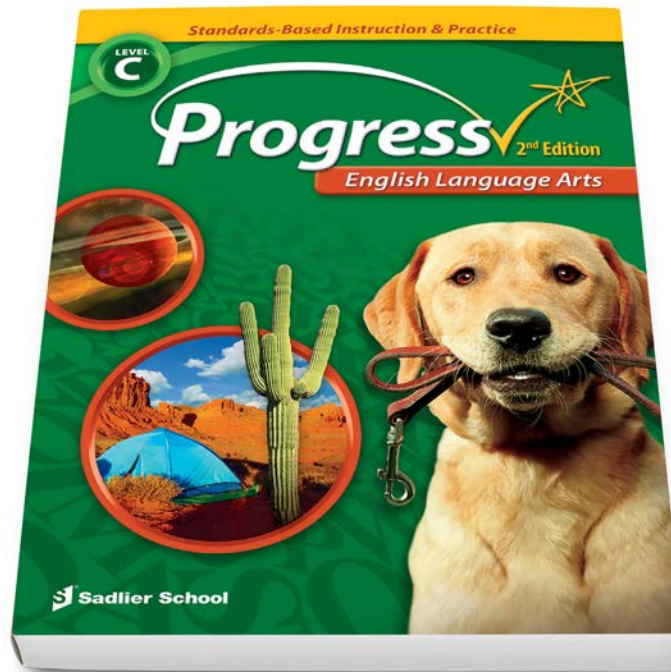


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to the 2021 Alabama Course of Study:  
English Language Arts

**Grade 3**



**Recurring Standards**

Recurring Standards for K-3.....	2
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**Grade 3 Content Standards**

Literacy Standards

Oral Language.....	6
Phonological Awareness/Phonemic Awareness.....	9
Phonics.....	13
Fluency.....	20
Vocabulary.....	26
Comprehension.....	33
Writing.....	43

## K–3 Recurring Standards

### RECURRING STANDARDS

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p><b>Students will:</b></p> <p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts (class discussion)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154</li> <li>• Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Follow agreed-upon rules for discussion?/Avoid interrupting others?—p. 170</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 15, Chapter 2, TE p. 41, Chapter 3, TE p. 67, Chapter 4, TE p. 93, Chapter 5, TE p. 119, Chapter 6, TE p. 139</li> </ul> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 25; Chapter 2, TE p. 51; Chapter 3, TE p. 65; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 7, TE p. 149</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 27, Chapter 2, TE p. 53, Chapter 3, TE p. 79, Chapter 4, TE p. 105, Chapter 5, TE p. 121, Chapter 6, TE p. 151, Chapter 7, TE p. 170, Chapter 8, TE p. 184, Chapter 9, TE p. 198, Chapter 10, TE p. 212, Chapter 11, TE p. 226</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                 <ul style="list-style-type: none"> <li>◦ Speaking and Listening Presentation (review rules for listening and giving feedback)—pp. 8 and 9                     <ul style="list-style-type: none"> <li>• Listen actively to others with care and respect.</li> <li>• Ask questions and give feedback to show interest after—not during—a presentation.</li> <li>• Give feedback politely and with respect. Focus on the content of the presentation.</li> <li>• Speak one at a time. No yelling or interrupting.</li> <li>• Be aware of word choice, tone, and gestures that could make the presenter feel criticized.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

## RECURRING STANDARDS

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.</p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—SB pp. 9-16/TE pp. T6-T14</li> <li>• Lesson 2 Long a—SB pp. 17-24/TE pp. T16-T20</li> <li>• Lesson 3 Long o—SB pp. 25-34/TE pp. T26-T30</li> <li>• Lesson 4 Long e—SB pp. 33-44/TE pp. T36-T40</li> <li>• Lesson 5 Long i—SB pp. 41-48/TE pp. T46-T50</li> <li>• Lesson 6 Long u—SB pp. 49-64/TE pp. T56-T60</li> <li>• Lesson 7 r-Controlled Vowels /är/, /ör/—SB pp. 57-74/TE pp. T66-T70</li> <li>• Lesson 8 r-Controlled Vowel /ûr/—SB pp. 65-84/TE pp. T76-T80</li> <li>• Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90</li> <li>• Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100</li> <li>• Lesson 11 Complex Vowel /ô/—SB pp. 89-114/TE pp. T106-T110</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 Closed Syllables—SB pp. 99-128/TE pp. T120-T128</li> <li>• Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138</li> <li>• Lesson 14 Final Stable Syllables—SB pp. 115-148/TE pp. T140-T148</li> <li>• Lesson 15 Vowel Team Syllables—SB pp. 123-158/TE pp. T150-T158</li> <li>• Lesson 16 r-Controlled Vowel Syllables—SB pp. 131-168/TE pp. T160-T168</li> <li>• Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178</li> <li>• Lesson 18 Unaccented Final Syllables—SB pp. 147-188/TE pp. T180-T188</li> </ul> <p><b>Unit 3 Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>• Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157-202/TE pp. T194-T202</li> <li>• Lesson 20 Irregular Plurals—SB pp. 165-212/TE pp. T204-T212</li> <li>• Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173-222/TE pp. T214-T222</li> <li>• Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232</li> <li>• Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242</li> <li>• Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-252/TE pp. T244-T252</li> <li>• Lesson 25 Related Words (shared base words)—SB pp. 205-262/TE pp. T254-T262</li> </ul>

## RECURRING STANDARDS

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>R3. Expand background knowledge and build vocabulary through discussion, reading and writing.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Cite Evidence</b></p> <ul style="list-style-type: none"> <li>Pages 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152</li> </ul> <p><b>Check Comprehension</b></p> <ul style="list-style-type: none"> <li>Pages 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> <li>Domain-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 121; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226</li> </ul>
<p>R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Post to a Website—TE p. 21</li> <li>Chapter 2 Online Research—TE p. 47</li> <li>Chapter 3 Online Reference Resources—TE p. 67</li> <li>Chapter 4 Hyperlinks—TE p. 97</li> <li>Chapter 5 Using Online Resources—TE p. 123</li> <li>Chapter 7 Storybooks—TE p. 172</li> <li>Chapter 8 Digital Slide Presentation—TE p. 186</li> <li>Chapter 9 Online Publishing—TE p. 200</li> <li>Chapter 10 Multimedia Presentation—TE p. 214</li> <li>Chapter 11 Social Media—TE p. 228</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## RECURRING STANDARDS

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>How to Use the Glossary (use print or digital dictionaries)—TE p. 229</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Research Tips (websites)</li> </ul> </li> <li>Step 3: Revising                                     <ul style="list-style-type: none"> <li>Using a computer (print out a copy)—p. 6</li> </ul> </li> <li>Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>Digital Connection—p. 9</li> </ul> </li> </ul> </li> <li>Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Digital Integration: Research Tip—pp. 2 and 3</li> </ul> </li> <li>Step 2: Drafting                                     <ul style="list-style-type: none"> <li>Digital Integration (use a word processing program)—pp. 4 and 5</li> </ul> </li> <li>Step 4: Editing                                     <ul style="list-style-type: none"> <li>Digital Integration (use a spellchecker when working on a computer)—pp. 6 and 7</li> </ul> </li> <li>Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>Assignment: Digital Presentation—pp. 8 and 9</li> </ul> </li> </ul> </li> </ul>
<p>R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 161; Chapter 8, TE p. 175; Chapter 9, TE p. 189; Chapter 10, TE p. 203; Chapter 11, TE p. 217</li> </ul> <p><b>Create: Organizational Structure</b> Brainstorming, Planning, Drafting</p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222</li> </ul> <p><b>Introduce the Writing Process</b></p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222</li> </ul> <p><b>Writing Process Summary</b> Planning, Drafting, Rubrics</p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>Step 1: Planning</li> <li>Step 2: Drafting</li> <li>Step 3: Revising</li> <li>Step 4: Editing</li> <li>Step 5: Producing, Publishing, and Presenting</li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Oral Language

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts (class discussion)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154</li> <li>• Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Follow agreed-upon rules for discussion?/Avoid interrupting others?—p. 170</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 15, Chapter 2, TE p. 41, Chapter 3, TE p. 67, Chapter 4, TE p. 93, Chapter 5, TE p. 119, Chapter 6, TE p. 139</li> </ul> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 25; Chapter 2, TE p. 51; Chapter 3, TE p. 65; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 7, TE p. 149</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 27, Chapter 2, TE p. 53, Chapter 3, TE p. 79, Chapter 4, TE p. 105, Chapter 5, TE p. 121, Chapter 6, TE p. 151, Chapter 7, TE p. 170, Chapter 8, TE p. 184, Chapter 9, TE p. 198, Chapter 10, TE p. 212, Chapter 11, TE p. 226</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                     <ul style="list-style-type: none"> <li>◦ Speaking and Listening Presentation (review rules for listening and giving feedback)—pp. 8 and 9</li> <li>◦ Listen actively to others with care and respect.</li> <li>◦ Ask questions and give feedback to show interest after—not during—a presentation.</li> <li>◦ Give feedback politely and with respect. Focus on the content of the presentation.</li> <li>◦ Speak one at a time. No yelling or interrupting.</li> <li>◦ Be aware of word choice, tone, and gestures that could make the presenter feel criticized.</li> </ul> </li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Oral Language

