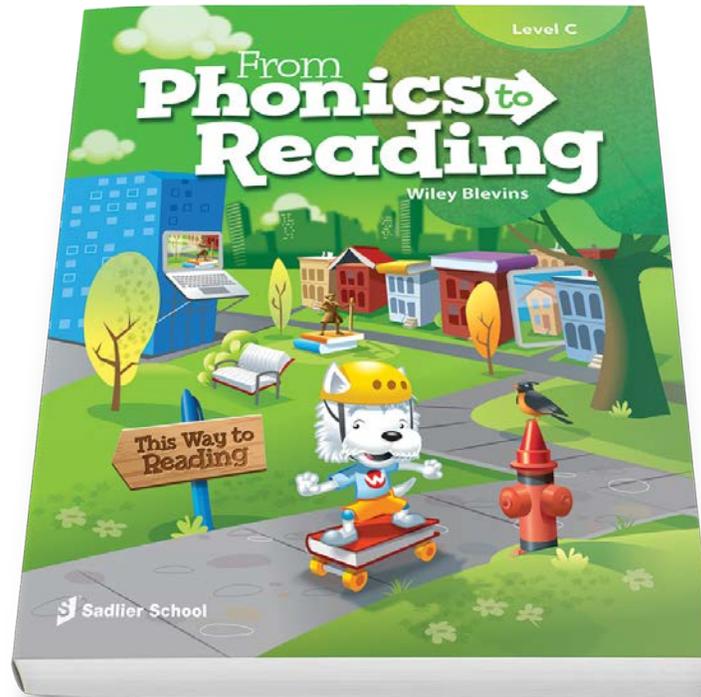


From Phonics to Reading

Correlation to the Indiana Academic Standards
English Language Arts

Grade 3



KEY ALIGNED CONTENT

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Key Aligned Content

READING: FOUNDATIONS

Print Concepts

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Basic Features of Print (model reading left to right, top to bottom, page by page/return sweep to correctly find the next line of text/where to begin reading and what to do at the end of a page) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Understand that text is read from left to right and top to bottom on a page.
<p>3.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.2 Recognize that written words are made up of sequences of letters.</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Words and Spaces (difference between a single letter and a word made up of more than one letter/space between one word and the next) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Identify the difference between a letter and a word.
<p>3.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Sentences (sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Identify the difference between a word and a sentence.
<p>3.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.4 Learn and apply knowledge of alphabetical order.</i></p>	<p>N/A</p>

READING: FOUNDATIONS

Phonological Awareness

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. <i>1.RF.3.1 Identify and produce rhyming words.</i></p>	<p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (rhyme)—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Rhyme <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 1: Rhyme and Alliteration—p. 2 ◦ Activity Type 2: Oddity Tasks (rhyme)—p. 3 • Modeling the Tasks <ul style="list-style-type: none"> ◦ Rhyme Routine—p. 4
<p>3.RF.3.2 Students are expected to build upon and continue applying concepts learned previously. <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i></p>	<p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Blending—pp. 19–22 ◦ Word Building—pp. 35–38 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending ◦ Video: Word Building (Blending Focus) <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Blend It
<p>3.RF.3.3 Students are expected to build upon and continue applying concepts learned previously. <i>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i></p>	<p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Building (make a new word or form of the word after replacing, deleting, or adding letters)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T208 • Word Ladder (change letters to make the word that matches the clue)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Word Ladder (copy master)—TE p. T317 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonological Awareness

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Word Building • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (phonemic manipulation) <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition) <ul style="list-style-type: none"> • 1. Initial sound substitution (Replace the first sound in man with /p/.) • 2. Final sound substitution (Replace the last sound in bad with /g/.) • 3. Vowel substitution (Replace the middle sound in hat with /o/.) • 4. Syllable deletion (Say noble without no.) • 5. Initial sound deletion (Say sat without /s/.) • 6. Final sound deletion (Say make without /k/.) • 7. Initial phoneme in a blend deletion (Say slip without /s/.) • 8. Final phoneme in a blend deletion (Say nest without /t/.) • 9. Second phoneme in a blend deletion (Say slip without /l/.) • 10. Initial sound addition (Add /s/ to the beginning of at.) • 11. Final sound addition (Add /t/ to the end of res.) ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Substitution)—p. 10 ◦ Phonemic Manipulation Routine (Addition)—p. 11 ◦ Phonemic Manipulation Routine (Deletion)—p. 12
<p>3.RF.3.4 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</i></p>	<p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write/Dictation (model segmenting single-syllable word sound by sound, including beginning, medial, and final sounds)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T310 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (Oddity Tasks)—pp. 15–18 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Phonological Awareness

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Oddity Tasks (categorization: beginning, medial, and ending sounds)
<p>3.RF.3.5 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i></p>	<p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write/Dictation (model segmenting single-syllable word sound by sound)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T310 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral segmentation) <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 4: Oral Segmentation phoneme by phoneme)—p. ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound)—pp. 6–7

Phonics

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—SB pp. 9–16/TE pp. T5–T14 • Lesson 2 Long a—SB pp. 17–24/TE pp. T15–T24 • Lesson 3 Long o—SB pp. 25–32/TE pp. T25–T34 • Lesson 4 Long e—SB pp. 33–40/TE pp. T35–T44 • Lesson 5 Long i—SB pp. 41–48/TE pp. T45–T54 • Lesson 6 Long u—SB pp. 49–56/TE pp. T55–T64 • Lesson 7 r-Controlled Vowels /är/, /ôr/—SB pp. 57–64/TE pp. T65–T74 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Phonics

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 8 r-Controlled Vowel /ûr/—SB pp. 65-72/TE pp. T75-T84 • Lesson 9 Short oo and Long oo—SB pp. 73-80/TE pp. T85-T94 • Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-88/TE pp. T95-T104 • Lesson 11 Complex Vowel /ô/—SB pp. 89-96/TE pp. T105-T114 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99-106/TE pp. T119-T128 • Lesson 13 Open Syllables—SB pp. 107-114/TE pp. T129-T138 • Lesson 14 Final Stable Syllables—SB pp. 115-122/TE pp. T139-T148 • Lesson 15 Vowel Team Syllables—SB pp. 123-130/TE pp. T149-T158 • Lesson 16 r-Controlled Vowel Syllables—SB pp. 131-138/TE pp. T159-T168 • Lesson 17 Final e Syllables—SB pp. 139-146/TE pp. T169-T178 • Lesson 18 Unaccented Final Syllables—SB pp. 147-154/TE pp. T179-T188 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Hard and Soft c and g—SB p. 85/TE p. T100 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Hard and Soft c and g—TE p. T99
<p>3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p>	<p>CVC (closed syllables)</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99-106/TE pp. T119-T128 <p>CVr (r-controlled syllables)</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 7 r-Controlled Vowels /är/, /ôr/—SB pp. 57-74/TE pp. T66-T70 • Lesson 8 r-Controlled Vowel /ûr/—SB pp. 65-84/TE pp. T76-T80 <p>V (open syllables)</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonics

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

VV (diphthong/vowel team syllables)

STUDENT BOOK/TEACHER'S EDITION

Unit 1 Transition to Multisyllabic Words

- Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90
- Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100
- Lesson 11 Complex Vowel /ō/ (au, aw, a(lk), a(lt), a(lI), ough, augh)—SB pp. 89-114/TE pp. T106-T110

