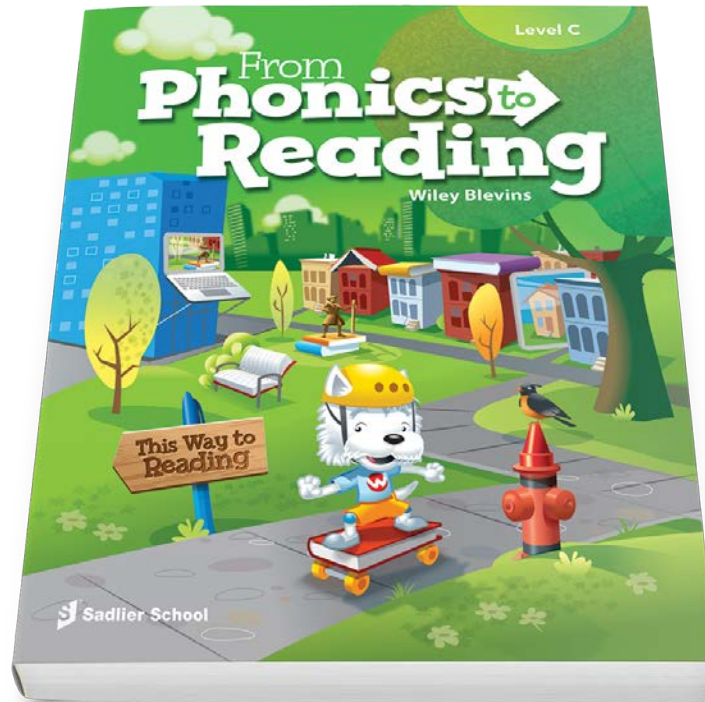


From Phonics to Reading

Correlation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

Grade 3



KEY ALIGNED CONTENT

Foundational Skills

ELA.3.F.1 Applying Foundational Reading Skills. 2

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Key Aligned Content

FOUNDATIONAL SKILLS

ELA.3.F.1 Applying Foundational Reading Skills

Phonics and Word Analysis

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels (a, e, ea, i, o, u)—SB pp. 9–16/TE pp. T5–T14 • Lesson 2 Long a (a, ai, a_e, ay, ea, ei, eigh)—SB pp. 17–24/TE pp. T15–T24 • Lesson 3 Long o (oa, ow, o_e, oe, o)—SB pp. 25–32/TE pp. T25–T34 • Lesson 4 Long e (e, e_e, ee, ea, y, ey, ie, ei)—SB pp. 33–40/TE pp. T35–T44 • Lesson 5 Long i (i, i_e, igh, y, ie)—SB pp. 41–48/TE pp. T45–T54 • Lesson 6 Long u (u, u_e, ue, ew, iew)—SB pp. 49–56/TE pp. T55–T64 • Lesson 7 r-Controlled Vowels /är/, /ôr/ (ar, or, ore, oar)—SB pp. 57–64/TE pp. T65–T74 • Lesson 8 r-Controlled Vowel /ûr/ (er, ir, ur)—SB pp. 65–72/TE pp. T75–T84 • Lesson 9 Short oo and Long oo (oo, u, oui; oo, ou, o, u_e, u, ue, ui, ew, ough)—SB pp. 73–80/TE pp. T85–T94 • Lesson 10 Diphthongs /ou/, /oi/ (ou, ow, oi, oy)—SB pp. 81–88/TE pp. T95–T104 • Lesson 11 Complex Vowel /ô/ (au, aw, a(lk), a(It), a(II), ough, augh)—SB pp. 89–96/TE pp. T105–T114 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—pp. 99–106/TE pp. T119–T128 • Lesson 13 Open Syllables—pp. 107–114/TE pp. T129–T138 • Lesson 14 Final Stable Syllables—pp. 115–122/TE pp. T139–T148 • Lesson 15 Vowel Team Syllables—pp. 123–130/TE pp. T149–T158 • Lesson 16 r-Controlled Vowel Syllables—pp. 131–138/TE pp. T159–T168 • Lesson 17 Final e Syllables—pp. 139–148/TE pp. T169–T178 • Lesson 18 Unaccented Final Syllables—pp. 147–158/TE pp. T179–T188 <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings with Spelling Changes (-ed; -ing)—SB pp. 157–164/TE pp. T193–T202 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 20 Irregular Plurals—SB pp. 165–172/TE pp. T203–T212 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–180/TE pp. T213–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–188/TE pp. T223–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–196/TE pp. T233–T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–204/TE pp. T243–T252 • Lesson 25 Related Words (shared base words)—SB pp. 205–212/TE pp. T253–T262 <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 • Lesson 28 Compound Words—SB pp. 231–238/TE pp. T287–T296 • Lesson 29 Abbreviations—SB pp. 239–246/TE pp. T297–T306 • Lesson 30 Contractions—SB pp. 247–254/TE pp. T307–T316
<p>a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p>	<p>TEACHER'S EDITION Word Study (teaching notes)</p> <ul style="list-style-type: none"> • Use Morphology: Prefixes and Roots—TE p. T291 (many roots come from old Greek and Latin words, like <i>port</i>, “carry”) <p>See also related content</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 with Spelling Changes (-ed; -ing)—SB pp. 157–164/TE pp. T193–T202 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–180/TE pp. T213–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–188/TE pp. T223–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–196/TE pp. T233–T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–204/TE pp. T243–T252 • Lesson 25 Related Words (shared base words)—SB pp. 205–212/TE pp. T253–T262 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • 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 • Use Morphology: Prefixes and Base Words—SB p. 177/TE p. T218 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 <p>TEACHER'S EDITION</p> <p>Word Study (teaching notes)</p> <ul style="list-style-type: none"> • Related Words: Suffixes (-ed, -ing)—TE p. T197 • Use Morphology: Prefixes and Base Words—TE p. T217 <p>Using Morphology: Prefixes, Suffixes, and Base Words (-er, -est, -able)—TE p. T237</p> <ul style="list-style-type: none"> • Using Morphology: Prefixes, Suffixes, and Base Words—TE p. T247 • Related Words: Prefixes and Suffixes—TE p. T257
<p>b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</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 22 Suffixes (-er, -or)—SB pp. 181-188/TE pp. T223-T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-196/TE pp. T233-T242 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Related Words: Suffixes (-ed, -ing)—SB p. 161/TE p. T198 • Using Morphology: Prefixes, Suffixes, and Base Words (-er, -est, -able)—SB p. 193/TE p. T238 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Related Words: Prefixes and Suffixes—SB p. 209/TE p. T258 • Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—SB p. 177/TE p. T218 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—SB p. 201/TE p. T248 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (adding suffixes -er or -or turns verb into noun)—SB p. 183/TE p. TE p. T226 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.3.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (adding -er or -or to word changes its meaning and part of speech)—SB p. 184/TE p. TE p. T226 <p>TEACHER'S EDITION</p> <p>Word Study (teaching notes)</p> <ul style="list-style-type: none"> • Related Words: Suffixes (-ed, -ing)—TE p. T197 • Use Morphology: Prefixes and Base Words—TE p. T217 • Using Morphology: Prefixes, Suffixes, and Base Words (-er, -est, -able)—TE p. T237 • Using Morphology: Prefixes, Suffixes, and Base Words—TE p. T247 • Related Words: Prefixes and Suffixes—TE p. T257 <p>Introduce Sound-Spelling (teaching notes)</p> <ul style="list-style-type: none"> • Learn and Blend (the suffix changed the meaning of the base word)—TE pp. T223, 233 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Reread and Write (spelling changes when adding suffixes to verbs)—TE p. T202
<p>c. Decode multisyllabic words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (Check Foundational Skills/ Transition to Longer Words/Challenge/Using the “Reading Big Words” Strategy/Reading in Context)—Lesson 1, SB p. 9/TE p. T6; Lesson 2, SB p. 17/TE p. T16; Lesson 3, SB p. 25/TE p. T26; Lesson 4, SB p. 33/TE p. T36; Lesson 5, SB p. 41/TE p. T46; Lesson 6, SB p. 49/TE p. T56; Lesson 7, SB p. 57/TE p. T66; Lesson 8, SB p. 65/TE p. T76; Lesson 9, SB p. 73/TE p. T86; Lesson 10, SB p. 81/TE p. T96; Lesson 11, SB p. 89/TE p. T106; Lesson 12, SB p. 99/TE p. T120; Lesson 13, SB p. 107/TE p. T130; Lesson 14, SB p. 115/TE p. T140; Lesson 15, SB p. 123/TE p. T150; Lesson 16, SB p. 131/TE p. T160; Lesson 17, SB p. 139/TE p. T170; Lesson 18, SB p. 147/TE p. T180; Lesson 19, SB p. 157/TE p. T194; Lesson 20, SB p. 165/TE p. T204; Lesson 21, SB p. 173/TE p. T214; Lesson 22, SB p. 181/TE p. T224; Lesson 23, SB p. 189/TE p. T234; Lesson 24, SB p. 197/TE p. T244; Lesson 25, SB p. 205/TE p. T254; Lesson 26, SB p. 215/TE p. T268; Lesson 27, SB p. 223/TE p. T278; Lesson 28, SB p. 231/TE p. T288; Lesson 29, SB p. 239/TE p. T298; Lesson 30, SB p. 247/TE p. T308 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

