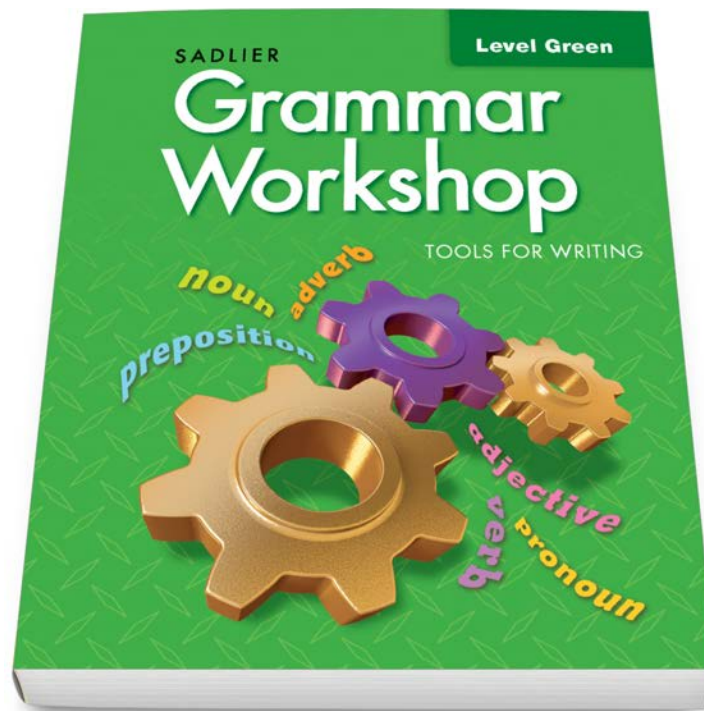


# Grammar Workshop

Tools for Writing

Correlation to the 2021 Alabama Course of Study  
English Language Arts

**Grade 3**



## GRADE 3 CORRELATED CONTENT

### Recurring Standards

Recurring Standards for K-3..... 2

### Grade 3 Content Standards

Literacy Foundations..... 4

Phonics

Vocabulary

Comprehension

Writing

## Recurring Standards for K-3

### RECURRING STANDARDS

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3
<p><b>Students will:</b></p> <p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p>	<p><b>STUDENT EDITION</b> <b>Grammar for Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Talk About It: Discuss</b> (students express their own ideas while discussing various topics)—SE pp. 39, 59, 111, 159, 191, 235</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Lesson Plans</b></p> <ul style="list-style-type: none"> <li>• <b>Follow-Up</b> <ul style="list-style-type: none"> <li>◦ ELL (students listen/respond to verbal cues)—TE pp. T18, T19, T20, T21 (correct intonation/punctuation cues), T28, T29, T30, T31 (read aloud), T34, T37, T39, T41 (intonation), T43, T44 (read with expression), T45 (oral sentences)</li> </ul> </li> </ul> <p><b>Unit Reviews</b></p> <ul style="list-style-type: none"> <li>• <b>Using Grammar for Writing</b> <ul style="list-style-type: none"> <li>◦ <b>Talk About It</b> (students discuss their writing using the grammatical structures emphasized in the review)—TE pp. T21, T24, T30, T36, T40, T46</li> </ul> </li> </ul>
<p>R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>	<p>In each lesson, students learn or review specialized vocabulary describing the forms, functions, and structures of words in English. They discuss grade-level-appropriate words and word forms that are modeled in context. Students practice using them in a variety of oral sentences and written exercises. They read and correct a writing sample then apply what they've learned in the end-of-lesson writing assignment.</p>
<p>R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.</p>	<p>Related content</p> <p><b>ONLINE RESOURCES</b> <b>Each Lesson</b></p> <ul style="list-style-type: none"> <li>• Additional Practice Worksheet</li> <li>• Interactive Activities</li> <li>• Interactive Practice Quiz</li> </ul> <p><b>Each Unit</b></p> <ul style="list-style-type: none"> <li>• Proofreading Practice</li> </ul> <p><b>Student Resources</b></p> <ul style="list-style-type: none"> <li>• Proofreading Checklist</li> <li>• Test-Taking Strategies</li> <li>• Writing Rubric</li> </ul>