Unit 2 Syllable Types

- Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123-158/TE pp. T150-T158

VCe (vowel-consonant-e syllables)

STUDENT BOOK/TEACHER'S EDITION

Lesson

Unit 2 Syllable Types

- Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178

Lesson activities

Word Sort

- Sort It Out (a_e)—SB p. 20/TE p. T18

Word Study

- Final e Syllables—SB p. 50/TE p. T49

TEACHER'S EDITION

Word Sort

- Check and Discuss (a_e)—TE p. T17, T45

Introduce Sound-Spelling

- Blend It (how final e affects the vowel sound)—TE pp. T25, T45, T55

Teacher Table: Intervention

- High-Frequency Words (final e words that do and do not have long vowel sounds)—TE p. T88

CLe (consonant-le syllables)

STUDENT BOOK/TEACHER'S EDITION

Lesson

Unit 2 Syllable Types

- Lesson 14 Final Stable Syllables (-le, -tion, -sion, -ture, -sure)—SB pp. 115-148/TE pp. T140-T148

Lesson activities

Word Study

- Final Stable Syllables (consonant + -le)—SB p. 37/TE p. T39

continued

READING: FOUNDATIONS

Phonics

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>TEACHER’S EDITION Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Blend It—TE p. T139 <p>English Learners</p> <ul style="list-style-type: none"> • Sound Transfer (consonant + -le)—TE p. T179 <p>Six Syllable Types (review)</p> <p>STUDENT BOOK/TEACHER’S EDITION Word Study</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—SB p. 13/TE p. T10, SB p. 21/TE p. T20, SB p. 29/TE p. T30, SB p. 37/TE p. T40, SB p. 45/TE p. T50, SB p. 61/TE p. T70, SB p. 93/TE p. T110, <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—TE p. T318
<p>3.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—SB pp. 9–16/TE pp. T6–T14 • Lesson 2 Long a—SB pp. 17–24/TE pp. T16–T20 • Lesson 3 Long o—SB pp. 25–34/TE pp. T26–T30 • Lesson 4 Long e—SB pp. 33–44/TE pp. T36–T40 • Lesson 5 Long i—SB pp. 41–48/TE pp. T46–T50 • Lesson 6 Long u—SB pp. 49–64/TE pp. T56–T60 • Lesson 11 Complex Vowel /ô/—SB pp. 89–114/TE pp. T106–T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 15 Vowel Team Syllables—SB pp. 123–158/TE pp. T150–T158
<p>3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-, doubling the consonant and adding -ing, such as cut/cutting, changing the ending of a word from -y to -ies to make a plural).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION Lessons</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings (-ed, -ing) (doubling the consonant)—SB pp. 157–202/TE pp. T194–T202 • Lesson 20 Irregular Plurals—SB pp. 165–172/TE pp. T203–T212 <p>Lesson activities</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It (chorally read grade-appropriate words with blends and common spelling patterns)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/ <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonics

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308

Build Fluency

- **Speed Drill** (common spelling pattern)—SM p. 10/TE p. T6, SM p. 18/TE p. T16, SM p. 26/TE p. T26, SM p. 34/TE p. T36, SM p. 42/TE p. T46, SM p. 50/TE p. T56, SM p. 58/TE p. T66, SM p. 66/TE p. T76, SM p. 74/TE p. T86, SM p. 82/TE p. T96, SM p. 90/TE p. T106, SM p. 100/TE p. T120, SM p. 108/TE p. T130, SM p. 116/TE p. T140, SM p. 124/TE p. T150, SM p. 132/TE p. T160, SM p. 140/TE p. T170, SM p. 148/TE p. T180, SM p. 158/TE p. T194, SM p. 166/TE p. T204, SM p. 174/TE p. T214, SM p. 182/TE p. T224, SM p. 190/TE p. T234, SM p. 198/TE p. T244, SM p. 206/TE p. T254, SM p. 269/TE p. T268, SM p. 277/TE p. T278, SM p. 285/TE p. T288, SM p. 293/TE p. T298, SM p. 301/TE p. T308

Word Sort

- **Sort It Out** (common spelling patterns)—SB p. 12/TE p. T8, SB p. 20/TE p. T18, SB p. 28/TE p. T28, SB p. 36/TE p. T38, SB p. 44/TE p. T48, SB p. 52/TE p. T58, SB p. 60/TE p. T68, SB p. 68/TE p. T78, SB p. 76/TE p. T88, SB p. 84/TE p. T98, SB p. 92/TE p. T108, SB p. 102/TE p. T122, SB p. 110/TE p. T132, SB p. 118/TE p. T142, SB p. 126/TE p. T152, SB p. 134/TE p. T162, SB p. 142/TE p. T172, SB p. 150/TE p. T182, SB p. 160/TE p. T196, SB p. 168/TE p. T206, SB p. 176/TE p. T216, SB p. 184/TE p. T226, SB p. 192/TE p. T236, SB p. 200/TE p. T246, SB p. 208/TE p. T256, SB p. 218/TE p. T270, SB p. 226/TE p. T280, SB p. 234/TE p. T290, SB p. 242/TE p. T300, SB p. 250/TE p. T310

TEACHER'S EDITION

Teacher Table: Intervention

- **High-Frequency Words** (read grade-appropriate words with blends and common spelling patterns)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, (final blends) T162, (final blends) T172, T182, T196, (initial consonant blends) T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310

Lesson Activities

Word Study

- **Adding Suffixes (double final consonant)**—SB p. 103/TE p. T124

continued

READING: FOUNDATIONS

Phonics

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Adding Suffixes (drop e, change y to i)—SB p. 111/TE p. T134 • Adding Suffixes with Spelling Changes—SB p. 143/TE p. T174 • Related Words: Suffixes (-ed, -ing)—SB p. 161/TE p. T198 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Related Words: Prefixes and Suffixes—SB p. 209/TE p. T258 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31-34 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Teacher’s Guide to High-Frequency Words <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31-34 • High-Frequency Word Assessments <ul style="list-style-type: none"> ◦ Directions/Next Steps ◦ Forms <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Level C)—pp. 14-15 ◦ High-Frequency Word Assessment: Student Form (Level C)—pp. 16-17
<p>3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It: Transition to Longer Words/Challenge/Using the “Reading Big Words” Strategy (more difficult words/word families)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308 <p>TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Various topics (more difficult word families/consonant blends/digraphs)—TE pp. T9 (consonant blends/digraphs), T19, T29, T39, T49, T59, T69, T79, T89, T99, T109, T123, T133, T143, T153, T163, T173, T183, T197, T207, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonics

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122 (consonant digraphs), T132, T142, T152, (final blends) T162, T172 (final blends), T182, T196, T206 (initial consonant blends), T216, T226, T236, T246, T256, T270, T280, T290, T300, T310 • Word Building—TE pp. T10 (dr-, fl-), T20 (tr-, gr-), T30 (gr-), T40 (str-), T50 (-ight), T70 (sc-, st-, -rt, -rk), T80 (sk-, sh-), T90 (bl-), T100 (-nd), T110 (dr-), T134 (cr-), T134 (-ttl-), T174 (-thl-), T198, T258, T292 (-ight, -tch) • Word Ladder—TE pp. T42 (str-), T52 (-ight), T72 (-rt, -rk), T82 (th-, -rd), T92 (bl-), T102 (-wl), T112 (-lk)
<p>3.RF.4.6 Read multisyllabic words composed of roots and related prefixes and suffixes, read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157–202/TE pp. T194–T202 • Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–222/TE pp. T214–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–252/TE pp. T244–T252 • Lesson 25 Related Words (shared base words)—SB pp. 205–262/TE pp. T254–T262 <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 28 Compound Words—SB pp. 231–296/TE pp. T288–T296 • Lesson 30 Contractions—SB pp. 247–316/TE pp. T308–T316 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51–54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words (Decoding Big Words Strategy: Look for Word Parts – prefix, suffix, base word) <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonics

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

ONLINE RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - High-Frequency Words—pp. 31–34
- High Impact Routines by Wiley Blevins
 - Video: High-Frequency Words

High-Frequency Words

- Teacher’s Guide to High-Frequency Words
 - Video Viewing Guide
 - High-Frequency Words—pp. 31–34
- High-Frequency Word Assessments
 - Directions/Next Steps
 - Forms
 - High-Frequency Word Assessment: Teacher Form (Level C)—pp. 14–15
 - High-Frequency Word Assessment: Student Form (Level C)—pp. 16–17

Fluency

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

STUDENT BOOK/TEACHER’S EDITION

Introduction

- **Daily Practice: Build Fluency** (check oral reading)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308

Build Fluency

- **Speed Drill** (check oral reading fluency)—SM p. 10/TE p. T6, SM p. 18/TE p. T16, SM p. 26/TE p. T26, SM p. 34/TE p. T36, SM p. 42/TE p. T46, SM p. 50/TE p. T56, SM p. 58/TE p. T66, SM p. 66/TE p. T76, SM p. 74/TE p. T86, SM p. 82/TE p. T96, SM p. 90/TE p. T106, SM p. 100/TE p. T120, SM p. 108/TE p. T130, SM p. 116/TE p. T140, SM p. 124/TE p. T150, SM p. 132/

continued

READING: FOUNDATIONS

Fluency

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

TE p. T160, SM p. 140/TE p. T170, SM p. 148/TE p. T180, SM p. 158/TE p. T194, SM p. 166/TE p. T204, SM p. 174/TE p. T214, SM p. 182/TE p. T224, SM p. 190/TE p. T234, SM p. 198/TE p. T244, SM p. 206/TE p. T254, SM p. 269/TE p. T268, SM p. 277/TE p. T278, SM p. 285/TE p. T288, SM p. 293/TE p. T298, SM p. 301/TE p. T308

Read Connected Text

- **Connected Text** (chorally read each grade-level reading passage aloud to build oral fluency)—SB p. 11/TE p. T8, SB p. 19/TE p. T18, SB p. 27/TE p. T28, SB p. 35/TE p. T38, SB p. 43/TE p. T48, SB p. 51/TE p. T58, SB p. 59/TE p. T68, SB p. 67/TE p. T78, SB p. 75/TE p. T88, SB p. 83/TE p. T98, SB p. 91/TE p. T108, SB p. 101/TE p. T122, SB p. 109/TE p. T132, SB p. 117/TE p. T142, SB p. 125/TE p. T152, SB p. 133/TE p. T162, SB p. 141/TE p. T172, SB p. 149/TE p. T182, SB p. 159/TE p. T196, SB p. 167/TE p. T206, SB p. 175/TE p. T216, SB p. 183/TE p. T226, SB p. 191/TE p. T236, SB p. 199/TE p. T246, SB p. 207/TE p. T256, SB p. 217/TE p. T270, SB p. 225/TE p. T280, SB p. 233/TE p. T290, SB p. 241/TE p. T300, SB p. 249/TE p. T310

Cumulative Assessment

- **Fluency Check** (assess student accuracy and fluency)—p. 16/TE pp. T13–T14, p. 24/TE pp. T23–T24, p. 32/TE pp. T33–T34, p. 40/TE pp. T43–T44, p. 48/TE pp. T53–T54, p. 56/TE pp. T63–T64, p. 64/TE pp. T73–T74, p. 72/TE pp. T83–T84, p. 80/TE pp. T93–T94, p. 88/TE pp. T103–T104, p. 96/TE pp. T113–T114, p. 106/TE pp. T127–T128, p. 114/TE pp. T137–T138, p. 122/TE pp. T147–T148, p. 130/TE pp. T157–T158, p. 138/TE pp. T167–T168, p. 146/TE pp. T177–T178, p. 154/TE pp. T187–T188, p. 164/TE pp. T201–T202, p. 172/TE pp. T211–T212, p. 180/TE pp. T221–T222, p. 188/TE pp. T231–T232, p. 196/TE pp. T241–T242, p. 204/TE pp. T251–T252, p. 212/TE pp. T261–T262, p. 222/TE pp. T275–T276, p. 230/TE pp. T285–T286, p. 238/TE pp. T295–T296, p. 246/TE pp. T305–T306, p. 254/TE pp. T315–T316

TEACHER'S EDITION

Read Children's Books (grade-level appropriate trade books that reinforce newly learned skills)

- **Unit 1**—TE T1: *Beautiful Blackbird* by Ashley Bryan, *Ada Twist, Scientist* by Andrea Beaty, *Carmela Full of Wishes* by Matt de la Peña, *Gooney Bird and All Her Charms* by Lois Lowry, *Lark Takes a Bow* by Natasha Deen
- **Unit 2**—TE p. T115: *The Very Last Castle* by Travis Jonker, *Rotten Richie and the Ultimate Dare* by Patricia Polacco, *The Mysterious Tadpole* by Steven Kellogg, *Lady Pancake & Sir French Toast* by Josh Funk, *Violet the Pilot* by Steve Breen

continued

READING: FOUNDATIONS

Fluency

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Unit 3—TE p. T189: <i>Thank you, Omu</i> by Oge Mora, <i>Babu's Song</i> by Stephanie Stuve-Bodeen, <i>The Three Bully Goats</i> by Leslie Kimmelman, <i>The Secret Subway</i> by Shana Corey • Unit 4—TE p. T263: <i>The King Who Rained</i> by Fred Gwynne, <i>Thank you, Mr. Falker</i> by Patricia Polacco, <i>Somebody Loves You, Mr. Hatch</i> by Eileen Spinelli, <i>The Bass Plays the Bass and Other Homographs</i> by Gene Barretta, <i>The Honeybee Man</i> by Lela Nargi <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread decodable passages to build skill mastery)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p>Home-School Connection</p> <ul style="list-style-type: none"> • (Read five sentences containing words with the target skill to build fluency)—TE pp. T9, T19, T29, T39, T49, T59, T69, T79, T89, T99, T109, T123, T133, T143, T153, T163, T173, T183, T197, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311 <p>Reread Connected Text/Write</p> <ul style="list-style-type: none"> • Connected Text (read sentences from text to check growing fluency)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (practice reading sentences independently and with a partner to build fluency)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Decodable Texts—pp. 23–26 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Decodable Texts <p>Student and Family Resources</p> <ul style="list-style-type: none"> • Student Fluency Sentences (each unit)—Student Fluency Sentences may be used in class to model fluent reading for students. As students read the fluency sentence aloud at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Fluency