TEACHER'S EDITION

Introduce Sound-Spelling (teaching notes)

- **Learn and Blend** (divide a longer word into parts when attempting to sound it out)
- **Blend It** (model blending the first two words/students chorally blend the remaining words)
- **Corrective Feedback** (model how to break apart the word by syllable, then sound it out using the lesson skill)
 - Lesson 1, TE pp. T5–T6; Lesson 2, TE pp. T15–T16; Lesson 3, TE pp. T25–T26; Lesson 4, TE pp. T35–T36; Lesson 5, TE pp. T45–T46; Lesson 6, TE pp. T55–T56; Lesson 7, TE pp. T65–T66; Lesson 8, TE pp. T75–T76; Lesson 9, TE pp. T85–T86; Lesson 10, TE pp. T95–T96; Lesson 11, TE pp. T105–T106; Lesson 12, TE pp. T119–T120; Lesson 13, TE pp. T129–T130; Lesson 14, TE pp. T139–T140; Lesson 15, TE pp. T149–T150; Lesson 16, TE pp. T159–T160; Lesson 17, TE pp. T169–T170; Lesson 18, TE pp. T179–T180; Lesson 19, TE pp. T193–T194; Lesson 20, TE pp. T203–T204; Lesson 21, TE pp. T213–T214; Lesson 22, TE pp. T223–T224; Lesson 23, TE pp. T233–T234; Lesson 24, TE pp. T243–T244; Lesson 25, TE pp. T253–T254; Lesson 26, TE pp. T267–T268; Lesson 27, TE pp. T277–T278; Lesson 28, TE pp. T287–T288; Lesson 29, TE pp. T297–T298; Lesson 30, TE pp. T307–T308

DIGITAL RESOURCES

Professional Development

- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **Multisyllabic Words**—pp. 51–54
- **Instructional Support by Wiley Blevins**
 - **Video: Multisyllabic Words**

Instructional Resources (each lesson)

- **Sound Boxes**
- **“Reading Big Words” Strategy**
 - **Step 4 Sound out and blend together word parts**

Assessment

- **Comprehensive Phonics Survey Teacher Resource:** Assessment Directions
- **Comprehensive Phonics Survey: Nonsense Word Reading**
 - **E. Word Study (Multisyllabic Words)**

Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.
Clarification 2: See Affixes and the Parts of Speech They Form.

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

STUDENT BOOK/TEACHER'S EDITION

Introduction

- **Daily Practice: Build Fluency** (develop/check oral reading fluency)—Lesson 1, SB p. 9/TE p. T6; Lesson 2, SB p. 17/TE p. T16; Lesson 3, SB p. 25/TE p. T26; Lesson 4, SB p. 33/TE p. T36; Lesson 5, SB p. 41/TE p. T46; Lesson 6, SB p. 49/TE p. T56; Lesson 7, SB p. 57/TE p. T66; Lesson 8, SB p. 65/TE p. T76; Lesson 9, SB p. 73/TE p. T86; Lesson 10, SB p. 81/TE p. T96; Lesson 11, SB p. 89/TE p. T106; Lesson 12, SB p. 99/TE p. T120; Lesson 13, SB p. 107/TE p. T130; Lesson 14, SB p. 115/TE p. T140; Lesson 15, SB p. 123/TE p. T150; Lesson 16, SB p. 131/TE p. T160; Lesson 17, SB p. 139/TE p. T170; Lesson 18, SB p. 147/TE p. T180; Lesson 19, SB p. 157/TE p. T194; Lesson 20, SB p. 165/TE p. T204; Lesson 21, SB p. 173/TE p. T214; Lesson 22, SB p. 181/TE p. T224; Lesson 23, SB p. 189/TE p. T234; Lesson 24, SB p. 197/TE p. T244; Lesson 25, SB p. 205/TE p. T254; Lesson 26, SB p. 215/TE p. T268; Lesson 27, SB p. 223/TE p. T278; Lesson 28, SB p. 231/TE p. T288; Lesson 29, SB p. 239/TE p. T298; Lesson 30, SB p. 247/TE p. T308

Build Fluency

- **Speed Drill** (develop/check oral reading fluency)—Lesson 1, SB p. 10/TE p. T6; Lesson 2, SB p. 18/TE p. T16; Lesson 3, SB p. 26/TE p. T26; Lesson 4, SB p. 34/TE p. T36; Lesson 5, SB p. 42/TE p. T46; Lesson 6, SB p. 50/TE p. T56; Lesson 7, SB p. 58/TE p. T66; Lesson 8, SB p. 66/TE p. T76; Lesson 9, SB p. 74/TE p. T86; Lesson 10, SB p. 82/TE p. T96; Lesson 11, SB p. 90/TE p. T106; Lesson 12, SB p. 100/TE p. T120; Lesson 13, SB p. 108/TE p. T130; Lesson 14, SB p. 116/TE p. T140; Lesson 15, SB p. 124/TE p. T150; Lesson 16, SB p. 132/TE p. T160; Lesson 17, SB p. 140/TE p. T170; Lesson 18, SB p. 148/TE p. T180; Lesson 19, SB p. 158/TE p. T194; Lesson 20, SB p. 166/TE p. T204; Lesson 21, SB p. 174/TE p. T214; Lesson 22, SB p. 182/TE p. T224; Lesson 23, SB p. 190/TE p. T234; Lesson 24, SB p. 198/TE p. T244; Lesson 25, SB p. 206/TE p. T254; Lesson 26, SB p. 216/TE p. T268; Lesson 27, SB p. 224/TE p. T278; Lesson 28, SB p. 232/TE p. T288; Lesson 29, SB p. 240/TE p. T298; Lesson 30, SB p. 248/TE p. T308