## RECURRING STANDARDS

### K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

#### **STUDENT EDITION**

##### **Writing Process Handbook**

- **Planning**—SE pp. 233–237
  - A. Choosing a Topic
  - B. Choosing a Genre
  - C. Choosing a Purpose
  - D. Choosing an Audience
  - E. Collecting Details and Evidence
- **Drafting**—SE pp. 238–239
  - A. Planning a Draft
  - B. Writing a Draft
- **Revising**—SE pp. 240–242
  - A. Doing a Peer Review
  - B. Revising a Draft
- **Editing**—SE pp. 243–245
  - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 246–247
  - A. Making a Presentation
  - B. Reflecting On Your Writing

#### **TEACHER EDITION**

##### **Lesson Plans**

- **Writing Process Handbook**—TE p. T46

See also lesson activities

#### **STUDENT EDITION**

##### **Write Your Own**

- **Proofreading Checklist**—SE pp. 15, 19, 23, 27, 35, 39, 51, 59, 63, 67, 83, 87, 91, 95, 99, 103, 107, 111, 115, 127, 131, 135, 139, 147, 151, 163, 175, 179, 183, 195, 199, 203, 211, 215, 219, 223, 227

##### **Grammar for Writing**

- **Proofreading Practice**—SE pp. 42, 70, 118, 154, 186, 230
- **Write About It/Check It Out!** (revise/edit/proofread)—SE pp. 43, 71, 119, 155, 187, 231

#### **ONLINE RESOURCES**

##### **Each Lesson**

- **Additional Practice Worksheet**
- **Interactive Activities**
- **Interactive Practice Quiz**

##### **Each Unit**

- **Proofreading Practice**

##### **Student Resources**

- **Proofreading Checklist**

## Grade 3 Content Standards

### LITERACY FOUNDATIONS

#### Phonics

##### GRADE 3 CONTENT STANDARDS

##### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

**Students will:**

8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.

g. Decode and encode contractions with *am, is, has, not, have, would,* and *will*.  
*Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll*

**STUDENT EDITION/TEACHER EDITION**

**Unit 3 Verbs**

- Lesson 25 Contractions with *Not*—SE pp. 112-115/TE p. T31
- Unit 3 Review—SE pp. 116-117/TE p. T31
- Unit 3 Grammar for Writing—SE pp. 118-119/TE p. T31

**Unit 4 Adjectives and Adverbs**

- Lesson 33 Negatives (contractions)—SE pp. 148-151/TE p. T35
- Unit 4 Review—SE pp. 152-153/TE p. T36

**Unit 5 Pronouns**

- Lesson 40 Contractions with Pronouns—SE pp. 180-183/TE p. T39
- Unit 5 Review—SE pp. 184-185/TE p. T39
- Unit 5 Grammar for Writing—SE pp. 186-187/TE p. T40

**Unit 6 Capitalization, Punctuation, and Spelling**

- Lesson 49 Words Often Misspelled (contractions)—SE pp. 220-223/TE p. T44

**ONLINE RESOURCES**

**Each Lesson**

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.  
*Examples: hear/here; night/knight; tacks/tax*

**STUDENT EDITION/TEACHER EDITION**

**Unit 6 Capitalization, Punctuation, and Spelling**

- Lesson 49 Words Often Misspelled (homophones)—SE pp. 220-223/TE p. T44
- Lesson 50 Words Often Confused—SE pp. 224-227/TE p. T45
- Unit 6 Review—SE pp. 228-229/TE p. T46
- Unit 6 Grammar for Writing—SE pp. 230-231/TE p. T46

**ONLINE RESOURCES**

**Each Lesson**

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

## LITERACY FOUNDATIONS

### Vocabulary

#### GRADE 3 CONTENT STANDARDS

#### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

**Students will:**

15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.

- b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.