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly.</p> <p>Instructional Resources</p> <ul style="list-style-type: none"> • Student Fluency Report (each unit) <p>Cumulative Assessments</p> <ul style="list-style-type: none"> • Fluency Check (each lesson) <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Decodable Passage (each lesson) <p>Fluency</p> <ul style="list-style-type: none"> • Teacher’s Guide to Fluency <ul style="list-style-type: none"> ○ What Is Fluency? ○ Supporting Fluency Development • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ○ Level C—pp. 19–24 <ul style="list-style-type: none"> ○ Repeated Reading Fluency Routine ○ Fluency Minilessons (one minilesson per unit)—1. Model Fluency (general introduction)/*Assess Fluency (wcpm), 2. Introduce the Repeated Reading Fluency Routine, 3. Model Fluency: Intonation, 4. Echo Read and Choral Read, 5. Repeated Readings Chart, 6. Oral Recitation Lesson, 7. Model Fluency: Phrasing (using prepositions), 8. Phrase-Cued Text, 9. Paired Repeated Readings, 10. Repeated Readings Chart, 11. Reader’s Theater, 12. Oral Recitation Lesson, 13. Audiobook Modeling, 14. Model Fluency: Intonation, 15. Repeated Readings Chart/*Assess Fluency (wcpm), 16. Model Fluency: Phrasing (using subjects/predicates), 17. Oral Reading Model, 18. Oral Recitation Lesson, 19. Model Fluency: Phrasing (using conjunctions), 20. Repeated Readings Chart, 21. Model Fluency: Intonation, 22. Model Fluency: Phrasing (using prepositions), 23. Reader’s Theater, 24. Oral Recitation Lesson, 25. Repeated Readings Chart, 26. Model Fluency: Phrasing (using subjects/predicates), 27. Oral Reading Model, 28. Paired Repeated Reading, 29. Phrase-Cued Text, 30. *Assess Fluency (wcpm)

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Additional Aligned Content

READING: LITERATURE

Key Ideas and Textual Support

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (ask and answer questions)—SB p. 11/TE p. T8, SB p. 19/TE p. T18, SB p. 27/TE p. T28, SB p. 35/TE p. T38, SB p. 43/TE p. T48, SB p. 83/TE p. T98, SB p. 91/TE p. T108, SB p. 101/TE p. T122, SB p. 141/TE p. T172, SB p. 159/TE p. T196, SB p. 167/TE p. T206, SB p. 175/TE p. T216, SB p. 183/TE p. T226, SB p. 207/TE p. T256, SB p. 217/TE p. T270, SB p. 225/TE p. T280, SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (ask and answer questions about the text/find details in the text)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>3.RL.2.2 Recount folktales, fables, and tall tales from diverse cultures, identify the themes in these works.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss theme of text)—Poem: “Back to School,” SB p. 11/TE p. T8, Letter: “State Fair,” SB p. 19/TE p. T18, Story: “A Goat Show?,” SB p. 27/TE p. T28, Riddles: “Brain Teaser,” SB p. 35/TE p. T38, Story: “My Diary,” SB p. 43/TE p. T48, Poem: “The Dog Walker,” SB p. 91/TE p. T108, Story: “The Monster Pumpkin,” Story: “A Wild Ride,” SB p. 159/TE p. T196, Story: “Race Day,” SB p. 167/TE p. T206, Story: “Packing for a Trip,” SB p. 175/TE p. T216, Poem: “What Will I Be?,” SB p. 183/TE p. T226, Puns: “Fun Puns,” SB p. 217/TE p. T270
<p>3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss characters in the story or poem)—SB p. 11/TE p. T8, SB p. 19/TE p. T18, SB p. 27/TE p. T28, SB p. 43/TE p. T48, SB p. 83/TE p. T98, SB p. 91/TE p. T108, SB p. 101/TE p. T122, SB p. 141/TE p. T172, SB p. 159/TE p. T196, SB p. 167/TE p. T206, SB p. 175/TE p. T216, SB p. 183/TE p. T226, SB p. 207/TE p. T256, SB p. 217/TE p. T270, SB p. 225/TE p. T280, SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (discuss characters in the story or poem)—TE pp. T7, T17, T27, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279

READING: LITERATURE

Key Ideas and Textual Support

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i></p>	N/A

Structural Elements and Organization

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems, describe how each successive part builds on earlier sections.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—"Back to School," SB p. 11/TE p. T8, "The Dog Walker," SB p. 91/TE p. T108, "What Will I Be?," SB p. 183/TE p. T226, "Friendly or Unfriendly?" SB p. 207/TE p. T256 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—TE pp. T7, T107 (stanzas), T225, T255
<p>3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (points of view of speaker/narrator/featured character/author)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279

Connection of Ideas

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (text illustrations)—SB p. 11/TE p. T8, SB p. 19/TE p. T18, SB p. 27/TE p. T28, SB p. 35/TE p. T38, SB p. 43/TE p. T48, SB p. 83/TE p. T98, SB p. 91/TE p. T108, SB p. 101/TE p. T122, SB p. 141/TE p. T172, SB p. 159/TE p. T196, SB p. 167/TE p. T206, SB p. 175/TE p. T216, SB p. 183/TE p. T226, SB p. 207/TE p. T256, SB p. 217/TE p. T270, SB p. 225/TE p. T280, SB p. 233/TE p. T290

READING: LITERATURE

Connection of Ideas

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>N/A</p>

READING: NONFICTION

Key Ideas and Textual Support

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (ask and answer questions about nonfiction text)—SB p. 51/TE p. T58, SB p. 59/TE p. T68, SB p. 67/TE p. T78, SB p. 75/TE p. T88, SB p. 109/TE p. T132, SB p. 117/TE p. T142, SB p. 125/TE p. T152, SB p. 133/TE p. T162, SB p. 149/TE p. T182, SB p. 191/TE p. T236, SB p. 199/TE p. T246, SB p. 241/TE p. T300 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (ask and answer questions about nonfiction text)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
<p>3.RN.2.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss main ideas and supporting details)—SB p. 51/TE p. T58, SB p. 59/TE p. T68, SB p. 67/TE p. T78, SB p. 75/TE p. T88, SB p. 109/TE p. T132, SB p. 117/TE p. T142, SB p. 125/TE p. T152, SB p. 133/TE p. T162, SB p. 149/TE p. T182, SB p. 191/TE p. T236, SB p. 199/TE p. T246, SB p. 241/TE p. T300 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (ask and answer questions about text/find supporting evidence in nonfiction text)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309

READING: NONFICTION

Key Ideas and Textual Support

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: "Cow? Doe? Goat? Guess!" (steps in a game)—SB p. 125/TE p. T152, "The Unbelievable Woolly Bear!" (life cycle)—SB p. 125/TE p. T152—SB p. 199/TE p. T246

Structural Elements and Organization

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (illustrations)—SB p. 51/TE p. T58, SB p. 59/TE p. T68, SB p. 67/TE p. T78, SB p. 75/TE p. T88, SB p. 109/TE p. T132, SB p. 117/TE p. T142, SB p. 125/TE p. T152, SB p. 133/TE p. T162, SB p. 149/TE p. T182, SB p. 191/TE p. T236, SB p. 199/TE p. T246, SB p. 241/TE p. T300
<p>3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<p>N/A</p>
<p>3.RN.3.3 Distinguish one's own perspective from that of the author of the text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (narrator)—TE p. T215