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>a. Elaborate on responses in conversations and discussions.</p> <p><i>Examples: use precise, descriptive language; build upon previously expressed ideas</i></p>	<p><b>TEACHER'S EDITION</b> <b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Building on Ideas—Chapter 2, TE p. 53</li> <li>• Try to add to other's Ideas—Chapter 4, TE p. 105</li> <li>• Build on ideas of others—Chapter 7, TE p. 170</li> <li>• Have partners build on and clarify each other's ideas—Chapter 8, TE p. 184</li> <li>• Build on each other's reasoning—Chapter 9, TE p. 198</li> </ul>
<p>2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Complex Sentences—p. 224</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepare and make a formal presentation (state topic clearly/ present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>◦ Language: Complex Sentences</li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Complex Sentences</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                 <ul style="list-style-type: none"> <li>◦ Oral presentation—p. 9                     <ul style="list-style-type: none"> <li>• Speak clearly and loudly enough for everyone to hear.</li> <li>• Speak slowly enough so that everyone can understand you.</li> <li>• Make your gestures and facial expressions match your words.</li> <li>• Change your voice at times, just as when you speak in real life.</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.</p>	<p>Opportunities for students to use oral language for various purposes are provided in activities throughout the program.</p>
<p>3. Apply oral literacy skills by participating in a variety of oral language activities.</p> <p><i>Examples: plays, dramas, choral readings, oral reports</i></p>	<p><b>TEACHER'S EDITION</b> <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepare and make a formal presentation—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153</li> </ul>

## LITERACY FOUNDATIONS

### Oral Language

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p><b>SPEAKING</b></p> <p>4. Ask and answer questions using complete sentences and grade-level vocabulary.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Ask questions to check my understanding?—p. 170</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Be respectful/give credit/add to another student’s ideas—TE p. 53</li> <li>• Listen carefully/add to the remarks of others—TE p. 105</li> <li>• Ask for clarification/build on the ideas of others—TE pp. 170, 194</li> <li>• Build on each other’s reasoning/encourage participation—TE p. 198</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7-10</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions to check understanding)</li> </ul> </li> </ul>
<p><b>SPEAKING</b></p> <p>5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Speak in complete sentences?—p. 170</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepare and make a formal presentation (state topic clearly/ present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                 <ul style="list-style-type: none"> <li>• Oral presentation—p. 9                     <ul style="list-style-type: none"> <li>• Speak clearly and loudly enough for everyone to hear.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Oral Language

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Speak slowly enough so that everyone can understand you.</li> <li>• Make your gestures and facial expressions match your words.</li> <li>• Change your voice at times, just as when you speak in real life.</li> </ul>
<p><b>SPEAKING</b></p> <p>6. Use digital tools to enhance oral presentations, working collaboratively.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Post to a Website—TE p. 21</li> <li>• Chapter 7 Storybooks—TE p. 172</li> <li>• Chapter 8 Digital Slide Presentation—TE p. 186</li> <li>• Chapter 9 Online Publishing—TE p. 200</li> <li>• Chapter 10 Multimedia Presentation—TE p. 214</li> <li>• Chapter 11 Social Media—TE p. 228</li> </ul> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>• How to Use the Glossary (use print or digital dictionaries)—TE p. 229</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Digital Connection—p. 9</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Assignment: Digital Presentation (digital slide show, videoconference, post to website)—pp. 8 and 9</li> </ul> </li> </ul> </li> </ul>

### Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>7. Demonstrate advanced phonemic awareness skills in spoken words.</p>	
<p>a. Delete phonemes in initial and final blends of a spoken word.</p> <p><i>Examples: Say s moke. Now say smoke, but don't say /m/. (soak)</i></p> <p><i>Say b est. Now say best, but don't say /s/. (bet)</i></p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>TEACHER'S EDITION</b></p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Word Building</b> (make a new word or form of the word after replacing, deleting, or adding letters)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T208</li> <li>• <b>Word Ladder</b> (change letters to make the word that matches the clue)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>End-of-Book Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Word Ladder</b> (copy master)—TE p. T317</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18</li> </ul> </li> </ul> </li> <li>• High-Impact Routines by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Word Building</li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Phonological Awareness (phonemic manipulation)</li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>◦ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>◦ Activity Type 5: Phoneme Manipulation (substitution; deletion; addition)   <ul style="list-style-type: none"> <li>• 4. Syllable deletion (Say noble without no.)</li> <li>• 5. Initial sound deletion (Say sat without /s/.)</li> <li>• 6. Final sound deletion (Say make without /k/.)</li> <li>• 7. Initial phoneme in a blend deletion (Say slip without /s/.)</li> <li>• 8. Final phoneme in a blend deletion (Say nest without /t/.)</li> <li>• 9. Second phoneme in a blend deletion (Say slip without /l/.)</li> </ul> </li> </ul> </li> <li>◦ Modeling the Tasks                                     <ul style="list-style-type: none"> <li>◦ Phonemic Manipulation Routine (Deletion)—p. 12</li> </ul> </li> </ul> </li> </ul>
<p>b. Substitute phonemes in initial and final blends in a spoken word.</p> <p><i>Examples: Say sweep . Now say sweep , but change the /w/ to /l/. (sleep)</i></p> <p><i>Say list . Now say list , but change the /s/ to /f/. (lift)</i></p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Word Building</b> (make a new word or form of the word after replacing, deleting, or adding letters)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T208</li> <li>• <b>Word Ladder</b> (change letters to make the word that matches the clue)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112</li> </ul> <p><b>End-of-Book Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Word Ladder</b> (copy master)—TE p. T317</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• High-Impact Routines by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Word Building</li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Phonological Awareness (phonemic manipulation)</li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>◦ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>◦ Activity Type 5: Phoneme Manipulation (substitution; deletion; addition)   <ul style="list-style-type: none"> <li>• 1. Initial sound substitution (Replace the first sound in man with /p/.)</li> <li>• 2. Final sound substitution (Replace the last sound in bad with /g/.)</li> <li>• 3. Vowel substitution (Replace the middle sound in hat with /o/.)</li> </ul> </li> </ul> </li> <li>◦ Modeling the Tasks                                     <ul style="list-style-type: none"> <li>◦ Phonemic Manipulation Routine (Substitution)—p. 10</li> </ul> </li> </ul> </li> </ul>
<p>c. Reverse phonemes in a spoken word.</p> <p><i>Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face)</i></p> <p><i>Say slack. Now say slack but say the last sound first and the first sound last. (class)</i></p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>TEACHER'S EDITION</b> <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b> (was/saw)—TE p. T300</li> </ul>
<p>d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.</p> <p><i>Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame</i></p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>TEACHER'S EDITION</b> <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Word Building</b> (use Word Building Cards to make a new word or form of the word after replacing, deleting, or adding letters)—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T208</li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>• pay→day→ray→tray→gray, TE p. T20</li> <li>• cube→cute→mute→mule, TE p. T40</li> <li>• fall→all→tall→stall→call→wall→walk→talk, TE p. T110</li> </ul> <ul style="list-style-type: none"> <li>• <b>Word Ladder</b> (apply phoneme chaining/change letters to make the word that matches the clue)—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112</li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>• stay→stain→brain→rain→rake→lake→brake, TE p. T22</li> <li>• goat→coat→boat→bat→mat, TE p. T32</li> <li>• brook→book→cook→coo→clue→blue→blew, TE p. T92</li> </ul> <p><b>End-of-Book Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Word Ladder</b>—TE p. T317</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonological Awareness/Phonemic Awareness

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.</p> <p><i>Examples: Say photograph . Change graph to cell. (photocell)</i></p> <p><i>Say anytime. Change time to where. (anywhere)</i></p> <p><i>Say blocked. Change /t/ to /ing/. (blocking)</i></p>	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Instructional Resources</b> (each lesson)</p> <ul style="list-style-type: none"> <li>• Word Building Cards</li> <li>• Word Building Ladder BLM</li> <li>• Large Word Building Cards</li> </ul> <p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Using Morphology: Prefixes and Base Words</b>—SB p. 177/TE p. T218</li> <li>• <b>Using Morphology: Prefixes, Suffixes, and Base Words</b>—SB p. 201/TE p. T248</li> <li>• <b>Using Morphology: Prefixes and Roots</b>—SB p. 235/TE p. T292</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Using Morphology: Prefixes and Base Words</b>—TE p. T217</li> <li>• <b>Using Morphology: Prefixes, Suffixes, and Base Words</b>—TE p. T247</li> <li>• <b>Using Morphology: Prefixes and Roots</b>—TE p. T291</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                     <ul style="list-style-type: none"> <li>◦ Phonological Awareness (Phonemic Manipulation)—pp. 15–18</li> </ul> </li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale             <ul style="list-style-type: none"> <li>◦ Five Basic Types of Activities                     <ul style="list-style-type: none"> <li>◦ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)                             <ul style="list-style-type: none"> <li>• 1. Initial sound substitution (Replace the first sound in man with /p/.)</li> <li>• 2. Final sound substitution (Replace the last sound in bad with /g/.)</li> <li>• 3. Vowel substitution (Replace the middle sound in hat with /o/.)</li> <li>• 4. Syllable deletion (Say noble without no.)</li> <li>• 5. Initial sound deletion (Say sat without /s/.)</li> <li>• 6. Final sound deletion (Say make without /k/.)</li> <li>• 7. Initial phoneme in a blend deletion (Say slip without /s/.)</li> <li>• 8. Final phoneme in a blend deletion (Say nest without /t/.)</li> <li>• 9. Second phoneme in a blend deletion (Say slip without /l/.)</li> </ul> </li> </ul> </li> <li>◦ Modeling the Tasks                     <ul style="list-style-type: none"> <li>◦ <b>Phonemic Manipulation Routine (Substitution)</b>—p. 10</li> <li>◦ <b>Phonemic Manipulation Routine (Deletion)</b>—p. 12</li> </ul> </li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>1. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>	
<p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>CVC</b> (closed syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 12 Closed Syllables—SB pp. 99-106/TE pp. T119-T128</li> </ul> <p><b>CVr</b> (r-controlled syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 7 r-Controlled Vowels /är/, /ôr/—SB pp. 57-74/TE pp. T66-T70</li> <li>Lesson 8 r-Controlled Vowel /ür/—SB pp. 65-84/TE pp. T76-T80</li> </ul> <p><b>V</b> (open syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138</li> </ul> <p><b>VV</b> (diphthong/vowel team syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90</li> <li>Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100</li> <li>Lesson 11 Complex Vowel /ô/ (au, aw, a(lk), a(lt), a(ll), ough, augh)—SB pp. 89-114/TE pp. T106-T110</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123-158/TE pp. T150-T158</li> </ul> <p><b>VCe</b> (vowel-consonant-e syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> Lesson</p> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonics

#### GRADE 3 CONTENT STANDARDS

#### PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL C / GRADE 3

Lesson activities

#### Word Sort

- Sort It Out (a\_e)—SB p. 20/TE p. T18

#### Word Study

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

#### TEACHER'S EDITION

#### Word Sort

- Check and Discuss (a\_e)—TE p. T17, T45

#### Introduce Sound-Spelling

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

#### Teacher Table: Intervention

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

CLe (consonant-le syllables)

#### STUDENT BOOK/TEACHER'S EDITION

Lesson

#### Unit 2 Syllable Types

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

Lesson activities

#### Word Study

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

#### TEACHER'S EDITION

#### Introduce Sound-Spelling

- Blend It—TE p. T139

#### English Learners

- Sound Transfer (consonant + -le)—TE p. T179

Six Syllable Types (review)

#### STUDENT BOOK/TEACHER'S EDITION

#### Word Study

- “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—SB p. 13/TE p. T10; SB p. 21/TE p. T20; SB p. 29/TE p. T30; SB p. 37/TE p. T40; SB p. 45/TE p. T50; SB p. 61/TE p. T70; SB p. 93/TE p. T110

#### End-of-Book Resources

- “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—TE p. T318

*continued*

## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>DIGITAL RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>Video Viewing Guide                                     <ul style="list-style-type: none"> <li>Multisyllabic Words—pp. 51-54</li> </ul> </li> </ul> </li> <li>Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>Video: Multisyllabic Words</li> </ul> </li> </ul>
<p>c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph <i>eigh</i>, combinations, diphthongs, and silent letter combinations.</p> <p><i>Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh</i></p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p>Lessons</p> <p><b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 1 Short Vowels (ea)—SB pp. 9-16/TE pp. T5-T14</li> <li>Lesson 2 Long a (ay, ai, ea, ei, eigh)—SB pp. 17-24/TE pp. T15-T24</li> <li>Lesson 3 Long o (oa, ow, oe)—SB pp. 25-32/TE pp. T25-T34</li> <li>Lesson 4 Long e (ee, ea, ey, it, ei)—SB pp. 33-40/TE pp. T35-T44</li> <li>Lesson 5 Long i (igh, ie)—SB pp. 41-48/TE pp. T45-T54</li> <li>Lesson 6 Long u (ue, ew, iew)—SB pp. 49-56/TE pp. T55-T64</li> <li>Lesson 7 r-Controlled Vowels /är/, /ôr/ (ar, or, ore, oar)—SB pp. 57-64/TE pp. T65-T74</li> <li>Lesson 8 r-Controlled Vowel /ûr/ (er, it, ur)—SB pp. 65-72/TE pp. T75-T84</li> <li>Lesson 9 Short oo and Long oo (oo, oui, ou, ue, ui, ew, ough)—SB pp. 73-80/TE pp. T85-T94</li> <li>Lesson 10 Diphthongs /ou/, /oi/ (ou, ow, oi, oy)—SB pp. 81-88/TE pp. T95-T104</li> <li>Lesson 11 Complex Vowel /ô/ (au, a(lk), a(lt), a(lI), aw, ough, augh)—SB pp. 89-114/TE pp. T106-T110</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123-130/TE pp. T149-T158</li> </ul> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p>Lesson Activities</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Closed Syllables</b> (words with consonant blends/digraphs)—SB p. 13/TE p. T10</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Closed Syllables</b> (words with consonant blends/digraphs)—TE p. T9</li> </ul> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li><b>Blend It</b> (digraph <i>sh</i>)—TE p. T95</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b>—TE pp. T122 (words that end in consonant digraphs); T162, T172 (words with final blends); 206 (words that begin with consonant blends)</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehensive Phonics Survey: Individual Scoring Sheet</b> <ul style="list-style-type: none"> <li>◦ <b>Nonsense Word Reading</b> (consonant blends and digraphs)—p. 2</li> </ul> </li> </ul> <p>See also Grade 2/Level B</p> <p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p>Lessons</p> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 8 Consonant Digraphs</b> (sh, ch, tch, th)—pp. 81–90</li> <li>• <b>Lesson 9 Consonant Digraphs</b> (wh, ph, ng, nk/three-letter blends)—pp. 91–100</li> </ul> <p>Lesson Activities</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Three-Letter Blends (scr, spl, squ, spr, str, thr)—p. 98</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Three-Letter Blends—TE p. 99</li> </ul>
<p>d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.</p> <p><i>Examples: y can be read /y/ in yet, /ē/ in candy, /t/ in fly digraph ch can be read /ch/ i n chair, /sh/ in chef, and /k/ in school</i></p> <p><i>diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow</i></p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><i>See related content</i></p> <p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 3 Long o (/ō/ in snow)—SB pp. 25–32/TE pp. T25–T34</li> <li>• Lesson 4 Long e (/ē/ in candy)—SB pp. 33–40/TE pp. T35–T44</li> <li>• Lesson 5 Long i (/i/ in fly)—SB pp. 41–48/TE pp. T45–T54</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>• Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123–130/TE pp. T149–T158</li> </ul> <p>See also Grade 2/Level B</p> <p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 8 Consonant Digraphs</b> (sh, ch, tch, th)—pp. 81–90</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p>See also Grade 1/Level A</p> <p><b>DIGITAL RESOURCES</b> <b>ABC Express Add-on Practice and Application Activities</b></p> <ul style="list-style-type: none"> <li>• Instructional Resources                             <ul style="list-style-type: none"> <li>◦ Lesson 11: Yy (/y/ in yo-yo), Zz</li> </ul> </li> </ul>
<p>e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the <i>schwa</i> sound when appropriate.</p> <p><i>Examples: the noun con' /vict vs. the verb con/vict' ; the noun pro' /duce vs. the verb pro/duce'</i></p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 Unaccented Final Syllables—SB pp. 147–154/TE pp. T179–T188</li> </ul> <p><b>TEACHER'S EDITION</b> <b>English Learners</b></p> <ul style="list-style-type: none"> <li>• Sound Transfer (changing a vowel sound in an unstressed syllable to a schwa sound)—TE p. T179</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Multisyllabic Words—pp. 51–54</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Multisyllabic Words</li> </ul> </li> </ul>
<p>f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p><i>Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict</i></p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 3 Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>• Lesson 19 Inflectional Endings with Spelling Changes (-ed; -ing)—SB pp. 157–202/TE pp. T194–T202</li> <li>• Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212</li> <li>• Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–222/TE pp. T214–T222</li> <li>• Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232</li> <li>• Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242</li> <li>• Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–252/TE pp. T244–T252</li> <li>• Lesson 25 Related Words (shared base words)—SB pp. 205–262/TE pp. T254–T262</li> </ul> <p><b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>• Lesson 28 Compound Words—SB pp. 231–296/TE pp. T288–T296</li> <li>• Lesson 30 Contractions—SB pp. 247–316/TE pp. T308–T316</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>DIGITAL RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Multisyllabic Words—pp. 51–54</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Multisyllabic Words (Decoding Big Words Strategy: Look for Word Parts – prefix, suffix, base word)</li> </ul> </li> </ul>
<p>g. Decode and encode contractions with am, is, has, not, have, would, and will.</p> <p><i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p>Lesson</p> <p><b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 30 Contractions</b>—SB pp. 247–254/TE pp. T307–T316</li> </ul> <p>Lesson Activities</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Contractions</b> (use an apostrophe)—SB p. 151/TE p. T184</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Contractions</b>—TE p. T183</li> </ul>
<p>h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning..</p> <p><i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p>Lesson</p> <p><b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 26 Homophones</b>—SB pp. 215–222/TE pp. T267–T276</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p>Lesson Activity</p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b>—TE p. T310 (often confused homophone pair: write/right)</li> </ul>
<p>i. Decode and encode words with hard and soft c and g .</p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Hard and Soft c and g</b>—SB p. 85/TE p. T100</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Hard and Soft c and g</b>—TE p. T99</li> </ul>

## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p>Lesson</p> <p><b>Unit 3 Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>Lesson 20 Target Skill: Irregular Plurals—pp. 165–212/TE pp. T204–T212</li> </ul> <p>Lesson Activities</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><b>Blend It: Check Foundational Skills/Transition to Longer Words</b> (high-frequency 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</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>Speed Drill (high-frequency words that follow regular phoneme-grapheme correspondences)—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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p>[Day 2] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>High-Frequency Words</b>—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</li> </ul> <p>[Day 3] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>High-Frequency Words</b>—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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p>[Day 4] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b>—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</li> </ul> <p>[Day 5] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b>—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</li> <li>• <b>Speed Drill</b> (timed reading of irregular plurals)—TE p. T212</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                     <ul style="list-style-type: none"> <li>◦ High-Frequency Words—pp. 31-34</li> </ul> </li> </ul> </li> <li>• High Impact Routines by Wiley Blevins             <ul style="list-style-type: none"> <li>◦ Video: High-Frequency Words</li> </ul> </li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Teacher's Guide to High-Frequency Words             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                     <ul style="list-style-type: none"> <li>◦ High-Frequency Words—pp. 31-34</li> </ul> </li> </ul> </li> <li>• High-Frequency Word Assessments             <ul style="list-style-type: none"> <li>◦ Directions/Next Steps</li> <li>◦ Forms                     <ul style="list-style-type: none"> <li>◦ High-Frequency Word Assessment: Teacher Form (Level C)—pp. 14-15</li> <li>◦ High-Frequency Word Assessment: Student Form (Level C)—pp. 16-17</li> </ul> </li> </ul> </li> </ul>

### Fluency

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.</p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—pp. 9-16/TE pp. T6-T14</li> <li>• Lesson 2 Long a—pp. 17-24/TE pp. T16-T20</li> <li>• Lesson 3 Long o—pp. 25-34/TE pp. T26-T30</li> <li>• Lesson 4 Long e—pp. 33-44/TE pp. T36-T40</li> <li>• Lesson 5 Long i—pp. 41-48/TE pp. T46-T50</li> <li>• Lesson 6 Long u—pp. 49-64/TE pp. T56-T60</li> <li>• Lesson 7 r-Controlled Vowels /är/; /ör/—pp. 57-74/TE pp. T66-T70</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Lesson 8 r-Controlled Vowel /ûr/—pp. 65–84/TE pp. T76–T80</li> <li>• Lesson 9 Short oo and Long oo—pp. 73–94/TE pp. T86–T90</li> <li>• Lesson 10 Diphthongs /ou/, /oi/—pp. 81–104/TE pp. T96–T100</li> <li>• Lesson 11 Complex Vowel /ô/—pp. 89–114/TE pp. T106–T110</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 Closed Syllables—pp. 99–128/TE pp. T120–T128</li> <li>• Lesson 13 Open Syllables—pp. 107–138/TE pp. T130–T138</li> <li>• Lesson 14 Final Stable Syllables—pp. 115–148/TE pp. T140–T148</li> <li>• Lesson 15 Vowel Team Syllables—pp. 123–158/TE pp. T150–T158</li> <li>• Lesson 16 r-Controlled Vowel Syllables—pp. 131–168/TE pp. T160–T168</li> <li>• Lesson 17 Final e Syllables—pp. 139–178/TE pp. T170–T178</li> <li>• Lesson 18 Unaccented Final Syllables—pp. 147–188/TE pp. T180–T188</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                     <ul style="list-style-type: none"> <li>◦ Multisyllabic Words—pp. 51–54</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins             <ul style="list-style-type: none"> <li>◦ Video: Multisyllabic Words</li> </ul> </li> </ul>
<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Fluency—TE pp. 15, 41, 73, 93, 119</li> <li>• Fluency Practice—TE p. 139</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Fluency Practice             <ul style="list-style-type: none"> <li>◦ Chapter Fluency Practice                     <ul style="list-style-type: none"> <li>◦ Chapter 1 “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable)</li> <li>◦ Chapter 2 “The 40,000-Year-Old Baby” (Magazine Article)</li> <li>◦ Chapter 3 “The Best Friend Possible” (Realistic Fiction)</li> <li>◦ Chapter 4 “Water Everywhere” (Explanatory Text)</li> <li>◦ Chapter 5 “The Case of the Missing Fruit” (Mystery)</li> <li>◦ Chapter 6 “How to Make a Telescope” (Technical Text)</li> </ul> </li> <li>◦ Fluency Practice Teaching Suggestions                     <ul style="list-style-type: none"> <li>◦ Teacher’s Guide to Fluency</li> </ul> </li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Practicing Fluency                     <ul style="list-style-type: none"> <li>◦ “The Fox and the Goat” (Aesop Fable)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Practicing Fluency</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Practicing Fluency                                     <ul style="list-style-type: none"> <li>◦ "Who Has Seen the Wind?" by Christina Rossetti (Poem)</li> </ul> </li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul> <p><i>See additional multi-genre, oral reading opportunities—</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Chapter Reading Selections                             <ul style="list-style-type: none"> <li>○ Chapter 1—"How the Rabbit Fooled the Elephant" (Fable from India)/"The Winning of Friends" (Fable from India), pp. 12–17; "Momotaro" (Folktale from Japan), pp. 18–23; "Athena and Poseidon" (Greek Myth), pp. 24–29</li> <li>○ Chapter 2—"Rainforest Art" (Magazine Article), pp. 38–43; "King Tut: From Forgotten Pharaoh to Ancient Superstar" (Historical Text), pp. 44–49; "The Mysteries of Easter Island" (Science Magazine Article), pp. 50–55</li> <li>○ Chapter 3—"The Secret Garden" (Fiction), pp. 64–69; "Anne of Green Gables" (Drama), pp. 70–75; "Damon and Pythias" (Narrative Poem), pp. 76–81</li> <li>○ Chapter 4—"Water Everywhere" (Explanatory Text), pp. 90–95; "Watch Out for Weather!" (Journal Article), pp. 96–101; "Stop the Droughts!" (Editorial), pp. 102–107;</li> <li>○ Chapter 5—"The Case of the Missing Fruit" (Mystery), pp. 116–121; "A Camping Adventure" (Adventure Story), pp. 122–127</li> <li>○ Chapter 6—"How to Make a Telescope" (Technical Text), pp. 136–141; "Pluto: Planet or Not?" (Magazine Article), pp. 142–147</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1—"Letting Kirsten Fly" (Adventure Story); "A Wave of Courage" (Realistic Fiction); "Letters from Leo" (Letters)</li> <li>○ Chapter 2—"Black Gold Is So Green" (Magazine Article); "Digging for the Past" (Textbook Article); "How to Hunt for Treasure in Your Own Backyard" (Procedural Text)</li> <li>○ Chapter 3—"Paul Bunyan and Babe the Blue Ox" (Tall Tale); "My Funny Robot" (Science Fiction Script); "The Haunted Apple Tree" (Folktale/Drama)</li> <li>○ Chapter 4—"The National Weather Service" (Expository Text); "El Niño" (Encyclopedia Article); "Life in the Coldest Place on Earth" (Magazine Article)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>○ Chapter 5—“Searching for Warm Seasons” (Native American Folktale); “Dog Walkers” (Realistic Fiction)</li> <li>○ Chapter 6—“The Greek Zodiac” (Informational Text); “Galileo Galilei” (Biography); “Don’t Pack It—Print It!” (Informational Text)</li> <li>● Assessments             <ul style="list-style-type: none"> <li>○ Comprehension Check                 <ul style="list-style-type: none"> <li>○ Chapter 1—“Aladdin Becomes a Prince” – A Retelling of a Chinese Legend (Folktale); “The Wolf and the Young Man” – A Retelling of an Aesop Fable (Fable); “Jason and the Golden Fleece” – A Retelling of a Greek Myth (Myth)</li> <li>○ Chapter 2—“Too Much of a Good Thing” (Folktale); “World Heritage” (Expository Nonfiction); “Machu Picchu: Theories of Use” (Expository Nonfiction)</li> <li>○ Chapter 3—“How Toys Become Real” – Adopted excerpt from <i>The Velveteen Rabbit</i> by Margery Williams Bianco (Fantasy); “My Shadow” – by Robert Louis Stevenson (Poem/Drama); “The Elephant and the Dog” – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) Chapter 4—“Hurricane Hunters” (Expository Nonfiction); “Flash, Bang, and Rumble: Thunderstorms” (Explanatory Text); “Tornado Chasers” (Expository Nonfiction)</li> <li>○ Chapter 5—“Animal Language” – adapted excerpt from <i>The Story of Doctor Dolittle</i> by Hugh Lofting (Fantasy); “The Foolish Rabbit” – A Retelling of an Ancient Indian Folktale (Folktale)/“The Stolen Plow” – A Retelling of an Ancient Indian Folktale (Folktale)</li> <li>○ Chapter 6—“Isaac Newton Describes Gravity” (Expository Nonfiction); “Gravity Experiment” (Procedure); “Isaac Newton Describes Gravity” (Expository Nonfiction)/“Earth and Moon” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>● Close Reading Practice             <ul style="list-style-type: none"> <li>○ Close Reading                 <ul style="list-style-type: none"> <li>○ Chapter 1—“Heracles and Atlas” (Myth)</li> <li>○ Chapter 2—“Howard Carter’s Last Chance” (Biography)</li> <li>○ Chapter 3—“We Must See the Queen!” (Historical Fiction)</li> <li>○ Chapter 4—“Dust Bowl Disaster” (Personal Narrative)</li> <li>○ Chapter 5—“Treasure in the Desert” (Adventure Story)</li> <li>○ Chapter 6—“Why the Solar System Moves” (Explanatory Text)</li> </ul> </li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.</p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text: Poems—"Back to School," SB p. 11/TE p. T8; "The Dog Walker," SB p. 91/TE p. T108; "What Will I Be?" SB p. 183/TE p. T226; "Friendly or Unfriendly?" SB p. 207/TE p. T256</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text: Poems—TE pp. T7, T107 (stanzas), T225, T255</li> </ul>
<p>12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.</p> <p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as "sight words" that need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.</i></p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><b>Blend It: Check Foundational Skills/Transition to Longer Words</b> (high-frequency 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</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li><b>Speed Drill</b> (high-frequency 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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p>[Day 2] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>High-Frequency Words</b>—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</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p>[Day 3] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b>—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</li> </ul> <p>[Day 4] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words</b>—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</li> </ul> <p>[Day 5] <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>High-Frequency Words/Speed Drill</b>—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</li> </ul> <p><b>Cumulative Assessment</b></p> <ul style="list-style-type: none"> <li>• Fluency Check (assess student accuracy and fluency)—SB p. 16/TE pp. T13–T14; SB p. 24/TE pp. T23–T24; SB p. 32/TE pp. T33–T34; SB p. 40/TE pp. T43–T44; SB p. 48/TE pp. T53–T54; SB p. 56/TE pp. T63–T64; SB p. 64/TE pp. T73–T74; SB p. 72/TE pp. T83–T84; SB p. 80/TE pp. T93–T94; SB p. 88/TE pp. T103–T104; SB p. 96/TE pp. T113–T114; SB p. 106/TE pp. T127–T128; SB p. 114/TE pp. T137–T138; SB p. 122/TE pp. T147–T148; SB p. 130/TE pp. T157–T158; SB p. 138/TE pp. T167–T168; SB p. 146/TE pp. T177–T178; SB p. 154/TE pp. T187–T188; SB p. 164/TE pp. T201–T202; SB p. 172/TE pp. T211–T212; SB p. 180/TE pp. T221–T222; SB p. 188/TE pp. T231–T232; SB p. 196/TE pp. T241–T242; SB p. 204/TE pp. T251–T252; SB p. 212/TE pp. T261–T262; SB p. 222/TE pp. T275–T276; SB p. 230/TE pp. T285–T286; SB p. 238/TE pp. T295–T296; SB p. 246/TE pp. T305–T306; SB p. 254/TE pp. T315–T316</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                     <ul style="list-style-type: none"> <li>◦ High-Frequency Words—pp. 31–34</li> </ul> </li> </ul> </li> <li>• High Impact Routines by Wiley Blevins             <ul style="list-style-type: none"> <li>◦ Video: High-Frequency Words</li> </ul> </li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Guide to High-Frequency Words             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                     <ul style="list-style-type: none"> <li>◦ High-Frequency Words—pp. 31–34</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	High-Frequency Word Assessments <ul style="list-style-type: none"> <li>○ Directions/Next Steps</li> <li>○ Forms                             <ul style="list-style-type: none"> <li>◦ High-Frequency Word Assessment: Teacher Form (Level C)—pp. 14–15</li> <li>◦ High-Frequency Word Assessment: Student Form (Level C)—pp. 16–17</li> </ul> </li> </ul>