Read Connected Text

- **Connected Text/Read Connected Text Teaching Notes** (students chorally read each grade-level passage aloud to build oral fluency)
 - Lesson 1 “Back to School”—SB p. 11/TE pp. T7–T8
 - Lesson 2 “State Fair”—SB p. 19/TE pp. T17–T18

continued

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ○ Lesson 3 “A Goat Show?”—SB p. 27/TE pp. T27–T28 ○ Lesson 4 “Brain Teaser”—SB p. 35/TE pp. T37–T38 ○ Lesson 5 “My Diary”—SB p. 43/TE pp. T47–T48 ○ Lesson 6 “Unique Units!”—SB p. 51/TE pp. T57–T58 ○ Lesson 7 “Unicorns of the Sea”—SB p. 59/TE pp. T67–T68 ○ Lesson 8 “Pop, Pop, Popcorn”—SB p. 67/TE pp. T77–T78 ○ Lesson 9 “The Cooking Crew”—SB p. 75/TE pp. T87–T88 ○ Lesson 10 “What’s That Noise?”—SB p. 83/TE pp. T97–T98 ○ Lesson 11 “The Dog Walker”—SB p. 91/TE pp. T107–T108 ○ Lesson 12 “The Monster Pumpkin”—SB p. 101/TE pp. T121–T122 ○ Lesson 13 “Coding Camp for Kids!”—SB p. 109/TE pp. T131–T132 ○ Lesson 14 “Bugs for Dinner”—SB p. 117/TE pp. T141–T142 ○ Lesson 15 “Cow? Doe? Goat? Guess!”—SB p. 125/TE pp. T151–T152 ○ Lesson 16 “Dependable Dogs”—SB p. 133/TE pp. T161–T162 ○ Lesson 17 “A Nice Surprise”—SB p. 141/TE pp. T171–T172 ○ Lesson 18 “Attention, Superhero Fans!”—SB p. 149/TE pp. T181–T182 ○ Lesson 19 “A Wild Ride”—SB p. 159/TE pp. T195–T196 ○ Lesson 20 “Race Day”—SB p. 167/TE pp. T205–T206 ○ Lesson 21 “Packing for a Trip”—SB p. 175/TE pp. T215–T216 ○ Lesson 22 “What Will I Be?”—SB p. 183/TE pp. T225–T226 ○ Lesson 23 “Join Our Walking School Bus!”—SB p. 191/TE pp. T235–T236 ○ Lesson 24 “The Unbelievable Woolly Bear!”—SB p. 199/TE pp. T245–T246 ○ Lesson 25 “Friendly or Unfriendly?”—SB p. 207/TE pp. T255–T256 ○ Lesson 26 “Fun Puns”—SB p. 217/TE pp. T269–T270 ○ Lesson 27 “What’s That Word?”—SB p. 225/TE pp. T279–T280 ○ Lesson 28 “Insect Hunt Highlights”—SB p. 233/TE pp. T289–T290 ○ Lesson 29 “ZIP, Zap, Zoom!”—SB p. 241/TE pp. T299–T300 ○ Lesson 30 “It’s Show Time!”—SB p. 249/TE pp. T309–T310 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (assess student accuracy and automaticity/fluency)—Lesson 1, SB p. 16/TE pp. T13–T14; Lesson 2, SB p. 24/TE pp. T23–T24; Lesson 3, SB p. 32/TE pp. T33–T34; Lesson 4, SB p. 40/TE pp. T43–T44; Lesson 5, SB p. 48/TE p. T53–T54; Lesson 6, SB p. 56/TE pp. T63–T64; Lesson 7, SB p. 64/TE pp. T73–T74; Lesson 8, SB p. 72/TE pp. T83–T84; <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

Lesson 9, SB p. 80/TE pp. T93–T94; Lesson 10, SB p. 88/TE p. T103–T104; Lesson 11, SB p. 96/TE pp. T113–T114; Lesson 12, SB p. 106/TE pp. T127–T128; Lesson 13, SB p. 114/TE pp. T137–T138; Lesson 14, SB p. 122/TE pp. T147–T148; Lesson 15, SB p. 130/TE pp. T157–T158; Lesson 16, SB p. 138/TE pp. T167–T168; Lesson 17, SB p. 146/TE pp. T177–T178; Lesson 18, SB p. 154/TE pp. T187–T188; Lesson 19, SB p. 164/TE pp. T201–T202; Lesson 20, SB p. 172/TE pp. T211–T212; Lesson 21, SB p. 180/TE pp. T221–T222; Lesson 22, SB p. 188/TE pp. T231–T232; Lesson 23, SB p. 196/TE pp. T241–T242; Lesson 24, SB p. 204/TE pp. T251–T252; Lesson 25, SB p. 212/TE pp. T261–T262; Lesson 26, SB p. 222/TE pp. T275–T276; Lesson 27, SB p. 230/TE pp. T285–T286; Lesson 28, SB p. 238/TE pp. T295–T296; Lesson 29, SB p. 246/TE pp. T305–T306; Lesson 30, SB 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
- **Unit 3**—TE p. T189: *Thank you, Omu* by Oge Mora, *Babu's Song* by Stephanie Stuve-Bodeen, *The Three Bully Goats* by Leslie Kimmelman, *The Secret Subway* by Shana Corey
- **Unit 4**—TE p. T263: *The King Who Rained* by Fred Gwynne, *Thank you, Mr. Falker* by Patricia Polacco, *Somebody Loves You, Mr. Hatch* by Eileen Spinelli, *The Bass Plays the Bass and Other Homographs* by Gene Barretta, *The Honeybee Man* by Lela Nargi

Independent/Partner Work

- **Build Fluency** (reread decodable passages to build skill mastery)—Lesson 1, TE p. T7; Lesson 2, TE p. T17; Lesson 3, TE p. T27; Lesson 4, TE p. T37; Lesson 5, TE p. T47; Lesson 6, TE p. T57; Lesson 7, TE p. T67; Lesson 8, TE p. T77; Lesson 9, TE p. T87; Lesson 10, TE p. T97; Lesson 11, TE p. T107; Lesson 12, TE p. T121; Lesson 13, TE p. T131; Lesson 14, TE p. T141; Lesson 15, TE p. T151; Lesson 16, TE p. T161; Lesson 17, TE p. 171;