Connection of Ideas

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RN.4.1 Distinguish between fact and opinion, explain how an author uses reasons and facts to support specific points in a text.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: "The Unbelievable Woolly Bear!" (facts about the woolly bear caterpillar)—SB p. 199/TE p. T246
<p>3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>N/A</p>

READING: NONFICTION

Connection of Ideas

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RN.4.3 Standard begins at sixth grade: <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i></p>	

READING: VOCABULARY

Vocabulary Building

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It: Reading in Context (using context clues to determine the meanings of unknown words)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308 <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: General Clues—SB p. 53/TE p. T60 • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 • Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—SB p. 177/TE p. T218 • Homographs (use context clues to choose the homograph)—SB p. 185/TE p. T228 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—SB p. 201/TE p. T248 • Context Clues: Examples, Definitions—SB p. 219/TE p. T272 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (use context clues to figure out/confirm the meaning of a word)—TE pp. T7, T17, T27, T37, T47, T57, T67, <p style="text-align: right;"><i>continued</i></p>

READING: VOCABULARY

Vocabulary Building

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</p> <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: General Clues—TE p. T59 • Context Clues: Definitions, Synonyms—TE p. T143 • Context Clues: Antonyms, General Clues—TE p. T153 • Use Morphology: Prefixes and Base Words (use context clues to verify a word’s meaning)—TE p. T217 • Homographs (use context clues to choose the homograph)—TE p. T227 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word’s meaning)—TE p. T247 • Context Clues: Examples, Definitions—TE p. T271 • Context Clues: Antonyms, Synonyms—TE p. T281 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend (use spelling of homophone/homograph and context to figure out meaning of the word)—TE pp. T267, T277 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Use in Context (use context to define homographs)—TE p. T282
<p>3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Lessons</p> <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276 • Lesson 27 Homographs—SB pp. 223–230/TE pp. T277–T286 <p>Lesson Activities</p> <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Explain It (write a definition, synonym, and sample sentence for each word)—SB p. 14/TE pp. T12, SB p. 22/TE pp. T22, SB p. 30/TE pp. T32, SB p. 38/TE pp. T42, SB p. 46/TE pp. T52, SB p. 54/TE pp. T62, SB p. 62/TE pp. T72, SB p. 70/TE pp. T82, SB p. 78/TE pp. T92, SB p. 86/TE pp. T102, SB p. 94/TE pp. T112, SB p. 104/TE pp. T126, SB p. 112/TE pp. T136, SB p. 120/TE pp. T146, SB p. 128/TE pp. T156, SB p. 136/TE pp. T166, SB p. 144/TE pp. T176, SB p. 152/TE pp. T186, SB p. 162/TE pp. T200, SB p. 170/TE pp. T210, SB p. 178/TE pp. T220, SB p. 186/TE pp. T230, SB p. 194/TE pp. T240, SB p. 202/TE pp. T250, SB p. 210/TE pp. T260, SB p. 220/TE pp. T274, SB p. 228/TE pp. T284, SB p. 236/TE pp. T294, SB p. 244/TE pp. T304, SB p. 252/TE pp. T314 <p style="text-align: right;"><i>continued</i></p>

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READING: VOCABULARY

Vocabulary Building

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 • Homographs—SB p. 185/TE p. T228 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—TE p. T143 • Context Clues: Antonyms, General Clues—TE p. T153 • Homographs—TE p. T227 • Context Clues: Antonyms, Synonyms—TE p. T281 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend (use spelling of homophone/homograph and context to figure out meaning of the word)—TE pp. T267, T277 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Types of Context Clues (Synonym/Antonym)—TE p. T319
<p>3.RV.2.3 Standard begins at sixth grade.</p> <p><i>6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i></p>	
<p>3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157–202/TE pp. T194–T202 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly) —SB pp. 189–242/TE pp. T234–T242 • Lesson 25 Related Words (words with the same base word)—SB pp. 205–262/TE pp. T254–T262 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It: Using the “Reading Big Words” Strategy (use base words/word parts)—SM p. 99/TE p. T120, SM p. 107/TE p. T130, SM p. 115/TE p. T140, SM p. 123/TE p. T150, SM p. 131/TE p. T160, SM p. 139/TE p. T170, SM p. 147/TE p. T180, SM p. 173/TE p. T214, SM p. 181/TE p. T224, SM p. 189/TE p. T234, SM p. 197/TE p. T244 <p style="text-align: right;"><i>continued</i></p>

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READING: VOCABULARY

Vocabulary Building

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Word Study</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy (use base words/word parts)—SB p. 13/TE p. T10, SB p. 21/TE p. T20, SB p. 29/TE p. T30, SB p. 37/TE p. T40, SB p. 45/TE p. T50, SB p. 61/TE p. T70, SB p. 93/TE p. T110 <p>TEACHER’S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It: Using the “Reading Big Words” Strategy (use base words/word parts)—TE pp. T119, T129, T139, T149, T159, T169, T179, T213, T223, SM p. 189/TE p. T233, T243 <p>Word Study</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy (base words/prefixes/suffixes)—TE pp. T9, T19, T29, T39, T49, T69, T109 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Concept Sort (sort word cards by base words, words with affixes, and compound words)—TE pp. T49, T69, T99, T153 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy (copymaster)—TE p. T318
<p>3.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It: Quick Check (use a dictionary)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p>Word Study</p> <ul style="list-style-type: none"> • Try It (use a dictionary)—SB p. 135/TE p. T164, SB p. 169/TE p. T208, SB p. 177/TE p. T218, SB p. 201/TE p. T248, SB p. 235/TE p. T292, SB p. 243/TE p. T301

READING: VOCABULARY

Vocabulary in Literature and Nonfiction Texts

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems (use of words/rhymes)—"Back to School," SB p. 11/TE p. T8, "The Dog Walker," SB p. 91/TE p. T108, "What Will I Be?," SB p. 183/TE p. T226, "Friendly or Unfriendly?," SB p. 207/TE p. T256 • Connected Text: Puns and Riddles (use of words)—"Brain Teaser," SB p. 35/TE p. T38, "Fun Puns," SB p. 217/TE p. T270 • Connected Text: Stories (use of words and phrases)—"A Goat Show?," SB p. 27/TE p. T28, "My Diary," SB p. 43/TE p. T48, "What's That Noise?," SB p. 83/TE p. T98, "The Monster Pumpkin," SB p. 101/TE p. T122, "A Nice Surprise," SB p. 141/TE p. T172, "A Wild Ride," SB p. 159/TE p. T196, "Race Day," SB p. 167/TE p. T206, "Packing for a Trip," SB p. 175/TE p. T216, "Insect Hunt Highlights," SB p. 233/TE p. T290
<p>3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems (use of general academic and content-specific words and phrases in nonfiction text)—"Unique Units!" (cubits), SB p. 51/TE p. T58, "Unicorns of the Sea" (narwhals, tusks), SB p. 59/TE p. T68, "Pop, Pop, Popcorn" (kernel) SB p. 67/TE p. T78, "The Cooking Crew" (invent), SB p. 75/TE p. T88, "Coding Camp for Kids!" (coding website), SB p. 109/TE p. T132, "Bugs for Dinner" (population, nutrition), SB p. 117/TE p. T142, "Cow? Doe? Goat? Guess!" (cheetah, greyhound), SB p. 125/TE p. T152, "Dependable Dogs" (retrievers), SB p. 133/TE p. T162, "The Unbelievable Woolly Bear!" (cocoon, caterpillar), SB p. 199/TE p. T246, "It's Show Time!" (solar system), SB p. 249/TE p. T310
<p>3.RV.3.3 Recognize and understand the meanings of idioms in context.</p>	<p>N/A</p>

WRITING

Handwriting

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.</p>	<p>Students practice handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>ONLINE RESOURCES Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ○ Pencil Grip—p. 1 ○ Posture—p. 2 ○ Spacing—p. 3 ○ Strokes—p. 3 ○ General Tips—p. 4 ○ Lesson Sequence—p. 4 ○ Letter Formation Guide—pp. 5–8 ○ Level K (Kindergarten) Handwriting Scope and Sequence—pp. 9–11 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>3.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.W.2.2 Write by moving from left to right and top to bottom.</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Basic Features of Print (left to right, top to bottom, page by page) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Understand that text is read from left to right and top to bottom on a page.