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> <li>• Domain-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>• Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b><u>STUDENT BOOK/TEACHER’S EDITION</u></b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word structure lessons</b>—SB p. 13/TE p. T10; SB p. 21/TE p. T20; SB p. 29/TE p. T30; SB p. 37/TE p. T40; SB p. 45/TE p. T50; SB p. 53/TE p. T60; SB p. 61/TE p. T70; SB p. 69/TE p. T80; SB p. 77/TE p. T90; SB p. 85/TE p. T100; SB p. 93/TE p. T110; SB p. 103/TE p. T124; SB p. 111/TE p. T134; SB p. 119/TE p. T144; SB p. 127/TE p. T154; SB p. 135/TE p. T164; SB p. 143/TE p. T174; SB p. 151/TE p. T184; SB p. 161/TE p. T198; SB p. 169/TE p. T208; SB p. 177/TE p. T218; SB p. 185/TE p. T228; SB p. 193/TE p. T238; SB p. 201/TE p. T248; SB p. 209/TE p. T258; SB p. 219/TE p. T272; SB p. 227/TE p. T282; SB p. 235/TE p. T292; SB p. 243/TE p. T302; SB p. 251/TE p. T312</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word structure lessons</b>—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</li> </ul>
<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p>	
<p>a. Determine meaning of words using synonyms in context.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence: Synonyms—p. 90</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (synonyms)—p. 93</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (synonyms/antonyms)—p. 94</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Working with Word Meaning (find synonyms, antonyms)—TE pp. 18, 28, 52, 124</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (using synonyms)—TE p. 92</li> </ul>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>b. Determine meaning of words using antonyms as a clue.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (synonyms/antonyms)—p. 94</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meaning (find synonyms, antonyms)—TE pp. 18, 28, 52, 124</li> </ul>
<p>c. Describe the similarities and differences between related words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence: Synonyms—p. 90</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Comprehension Check (synonyms)—p. 93</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (synonyms/antonyms)—p. 94</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meaning (find synonyms, antonyms)—TE pp. 18, 28, 52, 124</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (using synonyms)—TE p. 92</li> </ul> <p><b>Grouping Options</b></p> <ul style="list-style-type: none"> <li>Choose a word then name a related word—TE p. 210</li> </ul>
<p>d. Use knowledge of homophones to determine appropriate use of words.</p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276</li> </ul>
<p>e. Interpret figurative language.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Distinguishing Literal from Nonliteral Language: “The Secret Garden” (Fiction)—pp. 64–69</li> <li>Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Chapter 3 Distinguishing Literal from Nonliteral Language</li> </ul> </li> <li>Additional Practice             <ul style="list-style-type: none"> <li>Chapter 3 Distinguishing Literal from Nonliteral Language: “Paul Bunyan and Babe the Blue Ox” (Tall Tale)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Distinguishing Literal/Nonliteral Language: “How Toys Become Real” – Adopted excerpt from <i>The Velveteen Rabbit</i> by Margery Williams Bianco (Fantasy)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Distinguishing Literal from Nonliteral Language</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “We Must See the Queen!” (Historical Fiction)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect On the Go: Idioms (graphic organizer)</li> </ul> </li> </ul>
<p>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</p> <p><i>Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Real-Life Word Connections—p. 58</li> <li>• Shades of Meaning—p. 156</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Real-Life Word Connections</li> </ul> </li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Shades of Meaning</li> </ul> </li> </ul>
<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p>	
<p>a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p><i>Examples: affixes -less, -ful, pro-, trans - ; roots aqua, cent, port, form, ject, spect, dict, tend, fer</i></p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prefixes and Suffixes—p. 110</li> <li>• Suffixes—p. 197</li> </ul> <p><b><u>TEACHER’S EDITION</u></b> <b>Inflectional Skill Review</b></p> <ul style="list-style-type: none"> <li>• Inflectional Endings—TE p. 141</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Prefixes and Suffixes</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
<p>b. Apply knowledge of the changes in tense (-ed) , number (-s) , and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p>	<p><b><u>TEACHER'S EDITION</u></b> <b>Inflectional Skill Review</b></p> <ul style="list-style-type: none"> <li>• Inflectional Endings—TE p. 141</li> </ul>
<p>c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.</p> <p><i>Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment</i></p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prefixes and Suffixes—p. 110</li> <li>• Suffixes—p. 197</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Prefixes and Suffixes</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
<p>d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prefixes and Suffixes (base words)—p. 110</li> <li>• Suffixes (base words)—p. 197</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Prefixes and Suffixes</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>e. Sort words with shared and varied suffixes by parts of speech.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prefixes and Suffixes (base words)—p. 110</li> <li>• Suffixes (base words)—p. 197</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Language: Prefixes and Suffixes</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Language: Suffixes</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> <li>• Teacher Resources             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
<p><b>READING</b></p> <p>16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p> <p><b>WRITING</b></p> <p>17. Use grade-level academic and domain-specific vocabulary in writing.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Domain-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>• Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul>