continued

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Lesson 18, TE p. T181; Lesson 19, TE p. T195; Lesson 20, TE p. T205; Lesson 21, TE p. T215; Lesson 22, TE p. T225; Lesson 23, TE p. T235; Lesson 24, TE p. T245; Lesson 25, TE p. T255; Lesson 26, TE p. T269; Lesson 27, TE p. T279; Lesson 28, TE p. T289; Lesson 29, TE p. T299; Lesson 30, TE p. T309</p> <p>Home-School Connection</p> <ul style="list-style-type: none"> (Build fluency by reading five sentences containing words with the target skill)—Lesson 1, TE p. T9; Lesson 2, TE p. T19; Lesson 3, TE p. T29; Lesson 4, TE p. T39; Lesson 5, TE p. T49; Lesson 6, TE p. T59; Lesson 7, TE p. T69; Lesson 8, TE p. T79; Lesson 9, TE p. T89; Lesson 10, TE p. T99; Lesson 11, TE p. T109; Lesson 12, TE p. T123; Lesson 13, TE p. T133; Lesson 14, TE p. T143; Lesson 15, TE p. T153; Lesson 16, TE p. T163; Lesson 17, TE p. T173; Lesson 18, TE p. T183; Lesson 19, TE p. T197; Lesson 20, TE p. T207; Lesson 21, TE p. T217; Lesson 22, TE p. T227; Lesson 23, TE p. T237; Lesson 24, TE p. T247; Lesson 25, TE p. T257; Lesson 26, TE p. T271; Lesson 27, TE p. T281; Lesson 28, TE p. T291; Lesson 29, TE p. T301; Lesson 30, TE p. T311 <p>Reread Connected Text/Write</p> <ul style="list-style-type: none"> Connected Text (read sentences from text to check growing fluency)—Lesson 1, TE p. T11; Lesson 2, TE p. T21; Lesson 3, TE p. T31; Lesson 4, TE p. T41; Lesson 5, TE p. T51; Lesson 6, TE p. T61; Lesson 7, TE p. T71; Lesson 8, TE p. T81; Lesson 9, TE p. T91; Lesson 10, TE p. T101; Lesson 11, TE p. T111; Lesson 12, TE p. T125; Lesson 13, TE p. T135; Lesson 14, TE p. T145; Lesson 15, TE p. T155; Lesson 16, TE p. T165; Lesson 17, TE p. T175; Lesson 18, TE p. T185; Lesson 19, TE p. T199; Lesson 20, TE p. T209; Lesson 21, TE p. T219; Lesson 22, TE p. T229; Lesson 23, TE p. T239; Lesson 24, TE p. T249; Lesson 25, TE p. T259; Lesson 26, TE p. T273; Lesson 27, TE p. T283; Lesson 28, TE p. T293; Lesson 29, TE p. T303; Lesson 30, TE p. 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)—Lesson 1, TE p. T12; Lesson 2, TE p. T22; Lesson 3, TE p. T32; Lesson 4, TE p. T42; Lesson 5, TE p. T52; Lesson 6, TE p. T62; Lesson 7, TE p. T72; Lesson 8, TE p. T82; Lesson 9, TE p. T92; Lesson 10, TE p. T102; Lesson 11, TE p. T112; Lesson 12, TE p. T126; Lesson 13, TE p. T136; Lesson 14, TE p. T146; Lesson 15, TE p. T156; Lesson 16, TE p. T166; Lesson 17, TE p. T176; Lesson 18, TE p. T186; Lesson 19, TE p. T200; Lesson 20, TE p. T210; Lesson 21, TE p. T220; Lesson 22, TE p. T230; Lesson 23, TE p. T240; <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Lesson 24, TE p. T250; Lesson 25, TE p. T260; Lesson 26, TE p. T274; Lesson 27, TE p. T284; Lesson 28, TE p. T294; Lesson 29, TE p. T304; Lesson 30, TE p. T314</p> <p>DIGITAL RESOURCES</p> <p>Student and Family Resources (each unit)</p> <ul style="list-style-type: none"> • Student Fluency Sentences—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 also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly. <p>Instructional Resources (each unit)</p> <ul style="list-style-type: none"> • Student Fluency Report: Progress Check <p>Cumulative Assessments (each lesson)</p> <ul style="list-style-type: none"> • Fluency Check (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 <ul style="list-style-type: none"> ◦ Phrasing ◦ Expression and Intonation ◦ Punctuation ◦ Rate ◦ Accuracy ◦ A Note About Student Fluency Sentences • From Fluency to Comprehension: Routines and Minilessons, Level C—pp. 19–24 <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine: Connected Texts and Speed Drills <ul style="list-style-type: none"> ◦ 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 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ◦ 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)
<p>Benchmark Clarifications:</p> <p>Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p>Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>	

Additional Aligned Content

READING

ELA.3.R.1 Reading Prose and Poetry

Literary Elements

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text (literary texts)</p> <ul style="list-style-type: none"> Connected Text/Interact with the Text—Lesson 1, SB p. 11/TE p. T8; Lesson 2, SB p. 19/TE p. T18; Lesson 5, SB p. 43/TE p. T48; Lesson 10, SB p. 83/TE p. T98; Lesson 11, SB p. 91/TE p. T108; Lesson 12, SB p. 101/TE p. T122; Lesson 19, SB p. 159/TE p. T196; Lesson 20, SB p. 167/TE p. T206; Lesson 21, SB p. 175/TE p. T216; Lesson 22, SB p. 183/TE p. T226; Lesson 25, SB p. 207/TE p. T256; Lesson 28, SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text (teaching notes) Students explore thoughts, feelings, and actions of characters in literary texts.</p> <p>Examples: "Why does Ivy hide her diary from her brother? Would you want anyone to read your diary? Why or why not?" (Lesson 5, TE p. T47); "Do you think the narrator enjoyed the ride? Why or why not?" (Lesson 19, TE p. T195).</p> <ul style="list-style-type: none"> Connected Text/Interact with the Text—Lesson 1, TE p. T7; Lesson 2, TE p. T17; Lesson 5, TE p. T47; Lesson 10, TE p. T97; Lesson 11, TE p. T107; Lesson 12, TE p. T121; Lesson 19, TE p. T195; Lesson 20, TE p. T205; Lesson 21, TE p. T215; Lesson 22, TE p. T225; Lesson 25, TE p. T255; Lesson 28, TE p. T289
<p>Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.</p>	

Theme

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text (literary texts)</p> <ul style="list-style-type: none"> Connected Text/Interact with the Text—Lesson 1, SB p. 11/TE p. T8; Lesson 2, SB p. 19/TE p. T18; Lesson 4, SB p. 35/TE p. T38; Lesson 5, SB p. 43/TE p. T48; Lesson 10, SB p. 83/TE p. T98; Lesson 11, SB p. 91/TE p. T108; Lesson 12, SB p. 101/TE p. T122; Lesson 19, SB p. 159/TE p. T196; Lesson 20, SB p. 67/TE <p style="text-align: right;"><i>continued</i></p>

READING

ELA.3.R.1 Reading Prose and Poetry

Theme

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>p. T206; Lesson 21, SB p. 175/TE p. T216; Lesson 22, SB p. 183/TE p. T226; Lesson 25, SB p. 207/TE p. T256; Lesson 26, SB p. 217/TE p. T270; Lesson 28, SB p. 233/TE p. T290</p> <p>TEACHER'S EDITION Read Connected Text (teaching notes) Students discuss plot, theme, and details of literary texts. Examples: "Which of the activities do you think David enjoyed the most? Why do you think this?" (Lesson 2, TE p. T17); "Do you think growing a monster pumpkin is hard work? Why or why not?" (Lesson 12, TE p. T121).</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 1, TE p. T7; Lesson 2, TE p. T17; Lesson 4, TE p. T37; Lesson 5, TE p. T47; Lesson 10, TE p. T97; Lesson 11, TE p. T107; Lesson 12, TE p. T121; Lesson 19, TE p. T195; Lesson 20, TE p. T205; Lesson 21, TE p. T215; Lesson 22, TE p. T225; Lesson 25, TE p. T255; Lesson 26, TE p. T269; Lesson 28, TE p. T289

Perspective and Point of View

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.1.3: Explain different characters' perspectives in a literary text.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text (literary texts)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 1, SB p. 11/TE p. T8; Lesson 2, SB p. 19/TE p. T18; Lesson 4, SB p. 35/TE p. T38; Lesson 5, SB p. 43/TE p. T48; Lesson 10, SB p. 83/TE p. T98; Lesson 11, SB p. 91/TE p. T108; Lesson 12, SB p. 101/TE p. T122; Lesson 19, SB p. 159/TE p. T196; Lesson 20, SB p. 167/TE p. T206; Lesson 21, SB p. 175/TE p. T216; Lesson 22, SB p. 183/TE p. T226; Lesson 25, SB p. 207/TE p. T256; Lesson 26, SB p. 217/TE p. T270; Lesson 27, SB p. 225/TE p. T280; Lesson 28, SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text (teaching notes) Students discuss characters and perspectives in literary texts. Examples: "Why do you think the narrator says, "for right now I'll just be plain me?" (Lesson 22, TE p. T225); "How do you think the narrator feels about baseball? How do you know?" (Lesson 21, TE p. T215).</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 1, TE p. T7; Lesson 2, TE p. T17; Lesson 4, TE p. T37; Lesson 5, TE p. T47; Lesson 10, TE p. T97; Lesson 11, TE p. T107; Lesson 12, TE p. <p style="text-align: right;"><i>continued</i></p>

READING

ELA.3.R.1 Reading Prose and Poetry

Perspective and Point of View

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	T121; Lesson 19, TE p. T195; Lesson 20, TE p. T205; Lesson 21, TE p. T215; Lesson 22, TE p. T225; Lesson 25, TE p. T255; Lesson 26, TE p. T269; Lesson 27, TE p. T279; Lesson 28, TE p. T289
Benchmark Clarifications: Clarification 1: The term <i>perspective</i> means “a particular attitude toward or way of regarding something.” The term <i>point of view</i> is used when referring to the person of the narrator. This is to prevent confusion and conflation.	