Writing Genres

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.W.3.1 Write persuasive compositions in a variety of forms that –</p> <ol style="list-style-type: none"> a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. 	<p>Related content</p> <p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—“Riddles: Brain Teasers” (express opinion: choose your favorite riddle and explain why), SB p. 35/TE p. T38 <p>TEACHER’S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (sentence starter: The food I like best is _____)—TE p. T216 <p style="text-align: right;"><i>continued</i></p>

WRITING

Writing Genres

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.W.3.2 Write informative compositions on a variety of topics that –</p> <ol style="list-style-type: none"> State the topic, develop a main idea for the introductory paragraph, and group related information together. Develop the topic with facts and details. Connect ideas within categories of information using words and phrases. Use text features (e.g., pictures, graphics) when useful to aid comprehension. Provide a concluding statement or section. 	<p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (express opinion: choose your favorite pun and explain why)—TE p. T269 <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (reread lesson reading selection then write to the prompt)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p>TEACHER'S EDITION</p> <p>Reread Connected Text/Write</p> <ul style="list-style-type: none"> Write About It (complete the Writing Extension activity)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313
<p>3.W.3.3 Write narrative compositions in a variety of forms that –</p> <ol style="list-style-type: none"> Establish an introduction (e.g., situation, narrator, characters). Include specific descriptive details and clear event sequences. Include dialogue. Connect ideas and events using introduction and transition words. Provide an ending. 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Daily Practice: Write About It (use lesson words to create a story)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 215/TE p. T268, SB p. 223/TE p. T278, SB p. 231/TE p. T288, SB p. 239/TE p. T298, SB p. 247/TE p. T308 <p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Reread and Write (use time-order words to signal event order in narratives)—TE p. T14, T128 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Writing Fluency (partners work together to write story beginning or story map/work independently to write different endings)—TE pp. T53, T147, T157, T231, T285 Writing Fluency (add story sentences)—TE pp. T127, T221

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WRITING

The Writing Process

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>2.W.4 Apply the writing process to –</p>	
<p>a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre, revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice), and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension</p> <ul style="list-style-type: none"> • Quick Check (check spelling/revise writing)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p><u>TEACHER'S EDITION</u> Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Reread and Write (review written responses then provide feedback for students to revise their writing)—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Writing Fluency (brainstorm story ideas before writing)—TE pp. T73, T167
<p>b. Use available technology to produce and publish legible documents.</p>	<p>Related content</p> <p><u>TEACHER'S EDITION</u> Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Introduce Speed Drill (use online dictionary to check the multiple meanings of words)—TE p. T278

WRITING

The Research Process

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.W.5 With support, conduct short research on a topic –</p> <ol style="list-style-type: none"> Find Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). Locate information in reference texts, electronic resources, or through interviews. Recognize that some sources may be more reliable than others. Record relevant information in their own words. Present the information, choosing from a variety of formats. 	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> Connecting Phonics and Vocabulary: Find It (look in books and stories for words with featured syllables)—SB p. 14/TE pp. T12, SB p. 22/TE pp. T22, SB p. 30/TE pp. T32, SB p. 38/TE pp. T42, SB p. 46/TE pp. T52, SB p. 54/TE pp. T62, SB p. 62/TE pp. T72, SB p. 70/TE pp. T82, SB p. 78/TE pp. T92, SB p. 86/TE pp. T102, SB p. 94/TE pp. T112, SB p. 104/TE pp. T126, SB p. 112/TE pp. T136, SB p. 120/TE pp. T146, SB p. 128/TE pp. T156, SB p. 136/TE pp. T166, SB p. 144/TE pp. T176, SB p. 152/TE pp. T186, SB p. 162/TE pp. T200, SB p. 170/TE pp. T210, SB p. 178/TE pp. T220, SB p. 186/TE pp. T230, SB p. 194/TE pp. T240, SB p. 202/TE pp. T250, SB p. 210/TE pp. T260, SB p. 220/TE pp. T274, SB p. 228/TE pp. T284, SB p. 236/TE pp. T294, SB p. 244/TE pp. T304, SB p. 252/TE pp. T314 <p>TEACHER'S EDITION</p> <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> Connecting Phonics and Vocabulary: Find It (look in books and stories for words with featured syllables)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313

Conventions of Standard English

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p>3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p>	<p>Students see correct usage of nouns and pronouns modeled in context in reading selections throughout the program. They write sentences using nouns and pronouns in Writing Extension: Write About It.</p> <p>Additional representative modeling</p> <p>TEACHER'S EDITION</p> <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Concept Sort (sort word cards into three piles: nouns, verbs, adjectives)—TE pp. T19, T29, T79, T109, T173, T247, T281 Concept Sort (sort word cards by first word: pronouns, verbs, other kinds of words)—TE p. T311 <p style="text-align: right;"><i>continued</i></p>

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Conventions of Standard English

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>[Day 2] Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (pronouns)—TE pp. T132
<p>3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p>	<p>Students see correct usage of regular and irregular verbs and simple verb tenses in context in reading selections throughout the program. They write sentences using verbs and and simple verb tenses in Writing Extension: Write About It.</p> <p>Additional representative modeling</p> <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Concept Sort (sort word cards into three piles: nouns, verbs, adjectives)—TE pp. T19, T29, T79, T109, T173, T247, T281
<p>3.W.6.1c Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<p>Students see correct usage of adjectives and adverbs in context in reading selections throughout the program.</p> <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (expand sentence by adding descriptive details/adjectives)—TE pp. T14, T34, T44, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316 <p>Word Study</p> <ul style="list-style-type: none"> • Related Words: Suffixes (comparative/superlative forms: -er, -est)—SB p. 193/TE p. T238
<p>3.W.6.1d Prepositions – Standard begins at fourth grade.</p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p>	
<p>3.W.6.1e Usage –Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).</p>	N/A

