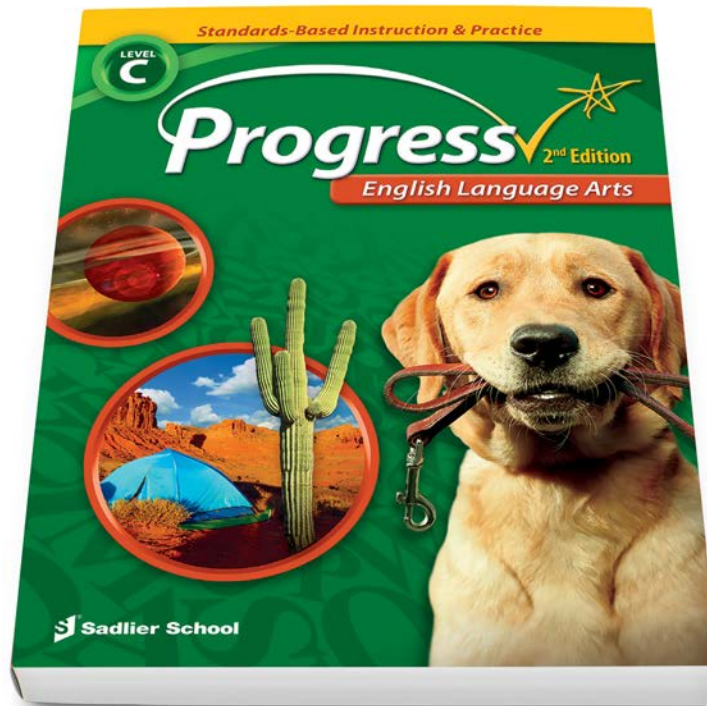


Progress

English Language Arts 2nd Edition

Correlation to the New York State Next Generation
English Language Arts Learning Standards

Grade 3



Contents

3 rd Grade Reading Standards (Literary and Informational Text)	2
3 rd Grade Reading Standards: Foundational Skills	13
3 rd Grade Writing Standards	18
3 rd Grade Speaking and Listening Standards	25
3 rd Grade Language Standards	32

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3RD GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

Key Ideas and Details

3RI: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Asking and Answering Questions: “How the Rabbit Fooled the Elephant” (Fable from India)/”The Winning of Friends” (Fable from India)—pp. 12–17
- Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34

DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Chapter 1 Asking and Answering Questions
- Additional Practice
 - Chapter 1 Asking and Answering Questions: “Letting Kirsten Fly” (Adventure Story)
- Assessments
 - Comprehension Check
 - Chapter 1 Asking and Answering Questions: “Aladdin Becomes a Prince” – A Retelling of a Chinese Legend (Folktale)
- Instructional Videos
 - Asking and Answering Questions
- Close Reading Practice
 - Chapter 1 “Heracles and Atlas” (Myth)
 - Close Reading Chapter 1 Lesson Plan
- Parent Resources
 - Chapter 1 Home Connect
 - Chapter 1 Home Connect Activity: Questions and Answers (graphic organizer)

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 2 Key Ideas and Details: Informational Texts

- Asking and Answering Questions: “Rainforest Art” (Magazine Article)—pp. 38–43
- Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60

DIGITAL RESOURCES

Chapter 2 Key Ideas and Details: Informational Texts

- Instruction & Practice
 - Chapter 2 Asking and Answering Questions
- Additional Practice
 - Chapter 2 Asking and Answering Questions: “Black Gold Is So Green” (Magazine Article)
- Assessments
 - Comprehension Check
 - Chapter 2 Asking and Answering Questions: “Too Much of a Good Thing” (Folktale)

continued

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 2 “Howard Carter’s Last Chance” (Biography) ○ Close Reading Chapter 2 Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 2 Home Connect ○ Chapter 2 Home Connect Conversation Starter: Who-What-When-Where-Why-How? (graphic organizer)
<p>3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Determining a Central Message: “Momotaro” (Folktale from Japan)—pp. 18–23 • Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining a Central Message • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining a Central Message: “A Wave of Courage” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Determining a Central Message: “The Wolf and the Young Man” – A Retelling of an Aesop Fable (Fable) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “Heracles and Atlas” (Myth) ○ Close Reading Chapter 1 Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect Conversation Starter: Characters’ Words and Actions (identify central message or lesson) (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Main Idea and Key Details: “King Tut: From Forgotten Pharaoh to Ancient Superstar” (Historical Text)—pp. 44–49 • Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60 <p><u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining Main Idea and Key Details • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining Main Idea and Key Details: “Digging for the Past” (Textbook Article) <p style="text-align: right;"><i>continued</i></p>

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Describing Relationships Between Ideas • Additional Practice <ul style="list-style-type: none"> ◦ Describing Relationships Between Ideas: “How to Hunt for Treasure in Your Own Backyard” (Procedural Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Describing Relationships Between Ideas: “Machu Picchu: Theories of Use” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Howard Carter’s Last Chance” (Biography) ◦ Close Reading Chapter 2 Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Activity: Cause and Effect (graphic organizer)

Craft and Structure

<p>3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)</p>	<p style="text-align: center;"><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Distinguishing Literal from Nonliteral Language: “The Secret Garden” (Fiction)—pp. 64–69 • Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Literal from Nonliteral Language • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Literal from Nonliteral Language: “Paul Bunyan and Babe the Blue Ox” (Tall Tale) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Literal/Nonliteral Language: “How Toys Become Real” – Adopted excerpt from <i>The Velveteen Rabbit</i> by Margery Williams Bianco (Fantasy) • Instructional Videos <ul style="list-style-type: none"> ◦ Distinguishing Literal from Nonliteral Language • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “We Must See the Queen!” (Historical Fiction) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Idioms (graphic organizer) <p style="text-align: right;"><i>continued</i></p>
---	---