Poetry

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.R.1.4: Identify types of poems: free verse, rhymed verse, haiku, and limerick.	Related content <u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text (poems) <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ Lesson 1 “Back to School”—SB p. 11/TE p. T8 ○ Lesson 11 “The Dog Walker”—SB p. 91/TE p. T108 ○ Lesson 22 “What Will I Be?”—SB p. 183/TE p. T226 ○ Lesson 25 “Friendly or Unfriendly?”—SB p. 207/TE p. T256 ○ Lesson 27 “What’s That Word?”—SB p. 225/TE p. T280 <u>TEACHER'S EDITION</u> Read Connected Text (teaching notes) Students respond to the message, mood, or structure of the poem. For example, “In the second stanza, what does the word <i>gnaws</i> mean? What clues help you figure out its meaning?” (Lesson 11, TE p. T107). <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 1, TE p. T7; Lesson 11, TE p. T107; Lesson 22, TE p. T225; Lesson 25, TE p. T255; Lesson 27, TE p. T279
Benchmark Clarifications: Clarification 1: For examples of these forms, see Appendix B. Clarification 2: For further guidance, see Glossary of Terms.	

READING

ELA.3.R.2 Reading Informational Text

Structure

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text (informational text)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ Lesson 24 "The Unbelievable Woolly Bear!" (text feature: caterpillar chronological life cycle diagram)—SB p. 199/TE p. T246 <p>TEACHER'S EDITION Read Connected Text (teaching notes)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 24, TE p. T245

Central Idea

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text (informational texts)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ Lesson 6 "Unique Units!"—SB p. 51/TE p. T58 ○ Lesson 7 "Unicorns of the Sea"—SB p. 59/TE p. T68 ○ Lesson 8 "Pop, Pop, Popcorn"—SB p. 67/TE p. T78 ○ Lesson 9 "The Cooking Crew"—SB p. 75/TE p. T88 ○ Lesson 14 "Bugs for Dinner"—SB p. 117/TE p. T142 ○ Lesson 15 "Cow? Doe? Goat? Guess!"—SB p. 125/TE p. T152 ○ Lesson 16 "Dependable Dogs"—SB p. 133/TE p. T162 ○ Lesson 17 "A Nice Surprise"—SB p. 141/TE p. T172 ○ Lesson 24 "The Unbelievable Woolly Bear!"—SB p. 199/TE p. T246 ○ Lesson 29 "ZIP, Zap, Zoom!"—SB p. 241/TE p. T300 <p>TEACHER'S EDITION Read Connected Text (teaching notes)</p> <p>Students discuss the central idea and details of the informational texts. For example, "How is a service dog different from a pet?" (Lesson 16, TE p. T161).</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 6, TE p. T57; Lesson 7, TE p. T67; Lesson 8, TE p. T77; Lesson 9, TE p. T87; Lesson 14, TE p. T141; Lesson 15, TE p. T151; Lesson 16, TE p. T161; Lesson 17, TE p. T171; Lesson 24, TE p. T245; Lesson 29, TE p. T299

READING

ELA.3.R.2 Reading Informational Text

Purpose and Perspective

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.2.3: Explain the development of an author’s purpose in an informational text.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text (informational texts)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ Lesson 6 “Unique Units!”—SB p. 51/TE p. T58 ○ Lesson 7 “Unicorns of the Sea”—SB p. 59/TE p. T68 ○ Lesson 8 “Pop, Pop, Popcorn”—SB p. 67/TE p. T78 ○ Lesson 9 “The Cooking Crew”—SB p. 75/TE p. T88 ○ Lesson 13 “Coding Camp for Kids!”—SB p. 109/TE p. T132 ○ Lesson 14 “Bugs for Dinner”—SB p. 117/TE p. T142 ○ Lesson 15 “Cow? Doe? Goat? Guess!”—SB p. 125/TE p. T152 ○ Lesson 16 “Dependable Dogs”—SB p. 133/TE p. T162 ○ Lesson 17 “A Nice Surprise”—SB p. 141/TE p. T172 ○ Lesson 24 “The Unbelievable Woolly Bear!”—SB p. 199/TE p. T246 ○ Lesson 29 “ZIP, Zap, Zoom!”—SB p. 241/TE p. T300 <p>TEACHER’S EDITION Read Connected Text (teaching notes) Students discuss author’s purpose and attitude in informational texts. Examples: “What does the author want readers to know about cooking? Point to the sentences that tell you.” (Lesson 9, TE p. T87); “What is the author’s purpose for writing this passage? How do you know?” (Lesson 13, TE p. T131).</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 6, TE p. T57; Lesson 7, TE p. T67; Lesson 8, TE p. T77; Lesson 9, TE p. T87; Lesson 13, TE p. T131; Lesson 14, TE p. T141; Lesson 15, TE p. T151; Lesson 16, TE p. T161; Lesson 17, TE p. T171; Lesson 24, TE p. T245; Lesson 29, TE p. T299

Argument

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.2.4: Identify an author’s claim and explain how an author uses evidence to support the claim.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text (opinion/persuasive texts)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ Lesson 3 “A Goat Show?” (review)—SB p. 27/TE p. T28 ○ Lesson 13 “Coding Camp for Kids!”—SB p. 109/TE p. T132 ○ Lesson 18 “Attention, Superhero Fans!”—SB p. 149/TE p. T182 ○ Lesson 23 “Join Our Walking School Bus!”—SB p. 191/TE p. T236 ○ Lesson 30 “It’s Show Time!”—SB p. 249/TE p. T310 <p style="text-align: right;"><i>continued</i></p>

READING

ELA.3.R.2 Reading Informational Text

Argument

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>TEACHER'S EDITION Read Connected Text (teaching notes) Students discuss the claims and supporting details of persuasive texts. Examples: "Is a walking school bus something you would like to try? Why or why not?" (Lesson 23, TE p. T235); "Is this planetarium a place you would like to visit? Why or why not?" (Lesson 30, TE p. T309).</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 3, TE p. T27; Lesson 13, TE p. T131; Lesson 18, TE p. T181; Lesson 23, TE p. T235; Lesson 30, TE p. T309

ELA.3.R.3 Reading Across Genres

Interpreting Figurative Language

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s).</p>	N/A
<p>Benchmark Clarifications: Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.</p>	

Paraphrasing and Summarizing

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.R.3.2: Summarize a text to enhance comprehension.</p>	
<p>a. Include plot and theme for a literary text.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text (reading selection)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ Lesson 5 "My Diary"—SB p. 43/TE p. T48 ○ Lesson 10 "What's That Noise?"—SB p. 83/TE p. T98 ○ Lesson 12 "The Monster Pumpkin"—SB p. 101/TE p. T122 ○ Lesson 19 "A Wild Ride"—SB p. 159/TE p. T196 <p style="text-align: right;"><i>continued</i></p>

