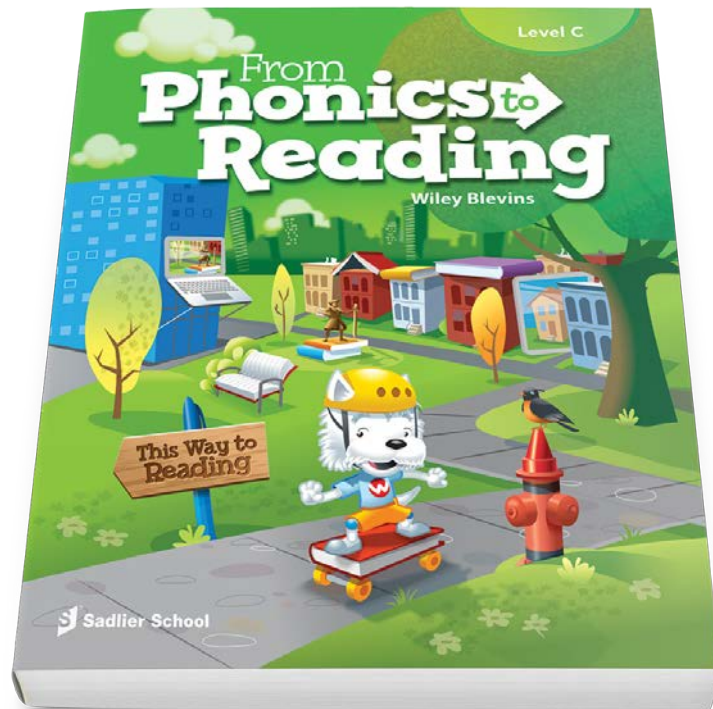


From Phonics to Reading

Correlation to the Kansas Standards for
English Language Arts ADOPTED NOVEMBER 2017

Grade 3



Key Aligned Content

Reading: Foundational..... 2

Additional Aligned Content

Writing..... 9

Speaking and Listening..... 18

Reading: Literature..... 22

Reading: Informational..... 29

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Key Aligned Content

READING: FOUNDATIONAL	
Grade 3 ELA Standards	From Phonics to Reading, Level C
Print Concepts	
RF.3.1 Not Applicable to Grade 3	
Phonological Awareness	
RF.3.2 Not Applicable to Grade 3	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<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—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 7 r-Controlled Vowels /är/, /ör/—SB pp. 57-74/TE pp. T66-T70 • Lesson 8 r-Controlled Vowel /ür/—SB pp. 65-84/TE pp. T76-T80 • 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 /ô/—SB pp. 89-114/TE pp. T106-T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99-128/TE pp. T120-T128 • Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138 • Lesson 14 Final Stable Syllables—SB pp. 115-148/TE pp. T140-T148 • Lesson 15 Vowel Team Syllables—SB pp. 123-158/TE pp. T150-T158 • Lesson 16 r-Controlled Vowel Syllables—SB pp. 131-168/TE pp. T160-T168 • Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178 • Lesson 18 Unaccented Final Syllables—SB pp. 147-188/TE pp. T180-T188 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONAL

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<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 26 Homophones—SB pp. 215-276/TE pp. T268-T276 Lesson 27 Homographs—SB pp. 223-286/TE pp. T278-T286 Lesson 28 Compound Words—SB pp. 231-296/TE pp. T288-T296 Lesson 29 Abbreviations—SB pp. 239-306/TE pp. T298-T306 Lesson 30 Contractions—SB pp. 247-316/TE pp. T308-T316
<p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> 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>RF.3.3.b Decode words with common Latin suffixes.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> 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
<p>RF.3.3.c Decode multisyllable words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <i>Lessons</i></p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> Lesson 1 Target Skill: Short Vowels—SB pp. 9-16/TE pp. T5-T14 Lesson 2 Target Skill: Long a—SB pp. 17-24/TE pp. T15-T24 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<ul style="list-style-type: none"> ● Lesson 3 Target Skill: Long o—SB pp. 25–32/TE pp. T25–T34 ● Lesson 4 Target Skill: Long e—SB pp. 33–40/TE pp. T35–T44 ● Lesson 5 Target Skill: Long i—SB pp. 41–48/TE pp. T45–T54 ● Lesson 6 Target Skill: Long u—SB pp. 49–56/TE pp. T55–T64 ● Lesson 7 Target Skill: r-Controlled Vowels /är/, /ör/—SB pp. 57–64/TE pp. T65–T74 ● Lesson 8 Target Skill: r-Controlled Vowel /ür/—SB pp. 65–72/TE pp. T75–T84 ● Lesson 9 Target Skill: Short oo and Long oo—SB pp. 73–80/TE pp. T85–T94 ● Lesson 10 Target Skill: Diphthongs /ou/, /oi/—SB pp. 81–88/TE pp. T95–T104 ● Lesson 11 Target Skill: Complex Vowel /ô/—SB pp. 89–96/TE pp. T105–T114 <p><i>Lesson Activities</i></p> <p>Introduction</p> <ul style="list-style-type: none"> ● Blend It: Transition to Longer Words (multisyllabic 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>Build Fluency</p> <ul style="list-style-type: none"> ● Speed Drill (practice reading multisyllabic words)—SB p. 10/TE p. T6; SB p. 18/TE p. T16; SB p. 26/TE p. T26; SB p. 34/TE p. T36; SB p. 42/TE p. T46; SB p. 50/TE p. T56; SB p. 58/TE p. T66; SB p. 66/TE p. T76; SB p. 74/TE p. T86; SB p. 82/TE p. T96; SB p. 90/TE p. T106; SB p. 100/TE p. T120; SB p. 108/TE p. T130; SB p. 116/TE p. T140; SB p. 124/TE p. T150; SB p. 132/TE p. T160; SB p. 140/TE p. T170; SB p. 148/TE p. T180; SB p. 158/TE p. T194; SB p. 166/TE p. T204; SB p. 174/TE p. T214; SB p. 182/TE p. T224; SB p. 190/TE p. T234; SB p. 198/TE p. T244; SB p. 206/TE p. T254; SB p. 216/TE p. T268; SB p. 224/TE p. T278; SB p. 232/TE p. T288; SB p. 240/TE p. T298; SB p. 248/TE p. T308 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> ● Blend It (transition to multisyllabic words)/Corrective Feedback (break apart multisyllabic words by syllable)—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 style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Introduce Speed Drill (read multisyllabic words fluently)—TE pp. T6, T16, T26, T36, T46, T56, T66, T76, T86, T96, T106, T120, T130, T140, T150, T160, T170, T180, T194, T204, T214, T224, T234, T244, T254, T268, T278, T288, T298, T308
<p>RF.3.3.d Read grade-appropriate irregularly spelled words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 20 Target Skill: Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 <p><u>TEACHER'S EDITION</u></p> <p>[Day 2] 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, 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—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—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—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>Fluency</p>	
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>RF.3.4.a Read grade-level text with purpose and understanding.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (grade-level reading selections)—TE pp. Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 4 SB p. 51/TE p. T58; Lesson 5 SB p. 59/TE p. T68; Lesson 6 SB p. 67/TE p. T78; Lesson 7 SB p. 75/TE p. T88; Lesson 8 SB p. 83/TE p. T98; <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<p>Lesson 9 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 13 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 17 SB p. 141/TE p. T172; Lesson 18 SB p. 149/TE p. T182; 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 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; 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; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310</p> <p>TEACHER'S EDITION</p> <p>Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE T1: <i>Beautiful Blackbird</i> by Ashley Bryan, <i>Ada Twist, Scientist</i> by Andrea Beaty, <i>Carmela Full of Wishes</i> by Matt de la Peña, <i>Gooney Bird and All Her Charms</i> by Lois Lowry, <i>Lark Takes a Bow</i> by Natasha Deen • Unit 2—TE p. T115: <i>The Very Last Castle</i> by Travis Jonker, <i>Rotten Richie and the Ultimate Dare</i> by Patricia Polacco, <i>The Mysterious Tadpole</i> by Steven Kellogg, <i>Lady Pancake & Sir French Toast</i> by Josh Funk, <i>Violet the Pilot</i> by Steve Breen • 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>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (check understanding)—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>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>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