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: “Water Everywhere” (Explanatory Text)—pp. 90–95 • Chapter 4 Review: “Lightning Strikes!” (Magazine Article)—pp. 111–112 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “The National Weather Service” (Expository Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Hurricane Hunters” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Dust Bowl Disaster” (Personal Narrative) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Activity: Mystery Words, Clues, and Meanings (graphic organizer)
<p>3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Understanding Parts of a Drama: “Anne of Green Gables” (Drama)—pp. 70–75 • Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Parts of a Drama • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Parts of a Drama: “My Funny Robot” (Science Fiction Script) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Parts of a Drama: “My Shadow” – by Robert Louis Stevenson (Poem/Drama) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “We Must See the Queen!” (Historical Fiction) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Activity: Turn Story Events into Scenes (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>In informational texts, identify and use text features to build comprehension. (RI)</p>	<p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Using Text Features: “Watch Out for Weather!” (Journal Article)—pp. 96-101 • Chapter 4 Review: “Lightning Strikes!” (Magazine Article)—pp. 111-112 <p>DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Using Text Features • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Using Text Features: “El Niño” (Encyclopedia Article) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Using Text Features: “Flash, Bang, and Rumble: Thunderstorms” (Explanatory Text) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 4 “Dust Bowl Disaster” (Personal Narrative) ○ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect ○ Chapter 4 Home Connect Conversation Starter: Text Features (graphic organizer)
<p>3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Distinguishing Points of View: “Damon and Pythias” (Narrative Poem)—pp. 76-81 • Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85-86 <p>DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 3 Distinguishing Points of View • Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 Distinguishing Points of View: “The Haunted Apple Tree” (Folktale/Drama) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Points of View: “The Elephant and the Dog” – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 3 “We Must See the Queen!” (Historical Fiction) ○ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ○ Chapter 3 Home Connect Conversation Starter: Point of View (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> ● Distinguishing Points of View: "Stop the Droughts!" (Editorial)—pp. 102–107 ● Chapter 4 Review: "Lightning Strikes!" (Magazine Article)—pp. 111–112 <p>DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Distinguishing Points of View ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Distinguishing Points of View: "Life in the Coldest Place on Earth" (Magazine Article) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 4 Distinguishing Points of View: "Tornado Chasers" (Expository Nonfiction) ● Instructional Videos <ul style="list-style-type: none"> ○ Point of View ● Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 4 "Dust Bowl Disaster" (Personal Narrative) ○ Chapter 4 Close Reading Lesson Plan ● Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect ○ Chapter 4 Home Connect On the Go: Different Points of View (graphic organizer)
<p>Integration of Knowledge and Ideas</p> <p>3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> ● Connecting Illustrations and Text: "The Case of the Missing Fruit" (Mystery)—pp. 116–121 ● Chapter 5 Review: "The Missing Pencil Sharpener" (Mystery)—pp. 131–132 <p>DIGITAL RESOURCES Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 5 Connecting Illustrations and Text <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Connecting Illustrations and Text: “Searching for Warm Seasons” (Native American Folktale) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Connecting Illustrations and Text: “Animal Language” – adapted excerpt from <i>The Story of Doctor Dolittle</i> by Hugh Lofting (Fantasy) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 5 “Treasure in the Desert” (Adventure Story) <ul style="list-style-type: none"> ◦ Summary Chart (Who, What, Where, When, How?)—p. 5 ◦ Chapter 5 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect ◦ Chapter 5 Home Connect Activity: Compare Comic Strips (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas:</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 136–141 • Chapter 6 Review: “Comets” (Scientific Text)—pp. 157–158 <p>DIGITAL RESOURCES</p> <p>Chapter 6 Integration of Knowledge and Ideas:</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Connecting Visual Information and Text • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Connecting Visual Information and Text: “The Greek Zodiac” (Informational Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Connecting Visual Information and Text: “Isaac Newton Describes Gravity” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “Why the Solar System Moves” (Explanatory Text) <ul style="list-style-type: none"> ◦ Summary Chart (Who, What, Where, When, How?)—p. 5 ◦ Chapter 6 Close Reading Lesson Plan (connecting visual information and text;) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect On the Go: Compare Advertisements (graphic organizer)

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 12-13, 18-19, 24-25, 64-65, 70-71, 76-77, 116-117, 122-123 • Comprehension Check—pp. 13, 19, 25, 65, 71, 77, 117, 123 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124 • Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126 • Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127 <p>Connect Across Text</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 31, 83, 129 <p><u>TEACHER'S EDITION</u></p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect On the Go: Hero of a Story (character's motivations/reasons for actions) (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 38-39, 44-45, 50-51, 90-91, 96-97, 102-103, 136-137, 142-143, 148-149 • Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150 • Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152 • Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>Connect Across Text</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>TEACHER'S EDITION Independent Practice</p> <ul style="list-style-type: none"> Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 2 Home Connect Chapter 2 Home Connect On the Go: Main Ideas and Details (graphic organizer) <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 6 Home Connect Chapter 6 Home Connect Activity: Main Ideas and Details (graphic organizer) <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 10 Home Connect Chapter 10 Home Connect On the Go: Opinion and Supporting Reasons (graphic organizer)
<p>3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)</p>	<p>See Foundational Skills 3RF4a on page 15 for a listing of multiple genres of reading selections included in the program.</p> <p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts—Chapter 1, p. 30; Chapter 3, p. 82; Chapter 5, p. 128; <p><i>See also</i></p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 116–121 Comparing and Contrasting Stories: “A Camping Adventure” (Adventure Story)—pp. 122–127 <p>DIGITAL RESOURCES Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 5 Comparing and Contrasting Stories Additional Practice <ul style="list-style-type: none"> Chapter 5 Comparing and Contrasting Stories: “Dog Walkers” (Realistic Fiction)/“Annie and the New Dog” (Realistic Fiction) <p style="text-align: right;"><i>continued</i></p>

3RD Grade Reading Standards (Literary and Informational Text) | 3R

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ 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) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 5 “Treasure in the Desert” (Adventure Story) ◦ Chapter 5 Close Reading Lesson Plan (comparing and contrasting stories) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect Conversation Starter: Compare Similar Fables (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 2, p. 56; Chapter 4, p. 108; Chapter 6, p. 154 <p><i>See also</i></p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 142-147 • Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 148-153 • Chapter 6 Review: “Comets” (Scientific Text)—pp. 157-158 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Texts • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Texts: “Don’t Pack It—Print It!” (Explanatory Text)/”The Astronaut’s Toolbox” (Informational Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Texts: “Isaac Newton Describes Gravity” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “Why the Solar System Moves” (Explanatory Text) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect Conversation Starter: Connections—Connecting Causes and Effects (graphic organizer)

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Reading Standards: Foundational Skills | 3RF

3RD GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

Print Concepts

RF1: *There is not a grade 3 standard for this concept.
Please see preceding grades for more information.*

Phonological Awareness

RF2: *There is not a grade 3 standard for this concept.
Please see preceding grades for more information.*

Phonics and Word Recognition

3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

3RF3a: Identify and know the meaning of the most common prefixes and suffixes.