READING

ELA.3.R.3 Reading Across Genres

Paraphrasing and Summarizing

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ○ Lesson 20 “Race Day”—SB p. 167/TE p. T206 ○ Lesson 21 “Packing for a Trip”—SB p. 175/TE p. T216 ○ Lesson 28 “Insect Hunt Highlights”—SB p. 233/TE p. T290 <p>TEACHER’S EDITION Read Connected Text (teaching notes) Students discuss the story plot or theme. For example, “What is Joy worried about in the beginning of the story? How does this change by the end of the story?” (Lesson 10, TE p. T97).</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 5, TE p. T47; Lesson 10, TE p. T97; Lesson 12, TE p. T121; Lesson 19, TE p. T195; Lesson 20, TE p. T205; Lesson 21, TE p. T215; Lesson 28, TE p. T289
<p>b. Use the central idea and relevant details for an informational text.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text (reading selection)</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ Lesson 6 “Unique Units!”—SB p. 51/TE p. T58 ○ Lesson 7 “Unicorns of the Sea”—SB p. 59/TE p. T68 ○ Lesson 8 “Pop, Pop, Popcorn”—SB p. 67/TE p. T78 ○ Lesson 9 “The Cooking Crew”—SB p. 75/TE p. T88 ○ Lesson 14 “Bugs for Dinner”—SB p. 117/TE p. T142 ○ Lesson 15 “Cow? Doe? Goat? Guess!”—SB p. 125/TE p. T152 ○ Lesson 16 “Dependable Dogs”—SB p. 133/TE p. T162 ○ Lesson 17 “A Nice Surprise”—SB p. 141/TE p. T172 ○ Lesson 24 “The Unbelievable Woolly Bear!”—SB p. 199/TE p. T246 ○ Lesson 29 “ZIP, Zap, Zoom!”—SB p. 241/TE p. T300 <p>TEACHER’S EDITION Read Connected Text (teaching notes) Students discuss the central idea and details of the informational texts. For example, “How is a service dog different from a pet?” (Lesson 16, TE p. T161).</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—Lesson 6, TE p. T57; Lesson 7, TE p. T67; Lesson 8, TE p. T77; Lesson 9, TE p. T87; Lesson 14, TE p. T141; Lesson 15, TE p. T151; Lesson 16, TE p. T161; Lesson 17, TE p. T171; Lesson 24, TE p. T245; Lesson 29, TE p. T299
<p>Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>	

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READING

ELA.3.R.3 Reading Across Genres

Comparative Reading

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.	N/A

ELA.3.C.1 Communicating Through Writing

Handwriting

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.C.1.1: Write in cursive all upper- and lowercase letters.	N/A

Narrative Writing

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and 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 pp. 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

COMMUNICATION

■ ELA.3.C.1 Communicating Through Writing

Narrative Writing

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

Benchmark Clarifications:
Clarification 1: See Writing Types.

Argumentative Writing

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- **Connected Text**—"Riddles: Brain Teasers" (express opinion: choose your favorite riddle and explain why)—SB p. 35/TE p. T38

TEACHER'S EDITION

Teacher Table: Intervention

- **High-Frequency Words** (sentence starter: The food I like best is _____)—TE p. T216

Read Connected Text

- **Connected Text** (express opinion: choose your favorite pun and explain why)—TE p. T269

Teacher Table: Intervention

- **High-Frequency Words** (write about a favorite book/story, person)—TE pp. T248, T310

Benchmark Clarifications:
Clarification 1: See Writing Types.

Expository Writing

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

STUDENT BOOK/TEACHER'S EDITION

Writing Extension

- **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/

continued

COMMUNICATION

ELA.3.C.1 Communicating Through Writing

Expository Writing

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>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> <p>TEACHER'S EDITION Reread Connected Text/Write (teaching notes) • 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>
<p>Benchmark Clarifications: Clarification 1: See Writing Types and Elaborative Techniques.</p>	

Improve Writing

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension • 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> <p>TEACHER'S EDITION Teacher Table: Intervention • 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> <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

ELA.3.C.1 Communicating Through Writing

Improve Writing

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	Independent/Partner Work <ul style="list-style-type: none"> • Writing Fluency (brainstorm story ideas before writing)—TE pp. T73, T167
Benchmark Clarifications: Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.	

ELA.3.C.2 Communicating Orally

Oral Presentation

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	Related content <u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction <ul style="list-style-type: none"> • Blend It (students chorally read the words)—Lesson 1, TE pp. T5–T6; Lesson 2, TE pp. T15–T16; Lesson 3, TE pp. T25–T26; Lesson 4, TE pp. T35–T36; Lesson 5, TE pp. T45–T46; Lesson 6, TE pp. T55–T56; Lesson 7, TE pp. T65–T66; Lesson 8, TE pp. T75–T76; Lesson 9, TE pp. T85–T86; Lesson 10, TE pp. T95–T96; Lesson 11, TE pp. T105–T106; Lesson 12, TE pp. T119–T120; Lesson 13, TE pp. T129–T130; Lesson 14, TE pp. T139–T140; Lesson 15, TE pp. T149–T150; Lesson 16, TE pp. T159–T160; Lesson 17, TE pp. T169–T170; Lesson 18, TE pp. T179–T180; Lesson 19, TE pp. T193–T194; Lesson 20, TE pp. T203–T204; Lesson 21, TE pp. T213–T214; Lesson 22, TE pp. T223–T224; Lesson 23, TE pp. T233–T234; Lesson 24, TE pp. T243–T244; Lesson 25, TE pp. T253–T254; Lesson 26, TE pp. T267–T268; Lesson 27, TE pp. T277–T278; Lesson 28, TE pp. T287–T288; Lesson 29, TE pp. T297–T298; Lesson 30, TE pp. T307–T308 <u>TEACHER'S EDITION</u> Read Connected Text (teaching notes) <ul style="list-style-type: none"> • Connected Text (have students chorally read the passage/answer comprehension questions in complete sentences)—Lesson 1, TE p. T7; Lesson 2, TE p. T17; Lesson 3, TE p. T27; Lesson 4, TE p. T37; Lesson 5, TE p. T47; Lesson 6, TE p. T57; Lesson 7, TE p. T67; Lesson 8, TE p. T77; Lesson 9, TE p. T87; Lesson 10, TE p. T97; Lesson 11, TE p. T107; Lesson 12, TE p. T121; Lesson 13, TE p. T131; Lesson 14, TE p. T141; Lesson 15, <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

■ ELA.3.C.2 Communicating Orally

Oral Presentation

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	TE p. T151; Lesson 16, TE p. T161; Lesson 17, TE p. T171; Lesson 18, TE p. T181; Lesson 19, TE p. T195; Lesson 20, TE p. T205; Lesson 21, TE p. T215; Lesson 22, TE p. T225; Lesson 23, TE p. T235; Lesson 24, TE p. T245; Lesson 25, TE p. T255; Lesson 26, TE p. T269; Lesson 27, TE p. T279; Lesson 28, TE p. T289; Lesson 29, TE p. T299; Lesson 30, TE p. T309
<p>Benchmark Clarifications: Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.</p>	

■ ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	
<p>Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows:</p>	
<ul style="list-style-type: none"> Conjugate regular and irregular verb tenses. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 16 Present-Tense Verbs—SE pp. 76–79/TE p. T26 Lesson 17 More Present-Tense Verbs—SE pp. 80–83/TE p. T27 Lesson 18 Past-Tense Verbs—SE pp. 84–87/TE p. T27 Lesson 19 Future-Tense Verbs—SE pp. 88–91/TE p. T28 Lesson 23 Irregular Verbs—SE pp. 104–107/TE p. T30 Lesson 24 More Irregular Verbs—SE pp. 108–111/TE p. T30