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READING: FOUNDATIONAL	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (chorally read prose and poetry aloud to build oral reading fluency)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction</p> <ul style="list-style-type: none"> • Blend It: Reading in Context (sentence-level context clues)—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><u>TEACHER'S EDITION</u> 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, 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 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 homo-graph)—TE p. T227 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<ul style="list-style-type: none"> ● 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

Additional Aligned Content

WRITING	
Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
Text Types and Purposes	
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B Provide reasons that support the opinion.</p> <p>W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.D Provide a concluding statement or section.</p>	<p><i>Related content</i></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>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>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.B Develop the topic with facts, definitions, and details.</p> <p>W.3.2.C Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>W.3.2.D Provide a concluding statement or section.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 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

WRITING

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
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<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C Use temporal words and phrases to signal event order.</p> <p>W.3.3.D Provide a sense of closure.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction Daily Practice</p> <ul style="list-style-type: none"> • 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><u>TEACHER'S EDITION</u> 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 (brainstorm story ideas before writing)—TE pp. T73, T167 • Writing Fluency (add story sentences)—TE pp. T127, T221
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Production and Distribution of Writing

<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction Daily Practice</p> <ul style="list-style-type: none"> • 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>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 style="text-align: right;"><i>continued</i></p>
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WRITING

Grade 3 ELA Standards	From Phonics to Reading, Level C
	<p>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 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>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>TEACHER'S EDITION 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>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><i>Related content</i></p> <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> Introduce Speed Drill (use print or online dictionaries to check the multiple meanings of words)—TE p. T278
<p>W.3.9 (Begins in grade 4)</p>	

WRITING

Grade 3 ELA Standards

From Phonics to Reading, Level C

Research to Build and Present Knowledge

W.3.7

Conduct short research projects that build knowledge about a topic.

N/A

W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

N/A

W.3.9

(Begins in grade 4)

Language in Writing

W.3.10

Demonstrate command of the conventions of standard English grammar and usage when writing.

W.3.10.a

Choose words and phrases for effect.

N/A

W.3.10.b

Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

Related content

TEACHER'S EDITION

Independent/Partner Work

- Concept Sort (sort word cards into three piles: nouns, verbs, adjectives)—TE pp. T19, T29, T79, T109, T173, T281

W.3.10.c

Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STUDENT BOOK/TEACHER'S EDITION

Unit 3 Prefixes and Suffixes

- Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212
- See also Level B/Grade 2

STUDENT BOOK/TEACHER'S EDITION

Word Study

- Irregular Plurals—SB/TE p. 232
- More Irregular Plurals—SB/TE p. 284

See also Level A/Grade 1

STUDENT BOOK/TEACHER'S EDITION

Word Study

- Plurals—SB/TE p. 17
- Plurals—SB/TE p. 73

WRITING	
Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
<p>W.3.10.d Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</p>	N/A
<p>W.3.10.e Ensure subject-verb and pronoun-antecedent agreement when writing.</p>	N/A
<p>W.3.10.f Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Related Words: Suffixes (comparative/superlative forms: -er, -est)—SB p. 193/TE p. T238
<p>W.3.10.g Use coordinating and subordinating conjunctions.</p>	<p><i>Not addressed in 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 S
<p>W.3.10.h Produce simple, compound, and complex sentences.</p>	<p><i>Not addressed in 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 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
<p>W.3.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>W.3.11.a Capitalize appropriate words in titles.</p>	N/A

WRITING	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>W.3.11.b Use commas in addresses.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension</p> <ul style="list-style-type: none"> • Write About It (write your address)—SB p. 245/TE p. 304
<p>W.3.11.c Use commas and quotation marks in dialogue.</p>	<p><i>Not addressed in From Phonics to Reading.</i></p> <p>See Sadlier <i>Grammar Workshop: Tools for Writing</i> ©2021, Level Orange/Gr. 4—</p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> 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>W.3.11.d Form and use possessives.</p>	<p><i>See Level B/Grade 2</i></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> • Possessives—SB/TE p. 88
<p>W.3.11.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Prefixes and Suffixes</p> <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 <p><u>TEACHER'S EDITION</u></p> <p>[Day 1] 3. Spelling (optional)</p> <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 <p>[Day 2] 3. Spelling (optional)</p> <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 <p>[Day 3] 3. Spelling (optional)</p> <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 <p>[Day 4] 3. Spelling (optional)</p> <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>