STUDENT EDITION/TEACHER'S EDITION

Language

- Prefixes and Suffixes—p. 110
- Suffixes—p. 197

DIGITAL RESOURCES

Chapter 4 Craft and Structure: Informational Texts

- Instruction & Practice
 - Language: Prefixes and Suffixes

Chapter 9 Text Types and Purposes: Write Nonfictional Narratives

- Instruction & Practice
 - Language: Suffixes
- Additional Practice
 - Suffixes
- Instructional Videos
 - Suffixes

Foundational Skills Handbook

- Instruction & Practice
 - Prefixes
 - Suffixes
 - Latin Suffixes
- Instruction & Practice Lesson Plans
 - Prefixes
 - Suffixes
 - Latin Suffixes
- Additional Practice
 - Prefixes
 - Suffixes
 - Latin Suffixes
- Teacher Resources
 - How to Use the Handbook

3RD Grade Reading Standards: Foundational Skills | 3RF

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>3RF3b: Decode multi-syllabic words.</p>	<p><u>DIGITAL RESOURCES</u> Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -/e • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -/e • Additional Practice <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -/e • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prefixes and Suffixes—p. 110 • Suffixes—p. 197 <p><u>DIGITAL RESOURCES</u> Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Suffixes ○ Latin Suffixes • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Suffixes ○ Latin Suffixes • Additional Practice <ul style="list-style-type: none"> ○ Suffixes ○ Latin Suffixes • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p>	<p><u>DIGITAL RESOURCES</u> Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Reading Irregularly Spelled Words • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Reading Irregularly Spelled Words • Additional Practice <ul style="list-style-type: none"> ○ Reading Irregularly Spelled Words • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook

3RD Grade Reading Standards: Foundational Skills | 3RF

3RD GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

Fluency

3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

TEACHER’S EDITION

Foundational Skills

- Fluency—TE pp. 15, 41, 73, 93, 119
- Fluency Practice—TE p. 139

DIGITAL RESOURCES

Each Chapter (Chapters 1–6)

- Fluency Practice
 - Chapter Fluency Practice
 - Chapter 1 “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable)
 - Chapter 2 “The 40,000-Year-Old Baby” (Magazine Article)
 - Chapter 3 “The Best Friend Possible” (Realistic Fiction)
 - Chapter 4 “Water Everywhere” (Explanatory Text)
 - Chapter 5 “The Case of the Missing Fruit” (Mystery)
 - Chapter 6 “How to Make a Telescope” (Technical Text)
 - Fluency Practice Teaching Suggestions
 - Teacher’s Guide to Fluency

Foundational Skills Handbook

- Instruction & Practice
 - Practicing Fluency
 - “The Fox and the Goat” (Aesop Fable)
- Instruction & Practice Lesson Plans
 - Practicing Fluency
- Additional Practice
 - Practicing Fluency
 - “Who Has Seen the Wind?” by Christina Rossetti (Poem)
- Teacher Resources
 - How to Use the Handbook

See additional multi-genre, oral reading opportunities—

STUDENT EDITION/TEACHER’S EDITION

Each Chapter (Chapters 1–6)

- Chapter Reading Selections
 - 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
 - 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

continued

3RD Grade Reading Standards: Foundational Skills | 3RF

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ○ 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 ○ 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; ○ Chapter 5—"The Case of the Missing Fruit" (Mystery), pp. 116–121; "A Camping Adventure" (Adventure Story), pp. 122–127 ○ Chapter 6—"How to Make a Telescope" (Technical Text), pp. 136–141; "Pluto: Planet or Not?" (Magazine Article), pp. 142–147 <p>DIGITAL RESOURCES</p> <p>Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 1—"Letting Kirsten Fly" (Adventure Story); "A Wave of Courage" (Realistic Fiction); "Letters from Leo" (Letters) ○ 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) ○ Chapter 3—"Paul Bunyan and Babe the Blue Ox" (Tall Tale); "My Funny Robot" (Science Fiction Script); "The Haunted Apple Tree" (Folktale/Drama) ○ Chapter 4—"The National Weather Service" (Expository Text); "El Niño" (Encyclopedia Article); "Life in the Coldest Place on Earth" (Magazine Article) ○ Chapter 5—"Searching for Warm Seasons" (Native American Folktale); "Dog Walkers" (Realistic Fiction) ○ Chapter 6—"The Greek Zodiac" (Informational Text); "Galileo Galilei" (Biography); "Don't Pack It—Print It!" (Informational Text) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ 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) ○ Chapter 2—"Too Much of a Good Thing" (Folktale); "World Heritage" (Expository Nonfiction); "Machu Picchu: Theories of Use" (Expository Nonfiction) ○ 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) <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Reading Standards: Foundational Skills | 3RF

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ◦ 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) ◦ Chapter 6—"Isaac Newton Describes Gravity" (Expository Nonfiction); "Gravity Experiment" (Procedure); "Isaac Newton Describes Gravity" (Expository Nonfiction)"/"Earth and Moon" (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Chapter 1—"Heracles and Atlas" (Myth) ◦ Chapter 2—"Howard Carter's Last Chance" (Biography) ◦ Chapter 3—"We Must See the Queen!" (Historical Fiction) ◦ Chapter 4—"Dust Bowl Disaster" (Personal Narrative) ◦ Chapter 5—"Treasure in the Desert" (Adventure Story) ◦ Chapter 6—"Why the Solar System Moves" (Explanatory Text)
<p>3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Progress Check</p> <ul style="list-style-type: none"> • Use context clues—p. 9 <p>Language</p> <ul style="list-style-type: none"> • Context Clues—p. 32 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (use context clues)—pp. 65, 91 • Objective: Use context clues—p. 90 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence (underline context clue)—p. 92 <p>Independent Practice</p> <ul style="list-style-type: none"> • Comprehension Check—p. 95 • Objective: Use context clues—p. 90 <p><u>TEACHER'S EDITION</u> Support English Language Learners</p> <ul style="list-style-type: none"> • Using context clues—TE pp. 13, 32 <p>Guided Practice</p> <ul style="list-style-type: none"> • Comprehension Check (use context clues)—TE p. 93 <p>Words to Know</p> <ul style="list-style-type: none"> • Working with Word Meaning (use context clues)—TE p. 116 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Context Clues

3RD Grade Writing Standards | 3W

3RD GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

Text Types and Purposes

<p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201–203 • Analyze a student model/outline then write an opinion piece—pp. 204–207 • Assignment: Final draft—p. 214 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 203A • Genre: Opinion Piece—TE p. 204 <p>DIGITAL RESOURCES Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Additional Practice <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Parent Resources <ul style="list-style-type: none"> ◦ Home Connect ◦ Chapter 10 Home Connect On the Go: Opinion and Supporting Reasons (graphic organizer) <p><i>See related content</i></p> <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Extend Thinking: Develop a Logical Argument—TE p. 49 • Extend Thinking: Assess (cite evidence from texts to support arguments)—TE p. 82
<p>3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 204, 207 • Selecting a Compelling Title—pp. 204, 207 • Introducing the Topic—pp. 204, 207 • Stating an Opinion—pp. 204, 207 • Providing Reasons that Support the Opinion—pp. 205, 207
<p>3W1b: Use precise language and content-specific vocabulary.</p>	<p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Words to Know <ul style="list-style-type: none"> ◦ Domain/Content-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