WRITING

Conventions of Standard English

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>	<p>TEACHER’S EDITION Word Study <ul style="list-style-type: none"> • Define It (titles and their abbreviation begin with a capital letter)—TE p. T301 Additional representative modeling STUDENT BOOK/TEACHER’S EDITION Read Connected Text <ul style="list-style-type: none"> • “Unique Units!” (Egypt), SB p. 51/TE p. T58 • “It’s Show Time!”, (Smithtown Sky Planetarium/Jupiter) SB p. 249/TE p. T310 Word Study <ul style="list-style-type: none"> • Abbreviations (titles, street name)—SB p. 69/TE p. T80 • Homophones (Fourth of July)—SB p. 135/TE p. T164 </p>
<p>3.W.6.2b Punctuation –</p>	
<p>a. Correctly using apostrophes to form contractions and singular and plural possessives.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Lesson Unit 4 More Word Study Skills <ul style="list-style-type: none"> • Lesson 30 Contractions—SB pp. 247–254/TE pp. T307–T316 Lesson Activities Word Study <ul style="list-style-type: none"> • Contractions (use an apostrophe)—SB p. 151/TE p. T184 TEACHER’S EDITION Word Study <ul style="list-style-type: none"> • Contractions—TE p. T183 </p>
<p>b. Using quotation marks to mark direct speech.</p>	<p>Representative modeling STUDENT BOOK/TEACHER’S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text (quotation marks to mark direct speech)—SB p. 83/TE p. T98, SB p. 125/TE p. T152, SB p. 167/TE p. T206, SB p. 207/TE p. T256, SB p. 225/TE p. T280 </p>

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3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>c. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension <ul style="list-style-type: none"> • Write About It (write your address)—SB p. 245/TE p. 304 Additional representative modeling Read Connected Text <ul style="list-style-type: none"> • Connected Text—"What's That Noise?" (comma and quotation marks in dialogue) SB p. 83/TE p. T98, "Bugs for Dinner" (Use a comma before a coordinating conjunction: It may not sound tempting if insects are not food in your culture, but these little creatures are eaten by people in many nations.), SB p. 117/TE p. T142 </p>
<p>3.W.6.2c Spelling -</p>	
<p>a. Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons Unit 3 Prefixes and Suffixes <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings (-ed, -ing) (spell words with inflectional endings)—SB pp. 157-202/TE pp. T194-T202 • Lesson 22 Suffixes (-er, -or) (spell words with suffixes)—SB pp. 181-232/TE pp. T224-T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly) (spell words with suffixes)—SB pp. 189-242/TE pp. T234-T242 • Lesson 25 Related Words (spell words with the same base word)—SB pp. 205-262/TE pp. T254-T262 Lesson Activities TEACHER'S EDITION [Day 1] Spelling (optional) <ul style="list-style-type: none"> • TE pp. T5, T15, T25, T35, T45, T55, T65, T75, T85, T95, T105, T119, T129, T139, T149, T159, T169, T179, T193, T203, T213, T223, T233, T243, T253, T267, T277, T287, T297, T307 [Day 2] Spelling (optional) <ul style="list-style-type: none"> • TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 [Day 3] Spelling (optional) <ul style="list-style-type: none"> • TE pp. T9, T19, T29, T39, T49, T59, T69, T79, T89, T99, T109, T123, T133, T143, T153, T163, T173, T183, T197, T207, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311 [Day 4] Spelling (optional) <ul style="list-style-type: none"> • TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313 <p style="text-align: right;"><i>continued</i></p> </p>

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	<p>[Day 5] Spelling (optional)</p> <ul style="list-style-type: none"> TE pp. T13, T23, T33, T43, T53, T63, T73, T83, T93, T103, T113, T127, T137, T147, T157, T167, T177, T187, T201, T211, T221, T231, T241, T251, T261, T275, T285, T295, T305, T315 <p>[Day 2] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (chorally spell words/write each word five times)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310 <p>[Day 3] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (write a sentence for each high-frequency word)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T124, T134, T144, T154, T164, T174, T184, T198, T208, T218, T228, T238, T248, T258, T272, T282, T292, T302, T312 <p>[Day 4] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (write a sentence for each high-frequency word)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314 <p>[Day 5] Teacher Table: Intervention</p> <ul style="list-style-type: none"> High-Frequency Words (students review and expand their sentences with high-frequency words)—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> High-Frequency Words—pp. 31–34 High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> Teacher’s Guide to High-Frequency Words <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> High-Frequency Words—pp. 31–34 High-Frequency Word Assessments <ul style="list-style-type: none"> Directions/Next Steps Forms <ul style="list-style-type: none"> High-Frequency Word Assessment: Teacher Form (Level C)—pp. 14–15 High-Frequency Word Assessment: Student Form (Level C)—pp. 16–17

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<p>b. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Daily Practice: Spell It (use spelling patterns and generalizations)—pp. SM p. 9/TE p. T6, SM p. 17/TE p. T16, SM p. 25/TE p. T26, SM p. 33/TE p. T36, SM p. 41/TE p. T46, SM p. 49/TE p. T56, SM p. 57/TE p. T66, SM p. 65/TE p. T76, SM p. 73/TE p. T86, SM p. 81/TE p. T96, SM p. 89/TE p. T106, SM p. 99/TE p. T120, SM p. 107/TE p. T130, SM p. 115/TE p. T140, SM p. 123/TE p. T150, SM p. 131/TE p. T160, SM p. 139/TE p. T170, SM p. 147/TE p. T180, SM p. 157/TE p. T194, SM p. 165/TE p. T204, SM p. 173/TE p. T214, SM p. 181/TE p. T224, SM p. 189/TE p. T234, SM p. 197/TE p. T244, SM p. 205/TE p. T254, SM p. 268/TE p. T268, SM p. 276/TE p. T278, SM p. 284/TE p. T288, SM p. 292/TE p. T298, SM p. 300/TE p. T308 <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (identify spelling pattern or generalization)—SM p. 10/TE p. T6, SM p. 18/TE p. T16, SM p. 26/TE p. T26, SM p. 34/TE p. T36, SM p. 42/TE p. T46, SM p. 50/TE p. T56, SM p. 58/TE p. T66, SM p. 66/TE p. T76, SM p. 74/TE p. T86, SM p. 82/TE p. T96, SM p. 90/TE p. T106, SM p. 100/TE p. T120, SM p. 108/TE p. T130, SM p. 116/TE p. T140, SM p. 124/TE p. T150, SM p. 132/TE p. T160, SM p. 140/TE p. T170, SM p. 148/TE p. T180, SM p. 158/TE p. T194, SM p. 166/TE p. T204, SM p. 174/TE p. T214, SM p. 182/TE p. T224, SM p. 190/TE p. T234, SM p. 198/TE p. T244, SM p. 206/TE p. T254, SM p. 269/TE p. T268, SM p. 277/TE p. T278, SM p. 285/TE p. T288, SM p. 293/TE p. T298, SM p. 301/TE p. T308 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact With the Text (circle featured syllable/spelling pattern or generalization)—pp. SB p. 11/TE p. T8, SB p. 19/TE p. T18, SB p. 27/TE p. T28, SB p. 35/TE p. T38, SB p. 43/TE p. T48, SB p. 51/TE p. T58, SB p. 59/TE p. T68, SB p. 67/TE p. T78, SB p. 75/TE p. T88, SB p. 83/TE p. T98, SB p. 91/TE p. T108, SB p. 101/TE p. T122, SB p. 109/TE p. T132, SB p. 117/TE p. T142, SB p. 125/TE p. T152, SB p. 133/TE p. T162, SB p. 141/TE p. T172, SB p. 149/TE p. T182, SB p. 159/TE p. T196, SB p. 167/TE p. T206, SB p. 175/TE p. T216, SB p. 183/TE p. T226, SB p. 191/TE p. T236, SB p. 199/TE p. T246, SB p. 207/TE p. T256, SB p. 217/TE p. T270, SB p. 225/TE p. T280, SB p. 233/TE p. T290, SB p. 241/TE p. T300, SB p. 249/TE p. T310 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (identify syllable/spelling pattern or generalization then write each word in the correct box)—SB p. 12/TE p. T8, SB p. 20/TE p. T18, SB p. 28/TE p. T28, SB p. 36/TE p. T38, SB p. 44/TE p. T48, SB p. 52/TE p. T58, SB p. 60/TE p. T68, SB p. 68/TE p. T78, SB p. 76/TE p. T88, SB p. 84/TE p. T98, SB p. <p style="text-align: right;"><i>continued</i></p>