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 15, Chapter 2, TE p. 41, Chapter 3, TE p. 67, Chapter 4, TE p. 93, Chapter 5, TE p. 119, Chapter 6, TE p. 139</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 27, Chapter 2, TE p. 53, Chapter 3, TE p. 79, Chapter 4, TE p. 105, Chapter 5, TE p. 121, Chapter 6, TE p. 151, Chapter 7, TE p. 170, Chapter 8, TE p. 184, Chapter 9, TE p. 198, Chapter 10, TE p. 212, Chapter 11, TE p. 226</li> </ul>
<p>19. Determine the explicit or implied main idea and supporting details of a text.</p> <p>a. Explain how supporting details contribute to the main idea, using textual evidence.</p> <p>b. Recount or summarize the key ideas from the text.</p>	<p style="text-align: center;"><b><u>LITERARY TEXTS</u></b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 12–13, 18–19, 24–25, 64–65, 70–71, 76–77, 116–117, 122–123</li> <li>• Comprehension Check—pp. 13, 19, 25, 65, 71, 77, 117, 123</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124</li> <li>• Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126</li> <li>• Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**LITERACY FOUNDATIONS**

**Comprehension**

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 31, 83, 129</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>○ Chapter 1 Home Connect</li> <li>○ Chapter 1 Home Connect On the Go: Hero of a Story (character’s motivations/reasons for actions) (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b> <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 38–39, 44–45, 50–51, 90–91, 96–97, 102–103, 136–137, 142–143, 148–149</li> <li>• Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150</li> <li>• Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152</li> <li>• Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153</li> </ul> <p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>○ Chapter 2 Home Connect</li> <li>○ Chapter 2 Home Connect On the Go: Main Ideas and Details (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**LITERACY FOUNDATIONS**

**Comprehension**

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 6 Home Connect</li> <li>○ Chapter 6 Home Connect Activity: Main Ideas and Details (graphic organizer)</li> </ul> </li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 10 Home Connect</li> <li>○ Chapter 10 Home Connect On the Go: Opinion and Supporting Reasons (graphic organizer)</li> </ul> </li> </ul>
<p>20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.</p> <p><i>Examples: reading for pleasure, application, or information; to identify a theme or an author’s purpose</i></p>	<p style="text-align: center;"><b>LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions: “How the Rabbit Fooled the Elephant” (Fable from India)/“The Winning of Friends” (Fable from India)—pp. 12–17</li> <li>• Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1 Asking and Answering Questions</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1 Asking and Answering Questions: “Letting Kirsten Fly” (Adventure Story)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>○ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Asking and Answering Questions: “Aladdin Becomes a Prince” – A Retelling of a Chinese Legend (Folktale)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Asking and Answering Questions</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1 “Heracles and Atlas” (Myth)</li> <li>○ Close Reading Chapter 1 Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 1 Home Connect</li> <li>○ Chapter 1 Home Connect Activity: Questions and Answers (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions: “Rainforest Art” (Magazine Article)—pp. 38–43</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Supporting English Language Learners</b></p> <ul style="list-style-type: none"> <li>Build background information for English language learners—TE pp. 99, 177</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Elicit responses from students of different cultural backgrounds—TE p. 107</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Chapter 2 Asking and Answering Questions</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Chapter 2 Asking and Answering Questions: “Black Gold Is So Green” (Magazine Article)</li> </ul> </li> <li>Assessments                             <ul style="list-style-type: none"> <li>Comprehension Check                                     <ul style="list-style-type: none"> <li>Chapter 2 Asking and Answering Questions: “Too Much of a Good Thing” (Folktale)</li> </ul> </li> </ul> </li> <li>Close Reading Practice                             <ul style="list-style-type: none"> <li>Chapter 2 “Howard Carter’s Last Chance” (Biography)</li> <li>Close Reading Chapter 2 Lesson Plan</li> </ul> </li> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 2 Home Connect</li> <li>Chapter 2 Home Connect Conversation Starter: Who-What-When-Where-Why-How? (graphic organizer)</li> </ul> </li> </ul>
<p><b>READING</b></p> <p>21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.</p> <p><i>Examples: pronoun references, conjunctions, word substitution using synonyms.</i></p> <p><i>Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.</i></p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER’S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144</li> <li>Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>Reread and Write</b> (combine sentences using conjunctions, such as <i>and</i>, <i>but</i>, or <i>because</i>)—TE pp. T44, T84, T276, T306</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>High-Frequency Words (pronouns)—TE pp. T132</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>DIGITAL RESOURCES</b></p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• From Fluency to Comprehension: Routines and Minilessons                             <ul style="list-style-type: none"> <li>◦ Level C—SB pp. 19–24                                     <ul style="list-style-type: none"> <li>◦ Repeated Reading Fluency Routine</li> <li>◦ Fluency Minilessons (one minilesson per unit)   <ul style="list-style-type: none"> <li>• 7. Model Fluency: Phrasing (using prepositions)</li> <li>• 19. Model Fluency: Phrasing (using conjunctions)</li> <li>• 22. Model Fluency: Phrasing (using prepositions)</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>READING</b></p> <p>22. Describe literary elements within a story, including setting, plot, characters, and themes.</p> <ol style="list-style-type: none"> <li>a. Describe in detail the characters’ behavior, emotions, and traits and explain how their actions influence events in the story.</li> <li>b. Explain how the characters’ actions and dialogue contribute to the meaning of the story.</li> <li>c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.</li> </ol>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Describing Characters: “Athena and Poseidon” (Greek Myth)—pp. 24–29</li> <li>• Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters: “Letters from Leo” (Letters)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters: “Jason and the Golden Fleece” – A Retelling of a Greek Myth (Myth)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “Heracles and Atlas” (Myth)</li> <li>◦ Close Reading Chapter 1 Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect</li> <li>◦ Chapter 1 Home Connect On the Go: Hero of a Story/ Describe a Character (graphic organizer)</li> </ul> </li> </ul>
<ol style="list-style-type: none"> <li>d. Compare and contrast the themes, settings, and plots from two texts.</li> </ol>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Stories: “A Camping Adventure” (Adventure Story)—pp. 122–127</li> <li>• Chapter 5 Review: “The Missing Pencil Sharpener” (Mystery)—pp. 131–132</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Comparing and Contrasting Stories</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Comparing and Contrasting Stories: “Dog Walkers” (Realistic Fiction)/”Annie and the New Dog” (Realistic Fiction)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 5 Comparing and Contrasting Stories: “The Foolish Rabbit” – A Retelling of an Ancient Indian Folktale (Folktale)/”The Stolen Plow” – A Retelling of an Ancient Indian Folktale (Folktale)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 “Treasure in the Desert” (Adventure Story)</li> <li>◦ Chapter 5 Close Reading Lesson Plan (comparing and contrasting stories)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Home Connect Conversation Starter: Compare Similar Fables (graphic organizer)</li> </ul> </li> </ul>
<p><b>READING</b></p> <p>23. Identify and use text features in informational passages to locate information.</p> <p><i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i></p> <ol style="list-style-type: none"> <li>a. Explain how text features support details in the text.</li> <li>b. Explain how illustrations contribute to meaning in a story.</li> <li>c. Interpret text features used in written and digital formats.</li> </ol>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Using Text Features: “Watch Out for Weather!” (Journal Article)—pp. 96–101</li> <li>• Chapter 4 Review: “Lightning Strikes!” (Magazine Article)—pp. 111–112</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Listening and Viewing Skills</b></p> <p>Text features: bullet points, charts, illustrations, and photos.</p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 25; Chapter 2, TE p. 51; Chapter 3, TE p. 65; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 7, TE p. 149</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Using Text Features—Chapter 4, TE p. 103</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Using Text Features</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Using Text Features: “El Niño” (Encyclopedia Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Using Text Features: “Flash, Bang, and Rumble: Thunderstorms” (Explanatory Text)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “Dust Bowl Disaster” (Personal Narrative)</li> <li>◦ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect</li> <li>◦ Chapter 4 Home Connect Conversation Starter: Text Features (graphic organizer)</li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p><b>READING</b></p> <p>24. Identify the text structures within literary and informational texts.</p> <p>a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>	<p style="text-align: center;"><b>LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Understanding Parts of a Drama: “Anne of Green Gables” (Drama)—pp. 70–75</li> <li>• Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Chapter 3 Understanding Parts of a Drama</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Chapter 3 Understanding Parts of a Drama: “My Funny Robot” (Science Fiction Script)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>○ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Understanding Parts of a Drama: “My Shadow” – by Robert Louis Stevenson (Poem/Drama)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>○ Chapter 3 “We Must See the Queen!” (Historical Fiction)</li> <li>○ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>○ Chapter 3 Home Connect</li> <li>○ Chapter 3 Home Connect Activity: Turn Story Events into Scenes (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 142–147</li> <li>• Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 148–153</li> <li>• Chapter 6 Review: “Comets” (Scientific Text)—pp. 157–158</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Chapter 6 Comparing and Contrasting Texts</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Chapter 6 Comparing and Contrasting Texts: “Don’t Pack It—Print It!” (Explanatory Text)/“The Astronaut’s Toolbox” (Informational Text)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>○ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Comparing and Contrasting Texts: “Isaac Newton Describes Gravity” (Expository Nonfiction)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “Why the Solar System Moves” (Explanatory Text)</li> <li>◦ Chapter 6 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect Conversation Starter: Connections—Connecting Causes and Effects (graphic organizer)</li> </ul> </li> </ul>
<p><b>READING</b></p> <p>25. Identify statements in informational texts as facts or opinions.</p> <p>a. Use prior knowledge and/or details from the text to distinguish fact from opinion.</p> <p>b. Use information gathered from research to evaluate opinions.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Distinguishing Points of View: “Stop the Droughts!” (Editorial)—pp. 102–107</li> <li>• Chapter 4 Review: “Lightning Strikes!” (Magazine Article)—pp. 111–112</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Distinguishing Points of View</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Distinguishing Points of View: “Life in the Coldest Place on Earth” (Magazine Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Distinguishing Points of View: “Tornado Chasers” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Point of View</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “Dust Bowl Disaster” (Personal Narrative)</li> <li>◦ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect</li> <li>◦ Chapter 4 Home Connect On the Go: Different Points of View (graphic organizer)</li> </ul> </li> </ul>
<p><b>READING</b></p> <p>26. Use text comparisons (text to text, text to self, and text to world) to make meaning.</p> <p>a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.</p> <p>b. Compare different versions of the same story.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 142–147</li> <li>• Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 148–153</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Compare and Contrast Texts—p. 154</li> </ul> </li> <li>• Chapter 6 Review: “Comets” (Scientific Text)—pp. 157–158</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>DIGITAL RESOURCES</b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Comparing and Contrasting Texts</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Comparing and Contrasting Texts: “Don’t Pack It—Print It!” (Explanatory Text)/“The Astronaut’s Toolbox” (Informational Text)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Comparing and Contrasting Texts: “Isaac Newton Describes Gravity” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “Why the Solar System Moves” (Explanatory Text)</li> <li>◦ Chapter 6 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect Conversation Starter: Connections—Connecting Causes and Effects (graphic organizer)</li> </ul> </li> </ul>
<p><b>READING</b></p> <p>27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.</p> <p><i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Chapter Reading Selections                             <ul style="list-style-type: none"> <li>◦ Chapter 1—“How the Rabbit Fooled the Elephant” (Fable from India)/“The Winning of Friends” (Fable from India), pp. 12–17; “Momotaro” (Folktale from Japan), pp. 18–23; “Athena and Poseidon” (Greek Myth), pp. 24–29</li> <li>◦ Chapter 3—“The Secret Garden” (Fiction), pp. 64–69; “Anne of Green Gables” (Drama), pp. 70–75; “Damon and Pythias” (Narrative Poem), pp. 76–81</li> <li>◦ Chapter 5—“The Case of the Missing Fruit” (Mystery), pp. 116–121; “A Camping Adventure” (Adventure Story), pp. 122–127</li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1—“Letting Kirsten Fly” (Adventure Story); “A Wave of Courage” (Realistic Fiction); “Letters from Leo” (Letters)</li> <li>◦ Chapter 3—“Paul Bunyan and Babe the Blue Ox” (Tall Tale); “My Funny Robot” (Science Fiction Script); “The Haunted Apple Tree” (Folktale/Drama)</li> <li>◦ Chapter 5—“Searching for Warm Seasons” (Native American Folktale); “Dog Walkers” (Realistic Fiction)</li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p><b>READING</b></p> <p>28. Identify the narration of a literary text as first person or third person.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Distinguishing Points of View: “Damon and Pythias” (Narrative Poem)—pp. 76–81</li> <li>• Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice               <ul style="list-style-type: none"> <li>◦ Chapter 3 Distinguishing Points of View</li> </ul> </li> <li>• Additional Practice               <ul style="list-style-type: none"> <li>◦ Chapter 3 Distinguishing Points of View: “The Haunted Apple Tree” (Folktale/Drama)</li> </ul> </li> <li>• Assessments               <ul style="list-style-type: none"> <li>◦ Comprehension Check                   <ul style="list-style-type: none"> <li>◦ Chapter 3 Distinguishing Points of View: “The Elephant and the Dog” – A Retelling of an Ancient Indian Folktale (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice               <ul style="list-style-type: none"> <li>◦ Chapter 3 “We Must See the Queen!” (Historical Fiction)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources               <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> </ul> </li> </ul>
<p><b>LISTENING</b></p> <p>29. Determine the main idea of a text read aloud or information presented in an audible format.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• As a listener, ask questions and make connections among everyone’s comments in order to fully understand the conversation—p. 170</li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Main Idea and Key Details: “King Tut: From Forgotten Pharaoh to Ancient Superstar” (Historical Text)—pp. 44–49</li> <li>• Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>DIGITAL RESOURCES</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Chapter 2 Determining Main Idea and Key Details</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 2 Determining Main Idea and Key Details: “Digging for the Past” (Textbook Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>○ Comprehension Check                                     <ul style="list-style-type: none"> <li>○ Chapter 2 Determining Main Idea and Key Details: “World Heritage” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Determining Main Idea and Key Details</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 2 “Howard Carter’s Last Chance” (Biography)</li> <li>○ Close Reading Chapter 2 Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 2 Home Connect</li> <li>○ Chapter 2 Home Connect On the Go: Main Ideas and Details (graphic organizer)</li> </ul> </li> </ul>
<p><b>WRITING</b></p> <p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i>, and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Compound Sentences—p. 223</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Compound Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Compound Sentences</li> </ul> </li> </ul>