3RD Grade Writing Standards | 3W

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>3W1c: Use linking words and phrases to connect ideas within categories of information.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Linking Words and Phrases to Connect Ideas—pp. 205, 207 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used clue words to help readers follow the sequence or order of my ideas?
<p>3W1d: Provide a concluding statement or section.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Providing a Concluding Statement that Restates the Opinion—pp. 206, 207
<p>3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 173–175 Analyze a student model/outline then write an informative/explanatory first draft—pp. 176–179 Assignment: Final draft—p. 186 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Learning Progressions—TE p. 175A Genre: Informative/Explanatory Text—TE p. 176 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Writing Informative/Explanatory Text Additional Practice <ul style="list-style-type: none"> Writing Informative/Explanatory Text Instructional Videos <ul style="list-style-type: none"> Writing Informative/Explanatory Text Parent Resources <ul style="list-style-type: none"> Home Connect Chapter 8 Home Connect Activity: Organize Steps for a Recipe (graphic organizer) <p style="text-align: center;"><i>RESEARCH REPORTS</i></p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217 Analyze a student model/outline then write a first draft of a research report—pp. 218–222 Assignment: Final draft—p. 228 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Writing Standards | 3W

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 217A • Genre: Informative/Explanatory Text—TE p. 218 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Additional Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Research Reports • Parent Resources <ul style="list-style-type: none"> ◦ Home Connect ◦ Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (graphic organizer)
<p>3W2a: Introduce a topic and organize related information together.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Introducing a Topic—pp. 176, 179, 218, 222 • Creating an Organizational Structure—pp. 176, 179, 218, 222 • Grouping Related Information—pp. 177, 179, 218, 222
<p>3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Developing the Topic—pp. 177, 179, 219, 222 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do all of my ideas support my topic? ◦ Have I developed my ideas by including enough details?
<p>3W2c: Use precise language and content-specific vocabulary.</p>	<p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Words to Know <ul style="list-style-type: none"> ◦ Domain/Content-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 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do my words bring my ideas to life?
<p>3W2d: Use linking words and phrases to connect ideas within categories of information.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Linking Words and Phrases—pp. 177, 179, 205, 207 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Writing Standards | 3W

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used clue words to help readers follow the sequence or order of my ideas?
<p>3W2e: Provide a concluding statement or section.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Providing a Concluding Statement that Summarizes Your Information/Analysis—pp. 178, 179, 220, 222
<p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<p style="text-align: center;">FICTIONAL NARRATIVES</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161 • Analyze a student model/outline then write a fictional narrative—pp. 162–165 • Assignment: Final draft—p. 172 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 161A • Genre: Fictional Narrative—TE p. 162 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Fictional Narratives • Additional Practice <ul style="list-style-type: none"> ◦ Write Fictional Narratives • Instructional Videos <ul style="list-style-type: none"> ◦ Fictional and Nonfictional Narratives • Parent Resources <ul style="list-style-type: none"> ◦ Home Connect ◦ Chapter 7 Home Connect Conversation Starter: Retell Story and Complete the Timeline (graphic organizer) <p style="text-align: center;">NONFICTIONAL NARRATIVES</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187–189 • Analyze a student model/outline then write a nonfictional narrative—pp. 190–193 • Assignment: Final draft—p. 200 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 199A • Genre: Nonfictional Narrative—TE p. 200 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Writing Standards | 3W

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Additional Practice <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Instructional Videos <ul style="list-style-type: none"> ○ Fictional and Nonfictional Narratives • Parent Resources <ul style="list-style-type: none"> ○ Home Connect ○ Chapter 9 Home Connect Activity: Descriptive Details, Time-Order Words, Write Dialogue (graphic organizer)
<p>3W3a: Establish a situation and introduce a narrator and/or characters.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Establishing a Situation/Engaging Context—pp. 162, 165, 190, 193 • Introducing a Narrator or Characters—pp. 162, 165, 190, 193
<p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Providing Descriptions That Give Details About How Things Look, Smell, Sound, or Feel—pp. 163, 165, 191, 193 • Using Dialogue to Show Thoughts and Feelings of Characters—pp. 163, 165, 191, 193
<p>3W3c: Use temporal words and phrases to signal event order.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Time-Order Words or Phrases to Show Event Sequence—pp. 163, 165, 191, 193
<p>3W3d: Provide a conclusion.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Providing a Strong Ending with Resolution—pp. 164, 165, 192, 193
<p>3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter Review</p> <ul style="list-style-type: none"> • Write About It (create a response to the text)—pp. 34, 60, 86, 112, 132, 158 <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • After studying a model student story, write a story with imaginary characters and events based on personal experience—pp. 159–165 • Assignment: Final draft—p. 172 <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • After studying a model student narrative, write a nonfictional narrative based on a memorable personal experience—pp. 187–193 • Assignment: Final draft—p. 200 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Writing Standards | 3W

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>TEACHER'S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Create (a fable)—TE p. 19 • Chapter 2 Create (artwork of a secret garden)—TE p. 58 • Chapter 3 Create (public service advertisement)—TE p. 83 • Chapter 4 Create (a short graphic novel)—TE p. 100 • Chapter 5 Create (a visual of a planet)—TE p. 132 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 7 Storybooks (make storybooks, illustrate stories)—TE p. 172 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect Activity: Questions and Answers (make up clues for questions for a game show) (graphic organizer) <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect Activity: Turn Story into a Play (make puppets to present play) (graphic organizer) <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 7 Home Connect Conversation Starter: Retell Story and Complete the Timeline (make up a new ending for the story) (graphic organizer)
W5: <i>Begins in Grade 4</i>	

Research to Build and Present Knowledge

<p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check—p. 215 <ul style="list-style-type: none"> ○ Conduct a research project. • Home Connect (searching for answers/researching on the Internet/finding good sources of Internet information)—p. 216 <p>TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 2 Online Research—TE p. 47 • Chapter 3 Online Reference Resources—TE p. 67 • Chapter 5 Using Online Resources—TE p. 123 <p>Learning Progressions</p> <ul style="list-style-type: none"> • Conducting Research—TE p. 217A <p style="text-align: right;"><i>continued</i></p>
--	--

3RD Grade Writing Standards | 3W

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Write Research Reports</p> <ul style="list-style-type: none"> Analyze a Student Model <ul style="list-style-type: none"> Introduction (start with a question)—TE p. 218 Genre: Research Report (searching for answers)—TE p. 218 <p>Conduct Research</p> <ul style="list-style-type: none"> Finding Sources—TE p. 221 <p>Create Organizational Structure</p> <ul style="list-style-type: none"> Brainstorming/Planning (select a topic)—TE p. 222 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (finding good sources of information/appropriate Internet sources) (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Digital Integration: Research Tip—pp. 2 and 3
<p>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> Progress Check—p. 215 <ul style="list-style-type: none"> Gather and take notes on information from print and digital sources. Group related information together. Use a graphic organizer (summarize or paraphrase information)—p. 221 <p><u>TEACHER'S EDITION</u></p> <p>Learning Progressions</p> <ul style="list-style-type: none"> Gathering Information (take brief notes on sources/sort evidence into provided categories)—TE p. 217A <p>Write Research Reports</p> <ul style="list-style-type: none"> Genre: Research Report (grouping related information)—TE p. 218 <p>Conduct Research</p> <ul style="list-style-type: none"> Finding Sources—TE p. 221 Taking Notes—TE p. 221 <ul style="list-style-type: none"> Quote directly Summarize or paraphrase Citing Sources—TE p. 221 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Writing Standards | 3W