**STUDENT EDITION/TEACHER EDITION**

**Unit 2 Nouns**

- Lesson 12 Singular and Plural Nouns—SE pp. 56-59/TE p. T24
- Lesson 13 Irregular Plural Nouns—SE pp. 60-63/TE p. T24
- Unit 2 Review—SE pp. 68-69/TE p. T25
- Unit 2 Grammar for Writing—SE pp. 70-71/TE p. T25

**Unit 3 Verbs**

- Lesson 18 Past-Tense Verbs—SE pp. 84-87/TE p. T27
- Unit 3 Review—SE pp. 116-117/TE p. T31
- Unit 3 Grammar for Writing—SE pp. 118-119/TE p. T31

**Unit 4 Adjectives and Adverbs**

- Lesson 28 Comparing with Adjectives—SE pp. 128-131/TE p. T33
- Lesson 29 More Comparing with Adjectives—SE pp. 132-135/TE p. T33
- Unit 4 Review—SE pp. 152-153/TE p. T36
- Unit 4 Grammar for Writing—SE pp. 154-155/TE p. T36

**ONLINE RESOURCES**

**Each Lesson**

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

### Comprehension

#### GRADE 3 CONTENT STANDARDS

#### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

**Students will:**

**READING**

21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.

*Examples: pronoun references, conjunctions, word substitution using synonyms*

*Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.*

**STUDENT EDITION/TEACHER EDITION**

**Unit 1 Sentences**

- Lesson 6 Compound Sentences (coordinating conjunctions)—SE pp. 28-31/TE p. T20
- Lesson 7 Complex Sentences (subordinating conjunctions)—SE pp. 32-35/TE p. T21
- Unit 1 Review—SE pp. 40-41/TE p. T22
- Unit 1 Grammar for Writing—SE pp. 42-43/TE p. T22

*continued*

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3
	<p><b>Unit 5 Pronouns</b></p> <ul style="list-style-type: none"> <li>• Lesson 34 Subject Pronouns—SE pp. 156–159/TE p. T36</li> <li>• Lesson 35 Pronoun-Verb Agreement—SE pp. 160–163/TE p. T37</li> <li>• Lesson 36 Object Pronouns—SE pp. 164–167/TE p. T37</li> <li>• Lesson 37 Using <i>I</i> and <i>Me</i>—SE pp. 168–171/TE p. T38</li> <li>• Lesson 38 Possessive Pronouns—SE pp. 172–175/TE p. T38</li> <li>• Lesson 39 Pronoun-Antecedent Agreement—SE pp. 176–179/TE p. T39</li> <li>• Unit 5 Review—SE pp. 184–185/TE p. T39</li> <li>• Unit 5 Grammar for Writing—SE pp. 186–187/TE p. T40</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p>Each Lesson</p> <ul style="list-style-type: none"> <li>• Additional Practice Worksheet</li> <li>• Interactive Activities</li> <li>• Interactive Practice Quiz</li> </ul>
<p><b>WRITING</b></p> <p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i>, and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p>	<p><b>STUDENT EDITION/TEACHER EDITION</b></p> <p><b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Compound Sentences (coordinating conjunctions)—SE pp. 28–31/TE p. T20</li> <li>• Lesson 7 Complex Sentences (subordinating conjunctions)—SE pp. 32–35/TE p. T21</li> <li>• Unit 1 Review—SE pp. 40–41/TE p. T22</li> <li>• Unit 1 Grammar for Writing—SE pp. 42–43/TE p. T22</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p>Each Lesson</p> <ul style="list-style-type: none"> <li>• Additional Practice Worksheet</li> <li>• Interactive Activities</li> <li>• Interactive Practice Quiz</li> </ul>

### Writing

GRADE 3 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3
<p><b>Students will:</b></p> <p>31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p>	<p>Students practice and demonstrate their ability to write legibly in cursive when completing exercises throughout the program.</p>