WRITING

Grade 3 ELA Standards	From Phonics to Reading, Level C
	<p>[Day 5] 2. 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 words with missing letters for students to complete)—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>W.3.11.f Use spelling patterns and generalizations when writing words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction Daily Practice</p> <ul style="list-style-type: none"> Spell It (partner says each word/student writes the word)—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 style="text-align: right;"><i>continued</i></p>

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WRITING

Grade 3 ELA Standards	From Phonics to Reading, Level C
	<p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (identify 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 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (identify syllable/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 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend (recognize syllable patterns)/Corrective Feedback (correct missed spellings)—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>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write/Dictation (connect each sound to a spelling)—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>W3.11.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Writing Extension</p> <p>Write About It</p> <ul style="list-style-type: none"> • 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 style="text-align: right;"><i>continued</i></p>

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WRITING

Grade 3 ELA Standards	From Phonics to Reading, Level C
	<p>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>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

Range of Writing

<p>W.3.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction: Daily Practice</p> <ul style="list-style-type: none"> • 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>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
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SPEAKING AND LISTENING

Grade 3 ELA Standards

From Phonics to Reading, Level C

Comprehension and Collaboration

SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- **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

TEACHER'S EDITION

Read Connected Text

- **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

SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TEACHER'S EDITION

Read Connected Text

- **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, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309

SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

TEACHER'S EDITION

Read Connected Text

- **Connected Text** (chorally read passage/ask and answer questions about read text aloud)—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

SPEAKING AND LISTENING

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
Presentation of Knowledge and Ideas	
<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	N/A
<p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	N/A
<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (prompt students to answer in 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
Language in Speaking and Listening	
<p>SL.3.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.</p>	
<p>SL.2.7.a Use collective nouns when speaking.</p>	<p><i>Related content/modeling (context for instruction)</i></p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—p. 51 (clump) <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—pp. 85 (bunch); 219 (pair) <p>Introduction</p> <ul style="list-style-type: none"> • Blend It—p. 81 (batch); 215 (pair); 247 (group) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—p. 228 (forest); p. 260 (crowds/crowd) • Decodable Passage—p. 231 (herd) <p>Word Building</p> <ul style="list-style-type: none"> • Syllable Building—p. 304 (litter)

SPEAKING AND LISTENING	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>SL.2.7.b Form and use frequently-occurring irregular plural nouns (e.g., teeth).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study <ul style="list-style-type: none"> ● Irregular Plurals—p. 232 (men, feet, mice, teeth, women, geese) ● More Irregular Plurals—p. 284 High-Frequency Words <ul style="list-style-type: none"> ● Read-Spell-Write—p. 288 (people) <u>TEACHER'S EDITION</u> Sound-Spelling/Word Study <ul style="list-style-type: none"> ● Word Study: Irregular Plurals—TE p. 237 ● Word Study: Make Irregular Plurals—TE p. 285 </p>
<p>SL.2.7.c Use reflexive pronouns (e.g., ourselves).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study <ul style="list-style-type: none"> ● Irregular Plurals—p. 232 (men, feet, mice, teeth, women, geese) ● More Irregular Plurals—p. 284 High-Frequency Words <ul style="list-style-type: none"> ● Read-Spell-Write—p. 288 (people) <u>TEACHER'S EDITION</u> Sound-Spelling/Word Study <ul style="list-style-type: none"> ● Word Study: Irregular Plurals—TE p. 237 ● Word Study: Make Irregular Plurals—TE p. 285 </p>
<p>SL.2.7.d Form and use past tense of frequently-occurring irregular verbs (e.g., hid)</p>	<p><i>Related content/modeling (context for instruction)</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> ● Decodable Passage—p. 87 (herself) High-Frequency Words <ul style="list-style-type: none"> ● Read-Spell-Write/Use in Context—p. 196 (myself) “Reading Big Words” Strategy <ul style="list-style-type: none"> ● Step 5—p. 332 (yourself) </p>
<p>SL.2.7.d Form and use past tense of frequently-occurring irregular verbs (e.g., hid)</p>	<p><i>Related content/modeling (context for instruction)</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Build Fluency <ul style="list-style-type: none"> ● Speed Drill—pp. 51 (felt); 105 (became); 249 (grew) Word Building <ul style="list-style-type: none"> ● Make New Words—p. 54 (held, sent, bent) High-Frequency Words <ul style="list-style-type: none"> ● Read-Spell-Write/Use in Context—pp. 62 (saw); 72 (said); 186 (found); 206 (hurt); 216 (read) <p style="text-align: right;"><i>continued</i></p> </p>