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip (take notes/sort information)—p. 2

3RD Grade Speaking and Listening Standards | 3SL

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>Comprehension and Collaboration</p>	
<p>3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p>	
<p>3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • 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 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Come to the discussion prepared?—p. 170 <p><u>DIGITAL RESOURCES</u> Chapters 7–10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)
<p>3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • 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 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Speaking and Listening Standards | 3SL

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Follow agreed-upon rules for discussion?/Stay on topic?/ Listen carefully to others and answer questions?—p. 170 <p>TEACHER'S EDITION</p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Follow rules/speak one at a time/listen respectfully/avoid over-talking or monopolizing—TE p. 27 • Be respectful/avoid interrupting—TE p. 53 <p>DIGITAL RESOURCES</p> <p>Chapters 7-10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (follow agreed-upon rules for discussion/choose discussion leader)
<p>3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • 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 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Ask questions to check my understanding?—p. 170 <p>TEACHER'S EDITION</p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Be respectful/give credit/add to another student's ideas—TE p. 53 • Listen carefully/add to the remarks of others—TE p. 105 • Ask for clarification/build on the ideas of others—TE pp. 170, 194 • Build on each other's reasoning/encourage participation—TE p. 198 <p>DIGITAL RESOURCES</p> <p>Chapters 7-10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions to check understanding)
<p>3SL1d: Explain their own ideas and understanding of the discussion.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Speaking and Listening Standards | 3SL

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Stay on topic?/Speak in complete sentences?—p. 170 <p>TEACHER’S EDITION</p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Apply own ideas and reasoning to agree or disagree—TE p. 151 <p>DIGITAL RESOURCES</p> <p>Instructional Videos (Chapters 7-12)</p> <ul style="list-style-type: none"> • Speaking and Listening: Presentation of Knowledge and Ideas (express ideas clearly/speak in complete sentences/look at person addressed)
<p>3SL1e: Consider individual differences when communicating with others.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • 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 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 <p>TEACHER’S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Consider different cultural backgrounds—TE pp. 55, 107 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Agree or disagree respectfully/come up with reasoned conclusions/give students sentence stems to help scaffold an agreement or disagreement—TE pp. 79, 105, 121, 151 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Conversation Starter: Different Points of View (graphic organizer) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect On the Go: Comparing Different Points of View (graphic organizer)
<p>3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts (discuss ideas with the class)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Speaking and Listening Standards | 3SL

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 142–147 • Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 148–153 <p>DIGITAL RESOURCES</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 5 Home Connect Activity: Compare Two Comic Strips (graphic organizer) ○ Chapter 5 Home Connect Conversation Starter: Compare Two Similar Fables (graphic organizer) ○ Chapter 5 Home Connect On the Go: Compare Ideas and Details in Versions of the Same Tale (graphic organizer)
<p>3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • 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 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ○ Ask questions to check my understanding?—p. 170 <p><u>TEACHER’S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Sentence starters to use when asking for clarification—TE p. 212 • Ask questions to get the speaker to clarify or explain a point—TE p. 226 <p><i>See related content</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Distinguishing Points of View: “Damon and Pythias” (Narrative Poem)—pp. 76–81 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Distinguishing Points of View: “Stop the Droughts!” (Editorial)—pp. 102–107 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 3 Distinguishing Points of View <p><i>continued</i></p>

3RD Grade Speaking and Listening Standards | 3SL

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Points of View: “The Haunted Apple Tree” (Folktales/Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Points of View: “The Elephant and the Dog” – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Conversation Starter: Different Points of View (graphic organizer) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Distinguishing Points of View • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Distinguishing Points of View: “Life in the Coldest Place on Earth” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Distinguishing Points of View: “Tornado Chasers” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Point of View • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect On the Go: Comparing Different Points of View (graphic organizer)

Presentation of Knowledge and Ideas

<p>3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Stay on topic?/Speak in complete sentences?—p. 170 <p><u>TEACHER’S EDITION</u></p> <p>Speaking and Listening: Presentation</p> <ul style="list-style-type: none"> • 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 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Investigate (create presentations/share with class)—p. 115 • Hypothesize (summarize in class presentation)—TE p. 123 <p style="text-align: right;"><i>continued</i></p>
---	--

3RD Grade Speaking and Listening Standards | 3SL

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting: Oral Presentation—p. 9 <ul style="list-style-type: none"> ◦ Speak clearly and loudly enough for everyone to hear. ◦ Speak slowly enough so that everyone can understand you. ◦ Make your gestures and facial expressions match your words. ◦ Change your voice at times, just as when you speak in real life. <p><i>See also</i></p> <p>DIGITAL RESOURCES</p> <p>Chapter Fluency Practice/Fluency Practice Teaching Suggestions (Chapters 1–6)</p> <p>Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.</p> <ul style="list-style-type: none"> • Chapter 1 “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable) • Chapter 2 “The 40,000-Year-Old Baby” (Magazine Article) • Chapter 3 “The Best Friend Possible” (Realistic Fiction) • Chapter 4 “Water Everywhere” (Explanatory Text) • Chapter 5 “The Case of the Missing Fruit” (Mystery) • Chapter 6 “How to Make a Telescope” (Technical Text)
<p>3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.</p>	<p>TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 4 Create (public service advertisement with a visual/present solution to the class)—TE p. 95 • Chapter 6 Investigate (research an astronomer/include at least one visual in presentation)—TE p. 143 • Chapter 6 Create (visual of a planet)—TE p. 154 <p>Speaking and Listening: Presentation</p> <ul style="list-style-type: none"> • Use engaging visuals to enhance presentations—TE p. 153 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 8 Digital Slide Presentation (visuals)—TE p. 186 • Chapter 10 Multimedia Presentation—TE p. 214 • Chapter 11 Social Media (add photographs)—TE p. 228 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Use visuals as needed to support what you say—p. 9 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Assignment: Digital Presentation—pp. 8 and 9 <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Speaking and Listening Standards | 3SL

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><i>See related content</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Home Connect: Conversation Starter (sketch pictures of a hero from a myth or folktale)—p. 10 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Home Connect: Activity (create illustrations to go along with a text-only story)—p. 114 • Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 116–121 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 136–141 <p><u>TEACHER’S EDITION</u></p> <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Chapter 11 Create drawings from text—TE p. 219 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect On the Go: Versions of a Story (how illustrations help readers understand a text) (graphic organizer)
<p>3SL6: Identify contexts that call for academic English or informal discourse.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (figurative language phrases used in informal writing and speech)—p. 65 <p><u>TEACHER’S EDITION</u></p> <p>Speaking and Listening: Presentation</p> <ul style="list-style-type: none"> • Use formal language suitable for an academic presentation—TE pp. 29, 55, 81, 107, 153

3RD Grade Language Standards | 3L

3RD GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades 3→5:

- Produce simple, compound, and complex sentences.