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3
<p>32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p>	
<p>d. Encode words with less common prefixes; suffixes; and common Latin roots.</p> <p><i>Examples:</i></p> <p><i>prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-</i></p> <p><i>suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en</i></p> <p><i>Latin roots: port, form, ject, spect, dict, tend, fer</i></p>	<p><b>STUDENT EDITION/TEACHER EDITION</b> <b>Unit 6 Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 48 Spelling Rules (suffixes)—SE pp. 216–219/TE p. T44</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Each Lesson</b></p> <ul style="list-style-type: none"> <li>Additional Practice Worksheet</li> <li>Interactive Activities</li> <li>Interactive Practice Quiz</li> </ul>
<p>e. Encode frequently confused homophones accurately, using context to determine correct spelling.</p> <p><i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p><b>STUDENT EDITION/TEACHER EDITION</b> <b>Unit 6 Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 49 Words Often Misspelled (homophones)—SE pp. 220–223/TE pp. T44</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Each Lesson</b></p> <ul style="list-style-type: none"> <li>Additional Practice Worksheet</li> <li>Interactive Activities</li> <li>Interactive Practice Quiz</li> </ul> <p><b>TEACHER EDITION</b> <b>Proofreading Checklist</b></p> <ul style="list-style-type: none"> <li>Spelling (check homophones)—TE p. T47</li> </ul>

## LITERACY FOUNDATIONS

### Writing

#### GRADE 3 CONTENT STANDARDS

#### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

#### WRITING

33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

#### STUDENT EDITION

##### Write

- **Write Your Own** (write a story/narrative)—SE pp. 39, 59, 63, 87, 103, 115, 147, 215, 219, 223

##### Grammar for Writing

- **Write About It** (write a story/narrative)—SE pp. 43, 71, 155, 187

##### Writing Process Handbook

- **Planning**—SE pp. 233–237
  - A. Choosing a Topic
  - B. Choosing a Genre
  - C. Choosing a Purpose
  - D. Choosing an Audience
  - E. Collecting Details and Evidence
- **Drafting**—SE pp. 238–239
  - A. Planning a Draft
  - B. Writing a Draft
- **Revising**—SE pp. 240–242
  - A. Doing a Peer Review
  - B. Revising a Draft
- **Editing**—SE pp. 243–245
  - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 246–247
  - A. Making a Presentation
  - B. Reflecting On Your Writing

#### TEACHER EDITION

##### Lesson Plans

- **Follow-Up: Writing** (narratives)—TE pp. T30, T43, T43
- **Writing Process Handbook**—TE p. T46

#### ONLINE RESOURCES

##### Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
  - Response
  - Organization
  - Text Evidence
  - Language
  - Spelling and Conventions



## LITERACY FOUNDATIONS

### Writing

#### GRADE 3 CONTENT STANDARDS

#### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

#### WRITING

34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

#### STUDENT EDITION

##### Write

- **Write Your Own** (informative text)—SE pp. 23, 27, 51, 95, 131, 135, 151, 179, 195, 199, 211

##### Grammar for Writing

- **Write About It** (informative text)—SE pp. 119, 231

##### Writing Process Handbook

- **Planning**—SE pp. 233–237
  - A. Choosing a Topic
  - B. Choosing a Genre
  - C. Choosing a Purpose
  - D. Choosing an Audience
  - E. Collecting Details and Evidence
- **Drafting**—SE pp. 238–239
  - A. Planning a Draft
  - B. Writing a Draft
- **Revising**—SE pp. 240–242
  - A. Doing a Peer Review
  - B. Revising a Draft
- **Editing**—SE pp. 243–245
  - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 246–247
  - A. Making a Presentation
  - B. Reflecting On Your Writing

#### TEACHER EDITION

##### Lesson Plans

- **Follow-Up: Writing** (informative text)—TE pp. T18, T19, T19, T20, T22, T23, T24, T25, T26, T31, T33, T34, T35, T36, T37, T38, T39, T39, T41, T41, T42, T42, T44
- **Writing Process Handbook**—TE p. T46

#### ONLINE RESOURCES

##### Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
  - Response
  - Organization
  - Text Evidence
  - Language
  - Spelling and Conventions

## LITERACY FOUNDATIONS

### Writing

#### GRADE 3 CONTENT STANDARDS

#### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

#### WRITING

35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.