COMMUNICATION

ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<ul style="list-style-type: none"> Form and use regular and frequently occurring irregular plural nouns. 	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 <p>See also Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 2 Nouns</p> <ul style="list-style-type: none"> Lesson 12 Singular and Plural Nouns—SE pp. 56–59/TE p. T24 Lesson 13 Irregular Plural Nouns—SE pp. 60–63/TE p. T24
<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 23 Irregular Verbs—SE pp. 104–107/TE p. T30 Lesson 24 More Irregular Verbs—SE pp. 108–111/TE p. T30
<ul style="list-style-type: none"> Maintain consistent verb tense across paragraphs. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 15 Past-Tense Verbs: Write: Revising Sentences (make sure verbs are in the same tense)—SE p. 75/TE p. T26
<ul style="list-style-type: none"> Form and use irregular plural nouns. 	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 20 Irregular Plurals—SB pp. 165–172/TE pp. T203–T212
<ul style="list-style-type: none"> Form and use the progressive and perfect verb tenses. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 21 Main Verbs and Helping Verbs—SE pp. 96–99/TE p. T29 <p style="text-align: right;"><i>continued</i></p>

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ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> Lesson 22 Using <i>Has, Have, Had</i>—SE pp. 100-103/TAE p. T29 <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 18 Main Verbs and Helping Verbs—SE pp. 84-87/TE p. T27 Lesson 19 Using Helping Verbs—SE pp. 88-91/TE p. T28 Lesson 20 Progressive Forms of Verbs—SE pp. 92-95/TE p. T28 <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Blue/Gr. 5—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 21 Verb Phrases: Main Verbs and Helping Verbs—SE pp. 96-99/TE p. T29 Lesson 22 Progressive Forms of Verbs—SE pp. 100-103/TAE p. T29 Lesson 23 Perfect Tenses—SE pp. 104-107/TAE p. T30
<ul style="list-style-type: none"> Use simple modifiers. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</p> <p>Unit 4 Adjectives and Adverbs</p> <ul style="list-style-type: none"> Lesson 26 Adjectives—SE pp. 120-123/TE p. T32 Lesson 27 <i>A, An, The</i>—SE pp. 124-127/TE p. T32 Lesson 28 Comparing with Adjectives—SE pp. 128-131/TE p. T33 Lesson 29 More Comparing with Adjectives—SE pp. 132-135/TE p. T33 Lesson 30 Comparing with <i>More</i> and <i>Most</i>—SE pp. 136-139/TE p. T34 Lesson 31 Adverbs—SE pp. 140-143/TE p. T34 Lesson 32 Comparing with Adverbs—SE pp. 144-147/TE p. T35

COMMUNICATION

■ ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<ul style="list-style-type: none"> Use prepositions and prepositional phrases. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> Lesson 34 Prepositions and Prepositional Phrases—SE pp. 152-155/TE p. T36
<ul style="list-style-type: none"> Form and use compound sentences. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 1 Sentences</p> <ul style="list-style-type: none"> Lesson 6 Compound Sentences—SE pp. 28-31/TE p. T20
<ul style="list-style-type: none"> Use quotation marks with dialogue and direct quotations. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> Lesson 47 Quotations—SE pp. 212-215/TE p. T43
<ul style="list-style-type: none"> Use commas to indicate direct address. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> Lesson 47 More Commas (direct address)—SE pp. 212-215/TE p. T43
<p>Skills to be implemented but not yet mastered are as follows:</p>	
<ul style="list-style-type: none"> Use subject-verb agreement with intervening clauses and phrases. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>Readiness (subject-verb agreement only/no intervening clauses and phrases)</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p style="text-align: right;"><i>continued</i></p>

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ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 16 Present-Tense Verbs (subject-verb agreement)—SE pp. 76–79/TAE p. T26 • Lesson 17 More Present-Tense Verbs (subject-verb agreement)—SE pp. 80–83/TAE p. T27 • Lesson 20 Linking Verbs (subject-verb agreement)—SE pp. 92–95/TAE p. T28 • Lesson 22 Using <i>Has, Have, Had</i> (subject-verb agreement)—SE pp. 100–103/TAE p. T29
<ul style="list-style-type: none"> • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<p>TEACHER'S EDITION Read Connected Text (teaching notes)</p> <ul style="list-style-type: none"> • Connected Text (answer questions about the content and vocabulary of the text using complete sentences)—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>See also Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3 (complete sentences and run-on sentences)—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 1 Sentences—SE pp. 8–11/TE p. T18 • Lesson 2 Statements and Questions—SE pp. 12–15/TE p. T18 • Lesson 3 Commands and Exclamations—SE pp. 16–19/TE p. T19 • Lesson 4 Simple Sentences: Subjects—SE pp. 20–23/TE p. T19 • Lesson 5 Simple Sentences: Predicates—SE pp. 24–27/TE p. T20 • Lesson 6 Compound Sentences—SE pp. 28–31/TE p. T20 • Lesson 7 Complex Sentences—SE pp. 32–35/TE p. T21 • Lesson 8 Run-on Sentences—SE pp. 36–39/TE p. T21 <p>See also Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4 (fragments and run-on sentences)—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 7 Correcting Fragments and Run-ons—SE pp. 32–35/TE p. T21

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COMMUNICATION

■ ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<ul style="list-style-type: none"> Use conjunctions. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Green/Gr. 3—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 1 Sentences</p> <ul style="list-style-type: none"> Lesson 6 Compound Sentences (coordinating conjunctions)—SE pp. 28–31/TAE p. T20 Lesson 7 Complex Sentences (subordinating conjunctions)—SE pp. 32–35/TAE p. T21 Lesson 8 Run-on Sentences (using conjunctions)—SE pp. 36–39/TAE p. T21
<ul style="list-style-type: none"> Use principal modals to indicate the mood of a verb. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 18 Main Verbs and Helping Verbs (modals)—SE pp. 84–87/TE p. T27
<ul style="list-style-type: none"> Use appositives, main clauses, and subordinate clauses. 	<p>Not addressed in <i>From Phonics to Reading</i>.</p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4—</p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Unit 2 Nouns</p> <ul style="list-style-type: none"> Lesson 14 Appositives—SE pp. 64–67/TE p. T25
<p>Benchmark Clarifications: Clarification 2: See Convention Progression by Grade Level for more information.</p>	

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■ ELA.3.C.4 Researching

Researching and Using Information

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple sources.</p>	<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/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>TEACHER'S EDITION</p> <p>High-Frequency Syllables (teaching notes)</p> <ul style="list-style-type: none"> • Connecting Phonics and Vocabulary: Find It (prompt students to look for words with featured syllables in their reading)—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>Benchmark Clarifications: Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>	

■ ELA.3.C.5 Creating and Collaborating

Multimedia

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (use word cards)—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. <i>continued</i>

COMMUNICATION

ELA.3.C.5 Creating and Collaborating

Multimedia

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<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</p> <p>TEACHER'S EDITION</p> <p>English Learners</p> <ul style="list-style-type: none"> • Vocabulary (use pictures and gestures/pantomime to help make real-life connections to words)—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 <p>DIGITAL 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>Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Word Cards • Letter Cards • Word Building Cards • Word Ladder • Sorting Boxes • Decodable Passage • Sound Boxes • “Reading Big Words” Strategy • Large Word Cards • Large Word Building Cards <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home
<p>Benchmark Clarifications:</p> <p>Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.</p>	

COMMUNICATION

■ ELA.3.C.5 Creating and Collaborating

Technology in Communication

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	N/A

■ ELA.3.V.1 Finding Meaning

Academic Vocabulary

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (grade-level academic and content-specific words and phrases in nonfiction text)—"Unique Units!" (cubits, nations), SB p. 51/TE p. T58; "Unicorns of the Sea" (narwhals, spar, 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" (creatures, population, nutrition), SB p. 117/TE p. T142; "Cow? Doe? Goat? Guess!" (claims, cheetah, greyhound), SB p. 125/TE p. T152; "Dependable Dogs" (perform, 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, planet), SB p. 249/TE p. T310
<p>Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>	