STUDENT EDITION/TEACHER'S EDITION
Language

- Simple Sentences—p. 211
- Compound Sentences—p. 223
- Complex Sentences—p. 224

DIGITAL RESOURCES

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Instruction & Practice
 - Language: Simple Sentences
- Additional Practice
 - Simple Sentences
- Instructional Videos
 - Sentences: Compound, and Complex

Chapter 11 Research to Build and Present Knowledge: Write Research Reports

- Instruction & Practice
 - Language: Compound Sentences
 - Language: Complex Sentences
- Additional Practice
 - Compound Sentences
 - Complex Sentences

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

STUDENT EDITION/TEACHER'S EDITION
Language

- Nouns—p. 166
- Pronouns—p. 180
- Verbs and Verb Tenses—p. 194
- Adjectives—p. 208
- Adverbs—p. 209

DIGITAL RESOURCES

Chapter 7 Text Types and Purposes: Write Fictional Narratives

- Instruction & Practice
 - Language: Nouns
- Additional Practice
 - Nouns

continued

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ○ Nouns Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Pronouns Chapter 9 Text Types and Purposes: Write Nonfictional Narratives <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verbs and Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verbs and Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verbs and Verb Tenses Chapter 10 Text Types and Purposes: Write Opinion Pieces <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Adjectives ○ Language: Adverbs • Additional Practice <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs
<ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Relative Pronouns—p. 195 • Relative Adverbs—p. 196 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Relative Pronouns ○ Language: Relative Adverbs • Additional Practice <ul style="list-style-type: none"> ○ Relative Pronouns ○ Relative Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Relative Pronouns ○ Relative Adverbs

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. 	<p><i>See Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Interjections—p. 169 Conjunctions—p. 194 Prepositions and Prepositional Phrases—p. 209 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Interjections Additional Practice <ul style="list-style-type: none"> Interjections <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Conjunctions Additional Practice <ul style="list-style-type: none"> Conjunctions Instructional Videos <ul style="list-style-type: none"> Conjunctions <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Prepositions and Prepositional Phrases Additional Practice <ul style="list-style-type: none"> Prepositions and Prepositional Phrases Instructional Videos <ul style="list-style-type: none"> Prepositions and Prepositional Phrases
<ul style="list-style-type: none"> Form and use regular and irregular plural nouns. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Regular and Irregular Plural Nouns—p. 167 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Regular and Irregular Plural Nouns Additional Practice <ul style="list-style-type: none"> Regular and Irregular Plural Nouns Instructional Videos <ul style="list-style-type: none"> Regular and Irregular Plural Nouns
<ul style="list-style-type: none"> Use abstract nouns. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Nouns (abstract nouns)—p. 166 <p><i>continued</i></p>

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Nouns (abstract nouns) • Additional Practice <ul style="list-style-type: none"> ○ Nouns (abstract nouns) • Instructional Videos <ul style="list-style-type: none"> ○ Nouns (abstract nouns)
<ul style="list-style-type: none"> • Form and use regular and irregular verbs. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Regular and Irregular Verbs—p. 195 <p><u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Regular and Irregular Verbs • Additional Practice <ul style="list-style-type: none"> ○ Regular and Irregular Verbs • Instructional Videos <ul style="list-style-type: none"> ○ Regular and Irregular Verbs
<ul style="list-style-type: none"> • Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verbs and Verb Tenses—p. 194 <p><u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verbs and Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verbs and Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verbs and Verb Tenses
<ul style="list-style-type: none"> • Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Progressive Forms of Verbs—p. 181 <p><u>DIGITAL RESOURCES</u> Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Progressive Forms of Verbs <p style="text-align: right;"><i>continued</i></p>

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Progressive Forms of Verbs • Instructional Videos <ul style="list-style-type: none"> ○ Progressive Forms of Verbs
<ul style="list-style-type: none"> • Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). 	<p><i>See Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Perfect Verb Tenses—p. 180 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Perfect Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Perfect Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Perfect Verb Tenses
<ul style="list-style-type: none"> • Use verb tense to convey various times, sequences, states, and conditions. 	<p><i>See Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verb Tenses—p. 166 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verb Tenses
<ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in verb tense. 	<p><i>See Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verb Tenses (avoid shifts in verb tense)—p. 166 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verb Tenses

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<ul style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement. 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Pronoun-Antecedent Agreement—p. 181 Subject-Verb Agreement—p. 196 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Pronoun-Antecedent Agreement Additional Practice <ul style="list-style-type: none"> Pronoun-Antecedent Agreement Instructional Videos <ul style="list-style-type: none"> Pronoun-Antecedent Agreement Subject-Verb Agreement <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Subject-Verb Agreement Additional Practice <ul style="list-style-type: none"> Subject-Verb Agreement Instructional Videos <ul style="list-style-type: none"> Subject-Verb Agreement
<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions. 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Complex Sentences (subordinating conjunctions)—p. 224 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Sentences: Compound and Complex (subordinating conjunctions) <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Complex Sentences (subordinating conjunctions) Additional Practice <ul style="list-style-type: none"> Complex Sentences (subordinating conjunctions) <p><i>See also Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Commas in Compound Sentences (use a coordinating conjunction)—p. 223 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas in Compound Sentences • Additional Practice <ul style="list-style-type: none"> ○ Commas in Compound Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Compound Sentences <p><i>See also Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Conjunctions—p. 194 • Sentence Combining (use conjunctions)—p. 195 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Conjunctions ○ Language: Sentence Combining (use conjunctions) • Additional Practice <ul style="list-style-type: none"> ○ Conjunctions ○ Sentence Combining (use conjunctions) • Instructional Videos <ul style="list-style-type: none"> ○ Conjunctions ○ Sentence Combining (use conjunctions)
<ul style="list-style-type: none"> • Use and identify prepositional phrases. 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prepositional Phrases—p. 180 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositional Phrases <p><i>See also Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prepositions and Prepositional Phrases—p. 209 <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prepositions and Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases
<ul style="list-style-type: none"> • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Complete Sentences—p. 166 • Fragments—p. 167 • Run-on Sentences—p. 168 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Complete Sentences ○ Language: Fragments ○ Language: Run-on Sentences • Additional Practice <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences
<ul style="list-style-type: none"> • Correctly use frequently confused words (e.g., to, too, two; there, their). 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Frequently Confused Words—p. 209 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Frequently Confused Words • Additional Practice <ul style="list-style-type: none"> ○ Frequently Confused Words • Instructional Videos <ul style="list-style-type: none"> ○ Frequently Confused Words