SPEAKING AND LISTENING

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<p>Introduction</p> <ul style="list-style-type: none"> Blend It—pp. 143 (bit); 153 (told, retold); 195 (wore); 247 (grew) <p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out—p. 157 (told) <p>Word Study</p> <ul style="list-style-type: none"> Homophones—p. 180 (rode) <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—pp. 208 (went, hurt); 312 (sent)
<p>SL.2.7.e Use context-appropriate adjectives and adverbs.</p>	<p><i>Related content/modeling (context for instruction)</i></p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (adjectives)—pp. 20 (funny); 174 (clean); 248 (full) <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (adverbs)—pp. 134 (even); 196 (now); p. 288 (very) <p>*Connected Text and Decodable Passage selections feature adjectives and adverbs in context.</p>
<p>SL.2.7.f Produce complete simple and compound sentences.</p>	<p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create and expand oral sentences by adding descriptive details/create compound sentences by combining two ideas using <i>and</i>)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
<p>SL.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Write About It (use unit words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (select a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (use words acquired through conversation/reading/responding to texts)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p><i>See also the following representative adjectives</i></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—funny, p. 20; clean, p. 174; full, p. 248 <p style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
	<p>See also the following representative adverbs</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—even, p. 134; now, p. 196; very, p. 288 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (add descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 • Use in Context (use study words to complete sentences)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary—TE pp. 9, 19, 29, 39, 39, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309

READING: LITERATURE

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
<p>Key Ideas and Details</p>	
<p>RL.3.1 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</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (answer questions about the selection)—Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; 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</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check comprehension of the text)/Interact with the Text (answer questions)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279

READING: LITERATURE	
Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss main ideas and details that support your answers)—Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; 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><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (discuss central message and details)/ Interact with the Text (answer questions)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss characters)—Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; 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><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (discuss actions, feelings, attitudes of characters)—TE pp. T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T289
<p>Craft and Structure</p>	
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (clarify the meaning of confusing or difficult words in a story or poem)—TE pp. T7, T17, T27, T37, T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T269, T279
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (change from beginning of the story to the end)—TE p. T97 Connected Text (stanzas)—TE p. T107 Connected Text (change from beginning to end of the poem)—TE p. T255

READING: LITERATURE

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (speaker/author/narrator point of view)—TE pp. T7, T27, T37, T195, T215, T225
<p>Integration of Knowledge and Ideas</p>	
<p>RL.3.7 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><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (illustrated stories/poems)—Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; 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>RL.3.8 (Not applicable to literature)</p>	
<p>RL.3.9 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>	N/A
<p>Language in Reading: Literature</p>	
<p>RL.2.10 Use knowledge of language and its conventions.</p>	
<p>RL.3.10.a Recognize and observe differences between the conventions of spoken and written standard English.</p>	N/A

READING: LITERATURE

Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>RL.3.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.</p>	
<p>RL.3.11.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction Blend It</p> <ul style="list-style-type: none"> Reading in Context (sentence-level context clues)—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 Context Clues: General Clues</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 53/TE p. T60 <p>Context Clues: Definitions, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 119/TE p. T144 <p>Context Clues: Antonyms, General Clues</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 127/TE p. T154 <p>Context Clues: Examples, Definitions</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 219/TE p. T272 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 227/TE p. T282 <p><u>TEACHER'S EDITION</u> 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, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p style="text-align: right;"><i>continued</i></p>