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p>	<p>N/A</p>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p>	
<p>a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p> <p>b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>CVC</b> (closed syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 12 Closed Syllables—SB pp. 99-106/TE pp. T119-T128</li> </ul> <p><b>CVr</b> (r-controlled syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 7 r-Controlled Vowels /är/, /ör/—SB pp. 57-74/TE pp. T66-T70</li> <li>Lesson 8 r-Controlled Vowel /ür/—SB pp. 65-84/TE pp. T76-T80</li> </ul> <p><b>V</b> (open syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138</li> </ul> <p><b>VV</b> (diphthong/vowel team syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 1 Transition to Multisyllabic Words</b></p> <ul style="list-style-type: none"> <li>Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90</li> <li>Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100</li> <li>Lesson 11 Complex Vowel /ô/ (au, aw, a(lk), a(lt), a(ll), ough, augh)—SB pp. 89-114/TE pp. T106-T110</li> </ul> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 15 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—SB pp. 123-158/TE pp. T150-T158</li> </ul> <p><b>VCe</b> (vowel-consonant-e syllables) <b>STUDENT BOOK/TEACHER'S EDITION</b> Lesson</p> <p><b>Unit 2 Syllable Types</b></p> <ul style="list-style-type: none"> <li>Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Writing

#### GRADE 3 CONTENT STANDARDS

#### PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL C / GRADE 3

Lesson activities

#### Word Sort

- Sort It Out (a\_e)—SB p. 20/TE p. T18

#### Word Study

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

#### TEACHER'S EDITION

#### Word Sort

- Check and Discuss (a\_e)—TE p. T17, T45

#### Introduce Sound-Spelling

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

#### Teacher Table: Intervention

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

CLe (consonant-le syllables)

#### STUDENT BOOK/TEACHER'S EDITION

Lesson

#### Unit 2 Syllable Types

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

Lesson activities

#### Word Study

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

#### TEACHER'S EDITION

#### Introduce Sound-Spelling

- Blend It—TE p. T139

#### English Learners

- Sound Transfer (consonant + -le)—TE p. T179

Six Syllable Types (review)

#### STUDENT BOOK/TEACHER'S EDITION

#### Word Study

- “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—SB p. 13/TE p. T10; SB p. 21/TE p. T20; SB p. 29/TE p. T30; SB p. 37/TE p. T40; SB p. 45/TE p. T50; SB p. 61/TE p. T70; SB p. 93/TE p. T110,

#### End-of-Book Resources

- “Reading Big Words” Strategy: Step 3 (the six syllable-spelling patterns)—TE p. T318

*continued*

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>DIGITAL RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>Video Viewing Guide                                     <ul style="list-style-type: none"> <li>Multisyllabic Words—SB pp. 51–54</li> </ul> </li> </ul> </li> <li>Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>Video: Multisyllabic Words</li> </ul> </li> </ul>
<p>c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>igh</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.</p>	<p>See <i>Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Hard and Soft <b>c</b> and <b>g</b>—SB p. 85/TE p. T100</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Various topics (more difficult word families/consonant blends/digraphs)—TE pp. T9 (consonant blends/digraphs), T19, T29, T39, T49, T59, T69, T79, T89, T99 (hard and soft <i>c</i> and <i>g</i>), T109, T123, T133, T143, T153, T163, T173, T183, T197, T207, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>High-Frequency Words</b>—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122 (consonant digraphs), T132, T142, T152, (final blends) T162, T172 (final blends), T182, T196, T206 (initial consonant blends), T216, T226, T236, T246, T256, T270, T280, T290, T300, T310</li> <li><b>Word Building</b>—TE pp. T10 (<i>dr-</i>, <i>fl-</i>), T20 (<i>tr-</i>, <i>gr-</i>), T30 (<i>gr-</i>), T40 (<i>str-</i>), T50 (<i>-ight</i>), T70 (<i>sc-</i>, <i>st-</i>, <i>-rt</i>, <i>-rk</i>), T80 (<i>sk-</i>, <i>sh-</i>), T90 (<i>bl-</i>), T100 (<i>-nd</i>), T110 (<i>dr-</i>), T134 (<i>cr-</i>), T134 (<i>-ttl-</i>), T174 (<i>-thl-</i>), T198, T258, T292 (<i>-ight</i>, <i>-tch</i>)</li> <li><b>Word Ladder</b>—TE pp. T42 (<i>str-</i>), T52 (<i>-ight</i>), T72 (<i>-rt</i>, <i>-rk</i>), T82 (<i>th-</i>, <i>-rd</i>), T92 (<i>bl-</i>), T102 (<i>-wl</i>), T112 (<i>-lk</i>)</li> </ul>
<p>d. Encode words with less common prefixes, suffixes, and common Latin roots.</p> <p><i>Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post</i></p> <p><i>suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en</i></p> <p><i>Latin roots: port, form, ject, spect, dict, tend, fer</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Prefixes and Suffixes—p. 110</li> <li>Roots—p. 130</li> <li>Suffixes—p. 197</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Foundational Skill Review: Inflectional Endings</b></p> <ul style="list-style-type: none"> <li>Inflectional endings—TE p. 110</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Affixes—TE p. 110</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**LITERACY FOUNDATIONS**