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p>Core Punctuation and Spelling Skills for Grades 3→5:</p>	
<ul style="list-style-type: none"> Capitalize appropriate words in titles. 	<p>STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> Capitalization (titles)—p. 225 <p>DIGITAL RESOURCES Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Capitalization Additional Practice <ul style="list-style-type: none"> Capitalization Instructional Videos <ul style="list-style-type: none"> Capitalization
<ul style="list-style-type: none"> Use correct capitalization. 	<p><i>See Level D / Grade 4</i></p> <p>STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> Capitalization (first word in a sentence, titles, names, proper nouns)—p. 224 <p>DIGITAL RESOURCES Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Capitalization Additional Practice <ul style="list-style-type: none"> Capitalization Instructional Videos <ul style="list-style-type: none"> Capitalization
<ul style="list-style-type: none"> Use commas in addresses. 	<p>STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> Commas in Addresses—p. 183 <p>DIGITAL RESOURCES Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Commas in Addresses Additional Practice <ul style="list-style-type: none"> Commas in Addresses Instructional Videos <ul style="list-style-type: none"> Commas in Addresses

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Language Standards | 3L

3RD GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

- Use commas and quotation marks in dialogue.
→ Use commas and quotation marks to mark direct speech and quotations from a text.

STUDENT EDITION/TEACHER'S EDITION

Language

- Commas and Quotation Marks in Dialogue—p. 169

DIGITAL RESOURCES

Chapter 7 Text Types and Purposes: Write Fictional Narratives

- Instruction & Practice
 - Language: Commas and Quotation Marks in Dialogue
- Additional Practice
 - Commas and Quotation Marks in Dialogue
- Instructional Videos
 - Commas and Quotation Marks in Dialogue

See also Level D / Grade 4

STUDENT EDITION/TEACHER'S EDITION

Language

- Commas and Quotation Marks in Dialogue—p. 169
- Commas and Quotation Marks in Direct Quotations—p. 194

DIGITAL RESOURCES

Chapter 7 Text Types and Purposes: Write Fictional Narratives

- Instruction & Practice
 - Language: Commas and Quotation Marks in Dialogue
- Additional Practice
 - Commas and Quotation Marks in Dialogue
- Instructional Videos
 - Commas and Quotation Marks in Dialogue

Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays

- Instruction & Practice
 - Language: Commas and Quotation Marks in Direct Quotations
- Additional Practice
 - Commas and Quotation Marks in Direct Quotations
- Instructional Videos
 - Commas and Quotation Marks in Direct Quotations

See also Level E / Grade 5

STUDENT EDITION/TEACHER'S EDITION

Language

- Commas (set off words in dialogue within quotation)—p. 167

DIGITAL RESOURCES

Chapter 7 Text Types and Purposes: Write Nonfictional Narratives

- Instruction & Practice
 - Language: Commas

continued

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Commas • Instructional Videos <ul style="list-style-type: none"> ○ Commas
<ul style="list-style-type: none"> • Use a comma before a coordinating conjunction in a compound sentence. 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas in Compound Sentences—p. 223 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas in Compound Sentences • Additional Practice <ul style="list-style-type: none"> ○ Commas in Compound Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Compound Sentences
<ul style="list-style-type: none"> • Use a comma to separate an introductory element from the rest of the sentence. 	<p><i>See Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas (used to separate introductory words or phrases from the rest of the sentence)—p. 208 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas • Additional Practice <ul style="list-style-type: none"> ○ Commas • Instructional Videos <ul style="list-style-type: none"> ○ Commas
<ul style="list-style-type: none"> • Use punctuation to separate items in a series. 	<p><i>See Level E / Grade 5</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Comma (separate items in a series)—p. 208 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas (separate items in a series) • Additional Practice <ul style="list-style-type: none"> ○ Commas (separate items in a series) • Instructional Videos <ul style="list-style-type: none"> ○ Commas (separate items in a series)

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<ul style="list-style-type: none"> Form and use possessives. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Possessives—p. 168 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Possessives Additional Practice <ul style="list-style-type: none"> Possessives Instructional Videos <ul style="list-style-type: none"> Possessives
<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Guided Instruction/Guided Practice/Independent Practice</p> <ul style="list-style-type: none"> Words to Know (studied words)—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 <p>Language</p> <ul style="list-style-type: none"> Prefixes and Suffixes—p. 110 Roots—p. 130 Spelling High-Frequency Words—p. 182 Suffixes—p. 197 <p><u>TEACHER'S EDITION</u> Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—TE pp. 11, 37, 63, 89, 115, 135 <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary—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 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 <p>Inflectional Skill Review</p> <ul style="list-style-type: none"> Inflectional Endings—TE p. 141 <p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Prefixes and Suffixes <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Roots <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Spelling High-Frequency Words • Additional Practice <ul style="list-style-type: none"> ◦ Spelling High-Frequency Words <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Suffixes • Additional Practice <ul style="list-style-type: none"> ◦ Suffixes • Instructional Videos <ul style="list-style-type: none"> ◦ Suffixes <p><i>See also Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Affixes—p. 58 • Roots—p. 156 <p><u>TEACHER’S EDITION</u> Inflectional Skill Review: Inflectional Endings</p> <ul style="list-style-type: none"> • TE p. 141 <p><u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Affixes <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Roots
<ul style="list-style-type: none"> • Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Correct Spelling (word families/syllable patterns/ending rules/ use a dictionary)—p. 210 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Correct Spelling (word families/syllable patterns/ ending rules/use a dictionary) • Additional Practice <ul style="list-style-type: none"> ◦ Correct Spelling <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><i>See also Level D / Grade 4</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Spelling—p. 225 <p>DIGITAL RESOURCES Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Spelling • Additional Practice <ul style="list-style-type: none"> ◦ Spelling
<ul style="list-style-type: none"> • Use quotation marks or italics to indicate titles of works. 	<p><i>See Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Titles of Works (italics, underlining, or quotation marks)—p. 181 <p>DIGITAL RESOURCES Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Titles of Works (italics, underlining, or quotation marks) • Additional Practice <ul style="list-style-type: none"> ◦ Titles of Works (italics, underlining, or quotation marks) • Instructional Videos <ul style="list-style-type: none"> ◦ Titles of Works (italics, underlining, or quotation marks)
<p>Knowledge of Language</p>	
<p>3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.</p>	
<p>3L3a: Choose words and phrases for effect.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 8 Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Progress Check (choose words and phrases for effect)—p. 159 • Event Sequence (use words for effect)—p. 190 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Speaking and Listening: Presentation (use formal language and precise words for effect)—TE pp. 29, 55, 81, 107, 153