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READING: LITERATURE

Grade 3 ELA Standards	From Phonics to Reading, Level C
	<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 of a sentence 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>RL.3.11.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)</p>	<p><u>STUDENT BOOK/TEACHER’S EDITION</u> 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 (affixes and base word)—SB pp. 205-262/TE pp. T254-T262
<p>RL.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>	<p><u>STUDENT BOOK/TEACHER’S EDITION</u> 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 25 Related Words (affixes and base words)—SB pp. 205-262/TE pp. T254-T262

READING: LITERATURE

Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>RL.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension Write About It</p> <ul style="list-style-type: none"> 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 <p><u>TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Try It (confirm word meaning with a dictionary)—TE pp. T207, T217, T247, T291
<p>RL.3.12 Demonstrate understanding of word relationships and nuances in word multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.</p>	
<p>RL.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	N/A
<p>RL.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	N/A
<p>RL.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study Context Clues: Definitions, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 119/TE p. T144 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 227/TE p. T282

READING: LITERATURE

Grade 3 ELA Standards

From Phonics to Reading, Level C

Range of Reading and Level of Text Complexity

RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- **Connected 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; Story: “What’s That Noise?,” SB p. 83/TE p. T98; Poem: “The Dog Walker,” SB p. 91/TE p. T108; Story: “The Monster Pumpkin,” SB p. 101/TE p. T122; Story: “A Nice Surprise,” SB p. 141/TE p. T172; 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; Poem: “Friendly or Unfriendly?,” SB p. 207/TE p. T256; Humor: “Fun Puns,” SB p. 217/TE p. T270; Poem: “What’s That Word?,” SB p. 225/TE p. T280; Story: “Insect Hunt Highlights,” SB p. 233/TE p. T290

TEACHER'S EDITION

Read Children’s Books (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

READING: INFORMATIONAL

Grade 3 ELA Standards	From Phonics to Reading, Level C
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Key Ideas and Details	
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (answer questions about the selection)—Lesson 1 SB p. 51/TE p. T58; Lesson 2 SB p. 59/TE p. T68; Lesson 3 SB p. 67/TE p. T78; Lesson 4 SB p. 75/TE p. T88; Lesson 5 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 18 SB p. 149/TE p. T182; Lesson 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (ask and answer questions to check comprehension of the text)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss main idea and details)—Lesson 1 SB p. 51/TE p. T58; Lesson 2 SB p. 59/TE p. T68; Lesson 3 SB p. 67/TE p. T78; Lesson 4 SB p. 75/TE p. T88; Lesson 5 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 18 SB p. 149/TE p. T182; Lesson 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (find details to support answers)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (biology/narwhals)—Lesson 7 “Unicorns of the Sea,” SB p. 59/TE p. T682 Connected Text (steps in a procedure/game)—Lesson 15 “Cow? Doe? Goat? Guess!,” SB p. 125/TE p. T152 Connected Text (biology/caterpillar life cycle)—Lesson 24 “The Unbelievable Woolly Bear!,” SB p. 199/TE p. T246 Connected Text (planetarium/solar system show)—Lesson 30 “It’s Show Time!,” SB p. 249/TE p. T310

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READING: INFORMATIONAL

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
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Craft and Structure

<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> • Connected Text (identify difficult words/sound it out/confirm meaning using sentence clues)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309 </p>
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>N/A</p>
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>N/A</p>