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3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>92/TE p. T108, SB p. 102/TE p. T122, SB p. 110/TE p. T132, SB p. 118/TE p. T142, SB p. 126/TE p. T152, SB p. 134/TE p. T162, SB p. 142/TE p. T172, SB p. 150/TE p. T182, SB p. 160/TE p. T196, SB p. 168/TE p. T206, SB p. 176/TE p. T216, SB p. 184/TE p. T226, SB p. 192/TE p. T236, SB p. 200/TE p. T246, SB p. 208/TE p. T256, SB p. 218/TE p. T270, SB p. 226/TE p. T280, SB p. 234/TE p. T290, SB p. 242/TE p. T300, SB p. 250/TE p. T310</p> <p>High-Frequency Syllables</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Read It/Find It (underline target syllable in each word/find words with target syllable in books and stories then write the words)—SB p. 14/TE pp. T12, SB p. 22/TE pp. T22, SB p. 30/TE pp. T32, SB p. 38/TE pp. T42, SB p. 46/TE pp. T52, SB p. 54/TE pp. T62, SB p. 62/TE pp. T72, SB p. 70/TE pp. T82, SB p. 78/TE pp. T92, SB p. 86/TE pp. T102, SB p. 94/TE pp. T112, SB p. 104/TE pp. T126, SB p. 112/TE pp. T136, SB p. 120/TE pp. T146, SB p. 128/TE pp. T156, SB p. 136/TE pp. T166, SB p. 144/TE pp. T176, SB p. 152/TE pp. T186, SB p. 162/TE pp. T200, SB p. 170/TE pp. T210, SB p. 178/TE pp. T220, SB p. 186/TE pp. T230, SB p. 194/TE pp. T240, SB p. 202/TE pp. T250, SB p. 210/TE pp. T260, SB p. 220/TE pp. T274, SB p. 228/TE pp. T284, SB p. 236/TE pp. T294, SB p. 244/TE pp. T304, SB p. 252/TE pp. T314 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It: Quick Check (identify spelling patterns/check spelling)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact With the Text (mark part of word matching the specified spelling pattern or generalization)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out: Closed Sort/Check and Discuss (sort words according to featured syllable/spelling pattern or <p style="text-align: right;"><i>continued</i></p>

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	<p>generalization/word awareness)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309</p> <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Dictation (guided spelling)—pp. 27–30 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Dictation <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound) <ul style="list-style-type: none"> ◦ Connect to Spelling—p. 7 • Spelling Instructional Guide <ul style="list-style-type: none"> ◦ What Is the Role of Spelling in From Phonics to Reading? ◦ Level C (Grade 3) Spelling Guide—pp. 20–23 ◦ Writing Notebook Mastery Checklist—p. 24

SPEAKING AND LISTENING

Discussion and Collaboration

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss text with a partner)—SB p. 11/TE p. T8, SB p. 19/TE p. T18, SB p. 27/TE p. T28, SB p. 35/TE p. T38, SB p. 43/TE p. T48, SB p. 51/TE p. T58, SB p. 59/TE p. T68, SB p. 67/TE p. T78, SB p. 75/TE p. T88, SB p. 83/TE p. T98, SB p. 91/TE p. T108, SB p. 101/TE p. T122, SB p. 109/TE p. T132, SB p. 117/TE p. T142, SB p. 125/TE p. T152, SB p. 133/TE p. T162, SB p. 141/TE p. T172, SB p. 149/TE p. T182, SB p. 159/TE p. T196, SB p. 167/TE p. T206, SB p. 175/TE p. T216, SB p. 183/TE p. T226, SB p. 191/TE p. T236, SB p. 199/TE p. T246, SB p. 207/TE p. T256, SB p. 217/TE p. T270, SB p. 225/TE p. T280, SB p. 233/TE p. T290, SB p. 241/TE p. T300, SB p. 249/TE p. T310 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss answers to comprehension questions first with a partner then with the group)—TE pp. T7, <p style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING

Discussion and Collaboration

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
<p>3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss answers to comprehension questions)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
<p>3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (students participate in discussions of reading selections following rules modeled by the teacher)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
<p>3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss answers to comprehension questions with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
<p>3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (draw on personal experience/opinions/preferences when explaining response to text)—SB p. 19/TE p. T18, SB p. 27/TE p. T28, SB p. 35/TE p. T38, SB p. 43/TE p. T48, SB p. 59/TE p. T68, SB p. 67/TE p. T78, SB p. 75/TE p. T88, SB p. 83/TE p. T98, SB p. 91/TE p. T108, SB p. 101/TE p. T122, SB p. 109/TE p. T132, SB p. 117/TE p. T142, SB p. 125/TE p. T152, SB p. 133/TE p. T162, SB p. 141/TE p. T172, SB p. 149/TE p. T182, SB p. 159/TE p. T196, SB p. 167/TE p. T206, SB p. 175/TE p. T216, SB p. 183/TE p. T226, SB p. 191/TE p. T236, SB p. 199/TE p. T246, SB p. 217/TE p. T270, SB p. 225/TE p. T280
<p>3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read text aloud then discuss main ideas and supporting details)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195 <p style="text-align: right;"><i>continued</i></p>

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SPEAKING AND LISTENING

Comprehension

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
<p>3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss answers to comprehension questions with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309

Presentation of Knowledge and Ideas

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.SL.4.1 Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family: Practice with Connected Text/Apreciada familia: Practicando con el cuento en Decodable Passages (retell/summarize story)—Unit 1: SB pp. 7 & 8/TE p. T1, Unit 2: SB pp. 97 & 98/TE p. T115, Unit 3: SB pp. 155 & 156/TE p. T189, Unit 4: SB pp. 213 & 214/TE p. T263
<p>3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.</p>	<p>Related content</p> <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Try It (use words in oral sentences)—TE pp. T197, T227, T237, T257, T311
<p>3.SL.4.3 Students are expected to build upon and continue applying conventions learned previously. <i>2.SL.4.3 Give and follow multi-step directions.</i></p>	<p>Students listen to, follow, and share with partners multi-step directions for activities throughout the program.</p>

MEDIA LITERACY

Media Literacy

3RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>3.ML.4.1 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss author's purpose/message)—TE pp. T27, T37, T57, T87, T131 (What is the author's purpose for writing this passage? How do you know?), T141, T181 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Instructional Guides <ul style="list-style-type: none"> ○ Multisensory/Multimodal Instruction: The Latest Research <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home • Blend It • Interact with the Text • Sort It Out • Think and Write • Make New Words • Take-Home Book
<p>3.ML.2.2 Standard begins in fifth grade.</p> <p><i>5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</i></p>	