Morphology

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
ELA.3.V.1.2 Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	<p>STUDENT BOOK/TEACHER'S EDITION Lessons Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings with Spelling Changes (-ed; -ing)—SB pp. 157-164/TE pp. T193-T202 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173-180/TE pp. T213-T222 <p style="text-align: right;"><i>continued</i></p>

VOCABULARY

■ **ELA.3.V.1 Finding Meaning**

Morphology

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 22 Suffixes (-er, -or)—SB pp. 181-188/TE pp. T223-T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-196/TE pp. T233-T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-204/TE pp. T243-T252 • Lesson 25 Related Words (shared base words)—SB pp. 205-212/TE pp. T253-T262 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • 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 • Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—SB p. 177/TE p. T218 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—SB p. 201/TE p. T248 <p>TEACHER'S EDITION</p> <p>Word Study (teaching notes)</p> <ul style="list-style-type: none"> • Related Words: Suffixes (-ed, -ing)—TE p. T197 • Use Morphology: Prefixes and Base Words—TE p. T217 • Using Morphology: Prefixes, Suffixes, and Base Words (-er, -est, -able)—TE p. T237 • Using Morphology: Prefixes, Suffixes, and Base Words—TE p. T247 • Related Words: Prefixes and Suffixes—TE p. T257 • Use Morphology: Prefixes and Roots—TE p. T291 (many roots come from old Greek and Latin words, like <i>port</i>, “carry”) <p>DIGITAL RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • 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)

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ELA.3.V.1 Finding Meaning

Context and Connotation

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</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)—Lesson 1, SB p. 9/TE p. T6; Lesson 2, SB p. 17/TE p. T16; Lesson 3, SB p. 25/TE p. T26; Lesson 4, SB p. 33/TE p. T36; Lesson 5, SB p. 41/TE p. T46; Lesson 6, SB p. 49/TE p. T56; Lesson 7, SB p. 57/TE p. T66; Lesson 8, SB p. 65/TE p. T76; Lesson 9, SB p. 73/TE p. T86; Lesson 10, SB p. 81/TE p. T96; Lesson 11, SB p. 89/TE p. T106; Lesson 12, SB p. 99/TE p. T120; Lesson 13, SB p. 107/TE p. T130; Lesson 14, SB p. 115/TE p. T140; Lesson 15, SB p. 123/TE p. T150; Lesson 16, SB p. 131/TE p. T160; Lesson 17, SB p. 139/TE p. T170; Lesson 18, SB p. 147/TE p. T180; Lesson 19, SB p. 57/TE p. T194; Lesson 20, SB p. 165/TE p. T204; Lesson 21, SB p. 173/TE p. T214; Lesson 22, SB p. 181/TE p. T224; Lesson 23, SB p. 189/TE p. T234; Lesson 24, SB p. 197/TE p. T244; Lesson 25, SB p. 205/TE p. T254; Lesson 26, SB p. 215/TE p. T268; Lesson 27, SB p. 223/TE p. T278; Lesson 28, SB p. 231/TE p. T288; Lesson 29, SB p. 239/TE p. T298; Lesson 30, SB p. 247/TE p. T308 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It: Quick Check (use a dictionary)—Lesson 1, SB p. 15/TE p. T12; Lesson 2, SB p. 23/TE p. T22; Lesson 3, SB p. 31/TE p. T32; Lesson 4, SB p. 39/TE p. T42; Lesson 5, SB p. 47/TE p. T52; Lesson 6, SB p. 55/TE p. T62; Lesson 7, SB p. 63/TE p. T72; Lesson 8, SB p. 71/TE p. T82; Lesson 9, SB p. 79/TE p. T92; Lesson 10, SB p. 87/TE p. T102; Lesson 11, SB p. 95/TE p. T112; Lesson 12, SB p. 105/TE p. T126; Lesson 13, SB p. 113/TE p. T136; Lesson 14, SB p. 121/TE p. T146; Lesson 15, SB p. 129/TE p. T156; Lesson 16, SB p. 137/TE p. T166; Lesson 17, SB p. 145/TE p. T176; Lesson 18, SB p. 153/TE p. T186; Lesson 19, SB p. 163/TE p. T200; Lesson 20, SB p. 171/TE p. T210; Lesson 21, SB p. 179/TE p. T220; Lesson 22, SB p. 187/TE p. T230; Lesson 23, SB p. 195/TE p. T240; Lesson 24, SB p. 203/TE p. T250; Lesson 25, SB p. 211/TE p. T260; Lesson 26, SB p. 221/TE p. T274; Lesson 27, SB p. 229/TE p. T284; Lesson 28, SB p. 237/TE p. T294; Lesson 29, SB p. 245/TE p. T304; Lesson 30, SB p. 253/TE p. T314 <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: General Clues—Lesson 5, SB p. 53/TE p. T60 • Context Clues: Definitions, Synonyms—Lesson 13, SB p. 119/TE p. T144 <p style="text-align: right;"><i>continued</i></p>

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■ ELA.3.V.1 Finding Meaning

Context and Connotation

3 RD GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Context Clues: Antonyms, General Clues—Lesson 15, SB p. 127/TE p. T154 • Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—Lesson 20, SB p. 177/TE p. T218 • Homographs (use context clues to choose the homograph)—Lesson 21, SB p. 185/TE p. T228 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—Lesson 23, SB p. 201/TE p. T248 • Context Clues: Examples, Definitions—Lesson 25, SB p. 219/TE p. T272 • Context Clues: Antonyms, Synonyms—Lesson 26, SB p. 227/TE p. T282 <p>TEACHER'S EDITION</p> <p>Read Connected Text (teaching notes)</p> <ul style="list-style-type: none"> • Connected Text (use context clues to figure out/confirm the meaning of a word)—Lesson 1, TE p. T7; Lesson 2, TE p. T17; Lesson 3, TE p. T27; Lesson 4, TE p. T37; Lesson 5, TE p. T47; Lesson 6, TE p. T57; Lesson 7, TE p. T67; Lesson 8, TE p. T77; Lesson 9, TE p. T87; Lesson 10, TE p. T97; Lesson 11, TE p. T107; Lesson 12, TE p. T121; Lesson 13, TE p. T131; Lesson 14, TE p. T141; Lesson 15, TE p. T151; Lesson 16, TE p. T161; Lesson 17, TE p. T171; Lesson 18, TE p. T181; Lesson 19, TE p. T195; Lesson 20, TE p. T205; Lesson 21, TE p. T215; Lesson 22, TE p. T225; Lesson 23, TE p. T235; Lesson 24, TE p. T245; Lesson 25, TE p. T255; Lesson 26, TE p. T269; Lesson 27, TE p. T279; Lesson 28, TE p. T289; Lesson 29, TE p. T299; Lesson 30, TE p. T309 <p>Word Study (teaching notes)</p> <ul style="list-style-type: none"> • Context Clues: General Clues—Lesson 5, TE p. T59 • Context Clues: Definitions, Synonyms—Lesson 13, TE p. T143 • Context Clues: Antonyms, General Clues—Lesson 15, TE p. T153 • Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—Lesson 20, TE p. T217 • Homographs (use context clues to choose the homograph)—Lesson 21, TE p. T227 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—Lesson 23, TE p. T247 • Context Clues: Examples, Definitions—Lesson 25, TE p. T271 • Context Clues: Antonyms, Synonyms—Lesson 26, TE p. T281 <p style="text-align: right;"><i>continued</i></p>

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■ ELA.3.V.1 Finding Meaning

Context and Connotation

3RD GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL C / GRADE 3

Teacher Table: Intervention

- **Introduce Speed Drill** (use online dictionary to check the multiple meanings of words)—TE p. T278

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.3.R.3.1 and Elementary Figurative Language.