 113, 114