**Writing**

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Prefixes and Suffixes</li> </ul> </li> </ul> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Roots</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin Suffixes</li> </ul> </li> </ul>
<p>e. Encode frequently confused homophones accurately, using context to determine correct spelling.</p> <p><i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p><i>See Sadlier From Phonics to Reading, Level C / Grade 3</i></p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 4 More Word Study Skills</b></p> <ul style="list-style-type: none"> <li>• Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276</li> </ul>
<p><b>WRITING</b></p> <p>33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.</p>	<p><b>FICTIONAL NARRATIVES</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161</li> <li>• Analyze a student model/outline then write a fictional narrative—pp. 162–165</li> <li>• Assignment: Final draft—p. 172</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 161A</li> <li>• Genre: Nonfictional Narrative—TE p. 162</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Write Fictional Narratives</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Write Fictional Narratives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Fictional and Nonfictional Narratives</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Home Connect</li> <li>○ Chapter 7 Home Connect Conversation Starter: Retell Story and Complete the Timeline (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b><i>NONFICTIONAL NARRATIVES</i></b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187-189</li> <li>• Analyze a student model/outline then write a nonfictional narrative—pp. 190-193</li> <li>• Assignment: Final draft—p. 200</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 199A</li> <li>• Genre: Nonfictional Narrative—TE p. 200</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Write Nonfictional Narratives</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Write Nonfictional Narratives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Fictional and Nonfictional Narratives</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Home Connect</li> <li>○ Chapter 9 Home Connect Activity: Descriptive Details, Time-Order Words, Write Dialogue (graphic organizer)</li> </ul> </li> </ul>
<p><b>WRITING</b></p> <p>34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 173-175</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>Analyze a student model/outline then write an informative/explanatory first draft—pp. 176–179</li> <li>Assignment: Final draft—p. 186</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 175A</li> <li>Genre: Informative/Explanatory Text—TE p. 176</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Writing Informative/Explanatory Text</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Writing Informative/Explanatory Text</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Writing Informative/Explanatory Text</li> </ul> </li> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Home Connect</li> <li>Chapter 8 Home Connect Activity: Organize Steps for a Recipe (graphic organizer)</li> </ul> </li> </ul>
<p><b>WRITING</b></p> <p>35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201–203</li> <li>Analyze a student model/outline then write an opinion piece—pp. 204–207</li> <li>Assignment: Final draft—p. 214</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 203A</li> <li>Genre: Opinion Piece—TE p. 204</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Writing Opinion Pieces</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Writing Opinion Pieces</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Writing Opinion Pieces</li> </ul> </li> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Home Connect</li> <li>Chapter 10 Home Connect On the Go: Opinion and Supporting Reasons (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><i>See also</i></p> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Extend Thinking: Develop a Logical Argument—TE p. 49</li> <li>Extend Thinking: Assess (cite evidence from texts to support arguments)—TE p. 82</li> </ul>
<p><b>WRITING</b></p> <p>36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p>	
<p>a. Use articles a, an, and the correctly.</p>	<p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Adjectives—p. 208</li> </ul>
<p>b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Nouns—p. 166</li> <li>Pronouns—p. 180</li> <li>Verbs and Verb Tenses—p. 194</li> <li>Adjectives—p. 208</li> <li>Adverbs—p. 209</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Nouns</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Nouns</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Nouns</li> </ul> </li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Pronouns</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Verbs and Verb Tenses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> </ul> </li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Adjectives</li> <li>○ Language: Adverbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Adjectives</li> <li>○ Adverbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Adjectives</li> <li>○ Adverbs</li> </ul> </li> </ul>
<p>c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Regular and Irregular Plural Nouns—p. 167</li> <li>• Possessives—p. 168</li> <li>• Regular and Irregular Verbs—p. 195</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Regular and Irregular Plural Nouns</li> <li>○ Language: Possessives</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Regular and Irregular Plural Nouns</li> <li>○ Possessives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Regular and Irregular Plural Nouns</li> <li>○ Possessives</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Regular and Irregular Verbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Regular and Irregular Verbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Regular and Irregular Verbs</li> </ul> </li> </ul>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
<p>d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.</p>	<p><b><u>TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Guided Instruction                             <ul style="list-style-type: none"> <li>○ Abbreviation for the state—TE p. 183</li> </ul> </li> </ul>
<p><b>WRITING</b></p> <p>37. Compose simple, compound, and complex sentences with correct subject-verb agreement.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple Sentences—p. 211</li> <li>• Compound Sentences—p. 223</li> <li>• Complex Sentences—p. 224</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Simple Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Simple Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Sentences: Compound, and Complex</li> </ul> </li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Compound Sentences</li> <li>○ Language: Complex Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Compound Sentences</li> <li>○ Complex Sentences</li> </ul> </li> </ul>
<p>a. Identify and correct sentence fragments and run-on sentences.</p>	<p><i>See Level D / Grade 4</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Complete Sentences—p. 166</li> <li>• Fragments—p. 167</li> <li>• Run-on Sentences—p. 168</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Complete Sentences</li> <li>○ Language: Fragments</li> <li>○ Language: Run-on Sentences</li> <li>○ Complete Sentences</li> <li>○ Fragments</li> <li>○ Run-on Sentences</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> <li>• Additional Practice</li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Complete Sentences</li> <li>○ Fragments</li> <li>○ Run-on Sentences</li> </ul> </li> </ul>
<p>b. Identify the subject and predicate of a sentence.</p>	<p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Subject-Verb Agreement—p. 196</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Subject-Verb Agreement</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> </ul> </li> </ul>
<p><b>WRITING</b></p> <p>38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p><b><u>DIGITAL RESOURCES</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Begin with your big idea/topic then add details—p. 3</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ The Big Idea/Supporting Details (support central idea in topic sentence)—pp. 2 and 3</li> </ul> </li> </ul> </li> </ul>
<p><b>WRITING</b></p> <p>39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Using reliable information sources—p. 239</li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 215                             <ul style="list-style-type: none"> <li>○ Gather and take notes on information from print and digital sources.</li> <li>○ Group related information together.</li> </ul> </li> <li>• Use a graphic organizer (summarize or paraphrase information)—p. 221</li> </ul> <p><b><u>TEACHER'S EDITION</u></b> <b>Learning Progressions</b></p> <ul style="list-style-type: none"> <li>• Gathering Information (take brief notes on sources/sort evidence into provided categories)—TE p. 217A</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Genre: Research Report (grouping related information)—TE p. 218</li> </ul> <p><b>Conduct Research</b></p> <ul style="list-style-type: none"> <li>Finding Sources—TE p. 221</li> <li>Taking Notes—TE p. 221                             <ul style="list-style-type: none"> <li>Quote directly</li> <li>Summarize or paraphrase</li> </ul> </li> <li>Citing Sources—TE p. 221</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Digital Integration: Research Tip (print and online resources)—p. 2</li> </ul> </li> </ul> </li> <li>Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Digital Integration: Research Tip (research online)—pp. 2 and 3</li> </ul> </li> </ul> </li> </ul>
<p>a. Avoid plagiarism by using their own words and utilizing digital sources ethically.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Conduct Research</li> <li>Taking Notes (properly credit sources to avoid plagiarism)—TE p. 221</li> </ul>
<p><b>WRITING</b></p> <p>40. Use grade-level and domain-appropriate vocabulary in writing.</p> <p>a. Use specific vocabulary to develop a story.</p> <p>b. Use specific vocabulary to explain or inform on a topic.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary—TE pp. 11, 37, 63, 89, 115, 135</li> </ul>
<p><b>WRITING</b></p> <p>41. Use words and phrases in writing for effect and elaboration.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Use words for effect and to get the reader's attention—p. 190</li> </ul>
<p>a. Use transition words and phrases for sentence variety.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Sequence Words—p. 163</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL C / GRADE 3
	<p><b>Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Linking Words—p. 177</li> </ul> <p><b>Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Time-Order Words and Phrases—p. 191</li> </ul> <p><b>Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Linking Phrase (use linking words and phrases)—p. 205</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple Sentences (use a variety of sentence types, including simple sentences)—p. 211</li> </ul>
<p><b>WRITING</b></p> <p>42. Write poetry or prose in response to visual images to interpret their meanings.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <p>Respond to visual images.</p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 25; Chapter 2, TE p. 51; Chapter 3, TE p. 65; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 7, TE p. 149</li> </ul>