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>3L3b: Choose punctuation for effect.</p>	<p><i>See Level D / Grade 4</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Punctuation for Effect—p. 197 <p>DIGITAL RESOURCES Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Punctuation for Effect • Additional Practice <ul style="list-style-type: none"> ○ Punctuation for Effect • Instructional Videos <ul style="list-style-type: none"> ○ Punctuation for Effect
<p>3L3c: Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (informal writing and speech)—p. 65 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Speaking and Listening: Presentation (use formal language)—TE pp. 29, 55, 81, 107, 153 <p><i>See also Level D / Grade 4</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Formal and Informal English—p. 208 <p>TEACHER'S EDITIONS Extend Thinking: Create</p> <ul style="list-style-type: none"> • Use formal English—TE p. 43 <p>Chapter 10 Review</p> <ul style="list-style-type: none"> • Language Skills Summary: Formal and Informal English—TE p. 213 <p>Digital Connection: Present and Analyze Visuals</p> <ul style="list-style-type: none"> • Use formal English—TE p. 128 <p>DIGITAL RESOURCES Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Formal and Informal English • Additional Practice <ul style="list-style-type: none"> ○ Formal and Informal English • Instructional Videos <ul style="list-style-type: none"> ○ Formal and Informal English

3RD Grade Language Standards | 3L

3RD GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

Vocabulary Acquisition and Use

3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:

3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

STUDENT EDITION/TEACHER'S EDITION

Progress Check

- Use context clues—p. 9

Language

- Context Clues—p. 32

Guided Instruction

- Cite Evidence (context clues/restatement)—pp. 65, 91
- Objective: Use context clues—p. 90

Guided Practice

- Cite Evidence (underline context clue)—p. 92

Independent Practice

- Comprehension Check—p. 95
- Objective: Use context clues—p. 90

TEACHER'S EDITION

Guided Instruction

- Cite Evidence (context clues)—TE p. 32

Guided Practice

- Comprehension Check (use context clues)—TE p. 93

Support English Language Learners

- Using context clues—TE pp. 13, 32

DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Language: Context Clues

3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

STUDENT EDITION/TEACHER'S EDITION

Language

- Prefixes and Suffixes—p. 110
- Roots—p. 130
- Suffixes—p. 197

TEACHER'S EDITION

Foundational Skill Review: Inflectional Endings

- Inflectional endings—TE p. 110

Support English Language Learners

- Affixes—TE p. 110

continued

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>DIGITAL RESOURCES</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Prefixes and Suffixes <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Roots <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Suffixes • Additional Practice <ul style="list-style-type: none"> ◦ Suffixes • Instructional Videos <ul style="list-style-type: none"> ◦ Suffixes <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Base Words • Prefixes • Suffixes • Latin Suffixes
<p>3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Roots—p. 130 • Correct Spelling (use base words)—p. 210 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Base Words
<p>3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Context Clues (use a dictionary)—p. 32 • Real-Life Word Connections (use a dictionary)—p. 58 • Roots (use a dictionary)—p. 130 • Correct Spelling (use a dictionary)—p. 210 <p>Independent Practice</p> <ul style="list-style-type: none"> • Use a dictionary—p. 110 <p>Chapter 9 Review</p> <ul style="list-style-type: none"> • Use a dictionary—p. 199 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Chapter 10 Review</p> <ul style="list-style-type: none"> Use a dictionary—p. 213 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> Glossary—pp. 229–232 <p>TEACHER'S EDITION</p> <p>Digital Connection: Online Reference Resources</p> <ul style="list-style-type: none"> Use an online dictionary or thesaurus—TE p. 67 <p>Review: Distinguishing Literal/Nonliteral Language</p> <ul style="list-style-type: none"> Use a dictionary—TE p. 192 <p>Glossary</p> <ul style="list-style-type: none"> How to Use the Glossary: Guided Instruction/Guided Practice/Independent Practice (consult a print or online dictionary)—TE pp. 229 and 230–232 and 232 <p>DIGITAL RESOURCES</p> <p>Student Resources (each chapter)</p> <ul style="list-style-type: none"> Glossary <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Correct Spelling (use a dictionary) Additional Practice <ul style="list-style-type: none"> Correct Spelling (use a dictionary)
<p>3L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Distinguishing Literal from Nonliteral Language: “The Secret Garden” (Fiction)—pp. 64–69 <p>Language</p> <ul style="list-style-type: none"> Literal and Nonliteral Meanings—p. 84 <p>TEACHER'S EDITION</p> <p>Support English Language Learners</p> <ul style="list-style-type: none"> Nonliteral language—TE p. 65 <p>Digital Connection: Online Reference Resources</p> <ul style="list-style-type: none"> Difference between literal and nonliteral language—TE p. 67 <p>Review: Distinguishing Literal/Nonliteral Language</p> <ul style="list-style-type: none"> Distinguish literal language from nonliteral language—TE p. 192 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Distinguishing Literal from Nonliteral Language Language: Literal and Nonliteral Meanings <p style="text-align: right;"><i>continued</i></p>

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Distinguishing Literal from Nonliteral Language • Instructional Videos <ul style="list-style-type: none"> ◦ Distinguishing Literal from Nonliteral Language
<p>3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or <i>helpful</i>).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Progress Check</p> <ul style="list-style-type: none"> • Explain how certain words are used to describe real life—p. 35 <p>Language</p> <ul style="list-style-type: none"> • Real-Life Word Connections—p. 58 <p><u>DIGITAL RESOURCE</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Real-Life Word Connections
<p>3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence: Synonyms—p. 90 <p>Language</p> <ul style="list-style-type: none"> • Shades of Meaning—p. 156 <p>Guided Practice</p> <ul style="list-style-type: none"> • Comprehension Check (synonyms)—p. 93 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence (synonyms/antonyms)—p. 94 <p><u>TEACHER’S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • Working with Word Meaning (find synonyms, antonyms)—TE pp. 18, 28, 52, 124 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence (using synonyms)—TE p. 92 <p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Shades of Meaning
<p>3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Guided Instruction/Guided Practice/Independent Practice</p> <ul style="list-style-type: none"> • Words to Know—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 <p style="text-align: right;"><i>continued</i></p>

3RD Grade Language Standards | 3L

3 RD GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Language</p> <ul style="list-style-type: none"> • Context Clues—p. 32 • Real-Life Word Connections—p. 58 • Literal and Nonliteral Meanings—p. 84 • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Shades of Meaning—p. 156 <p>TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> • 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 <p>Words to Know</p> <ul style="list-style-type: none"> • 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 • 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 • 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