Integration of Knowledge and Ideas

<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> • Connected Text (illustrated text)—Lesson 1 SB p. 51/TE p. T58, Lesson 2 SB p. 59/TE p. T68, Lesson 3 SB p. 67/TE p. T78, Lesson 4 SB p. 75/TE p. T88, Lesson 5 SB p. 109/TE p. T132, Lesson 14 SB p. 117/TE p. T142, Lesson 15 SB p. 125/TE p. T152, Lesson 16 SB p. 133/TE p. T162, Lesson 18 SB p. 149/TE p. T182, Lesson 23 SB p. 191/TE p. T236, Lesson 24 SB p. 199/TE p. T246, Lesson 29 SB p. 241/TE p. T300, Lesson 30 SB p. 249/TE p. T310 </p>
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> • Interact With the Text—Lesson 1 (compare and contrast) SB p. 51/TE p. T58; Lesson 3 (logical conclusion) SB p. 67/TE p. T78; Lesson 15 (sequence) SB p. 125/TE p. T152; Lesson 24 (life cycle) SB p. 199/TE p. T246; Lesson 30 (comparison) SB p. 249/TE p. T310 </p>
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>N/A</p>

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READING: INFORMATIONAL

Grade 3 ELA Standards	<i>From Phonics to Reading, Level C</i>
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Language in Reading: Literature

<p>RL.2.10 Use knowledge of language and its conventions.</p>	
<p>RL.3.10.a Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>N/A</p>
<p>RL.3.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.</p>	
<p>RL.3.11.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction Blend It</p> <ul style="list-style-type: none"> ● Reading in Context (sentence-level context clues)—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 Context Clues: General Clues</p> <ul style="list-style-type: none"> ● Define It/Practice It/Try It—SB p. 53/TE p. T60 <p>Context Clues: Definitions, Synonyms</p> <ul style="list-style-type: none"> ● Define It/Practice It/Try It—SB p. 119/TE p. T144 <p>Context Clues: Antonyms, General Clues</p> <ul style="list-style-type: none"> ● Define It/Practice It/Try It—SB p. 127/TE p. T154 <p>Context Clues: Examples, Definitions</p> <ul style="list-style-type: none"> ● Define It/Practice It/Try It—SB p. 219/TE p. T272 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> ● Define It/Practice It/Try It—SB p. 227/TE p. T282 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL

Grade 3 ELA Standards	From Phonics to Reading, Level C
	<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, 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 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 of a sentence 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>RL.3.11.b</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)</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 (affixes and base word)—SB pp. 205-262/TE pp. T254-T262
<p>RL.3.11.c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</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 25 Related Words (affixes and base words)—SB pp. 205-262/TE pp. T254-T262

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READING: INFORMATIONAL	
Grade 3 ELA Standards	From Phonics to Reading, Level C
<p>RI.3.11.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension Write About It</p> <ul style="list-style-type: none"> 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 <p><u>TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Try It (confirm word meaning with a dictionary)—TE pp. T207, T217, T247, T291
<p>RI.3.12 Demonstrate understanding of word relationships and nuances in word multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.</p>	
<p>RI.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	N/A
<p>RI.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	N/A
<p>RI.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study Context Clues: Definitions, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 119/TE p. T144 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> Define It/Practice It/Try It—SB p. 227/TE p. T282

READING: INFORMATIONAL	
Grade 3 ELA Standards	From Phonics to Reading, Level C
Range of Reading and Level of Text Complexity	
<p>RI.3.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—"Unique Units!," SB p. 51/TE p. T58; "Unicorns of the Sea," SB p. 59/TE p. T68; "Pop, Pop, Popcorn," SB p. 67/TE p. T78; "The Cooking Crew," SB p. 75/TE p. T88; "Coding Camp for Kids!," SB p. 109/TE p. T132; "Bugs for Dinner," SB p. 117/TE p. T142; "Cow? Doe? Goat? Guess!," SB p. 125/TE p. T152; "Dependable Dogs," SB p. 133/TE p. T162; "Attention, Superhero Fans!," SB p. 149/TE p. T182; "Join Our Walking School Bus!," SB p. 191/TE p. T236; "The Unbelievable Woolly Bear!," SB p. 199/TE p. T246; "ZIP, Zap, Zoom!," SB p. 241/TE p. T300 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read independently/check comprehension)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309 <p>Reread Connected Text/Write</p> <ul style="list-style-type: none"> • Connected Text (reread text to partners/check growing fluency)—TE pp. T61, T71, T81, T91, T135, T145, T155, T165, T185, T239, T249, T303, T313