#### STUDENT EDITION

##### Write

- **Write Your Own** (respond to prompt: give opinion of recycling, book/favorite foods)—SE pp. 83, 111, 139

##### Grammar for Writing

- **Write About It** (opinion)—SE p. 159

##### Writing Process Handbook

- **Planning**—SE pp. 233–237
  - A. Choosing a Topic
  - B. Choosing a Genre
  - C. Choosing a Purpose
  - D. Choosing an Audience
  - E. Collecting Details and Evidence
- **Drafting**—SE pp. 238–239
  - A. Planning a Draft
  - B. Writing a Draft
- **Revising**—SE pp. 240–242
  - A. Doing a Peer Review
  - B. Revising a Draft
- **Editing**—SE pp. 243–245
  - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 246–247
  - A. Making a Presentation
  - B. Reflecting On Your Writing

#### TEACHER EDITION

##### Lesson Plans

- **Follow-Up: Writing** (favorite sport, holiday/campaign speech)—TE pp. T34, T38, T44
- **Writing Process Handbook**—TE p. T46

#### ONLINE RESOURCES

##### Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
  - Response
  - Organization
  - Text Evidence
  - Language
  - Spelling and Conventions

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

WRITING

36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.

a. Use articles *a*, *an*, and *the* correctly.

**STUDENT EDITION/TEACHER EDITION**

**Unit 4 Adjectives and Adverbs**

- Lesson 27 *A, An, The*—SE pp. 124–127/TE p. T32

**ONLINE RESOURCES**

**Each Lesson**

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

**STUDENT EDITION/TEACHER EDITION**

**Unit 1 Sentences**

- Lesson 6 **Complex Sentences** (coordinating conjunctions)—SE pp. 28–31/ATE p. T20
- Lesson 7 **Correcting Fragments and Run-ons** (subordinating conjunctions)—SE pp. 32–35/ATE p. T21
- Unit 1 Grammar for Writing: Proofreading Practice—SE p. 42/TE p. T22

**Unit 2 Nouns**

- Lesson 9 **Nouns**—SE pp. 44–47/TE p. T22
- Lesson 10 **Common and Proper Nouns**—SE pp. 48–51/TE p. T23
- Lesson 11 **Nouns in the Subject**—SE pp. 52–55/TE p. T23
- Lesson 12 **Singular and Plural Nouns**—SE pp. 56–59/TE p. T24
- Lesson 13 **Irregular Plural Nouns**—SE pp. 60–63/TE p. T24
- Lesson 14 **Possessive**—SE pp. 64–67/TE p. T25
- Unit 2 Review—SE pp. 68–69/TE p. T25
- Unit 2 Grammar for Writing—SE pp. 70–71/TE p. T25

**Unit 3 Verbs**

- Lesson 15 **Action Verbs**—SE pp. 72–75/TE p. T26
- Lesson 16 **Present-Tense Verbs**—SE pp. 76–79/TE p. T26
- Lesson 17 **More Present-Tense Verbs**—SE pp. 80–83/TE p. T27
- Lesson 18 **Past-Tense Verbs**—SE pp. 84–87/TE p. T27
- Lesson 19 **Future-Tense Verbs**—SE pp. 88–91/TE p. T28
- Lesson 20 **Linking Verbs**—SE pp. 92–95/TE p. T28
- Lesson 21 **Main Verbs and Helping Verbs**—SE pp. 96–99/TE p. T29
- Lesson 22 **Using *Has, Have, Had***—SE pp. 100–103/TE p. T29

*continued*

## LITERACY FOUNDATIONS

### Writing

#### GRADE 3 CONTENT STANDARDS

#### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

- Lesson 23 Irregular Verbs—SE pp. 104–107/TE p. T30
- Lesson 24 More Irregular Verbs—SE pp. 108–111/TE p. T30
- Lesson 25 Contractions with *Not*—SE pp. 112–115/TE p. T31
- Unit 3 Review—SE pp. 116–117/TE p. T31
- Unit 3 Grammar for Writing—SE pp. 118–119/TE p. T31

#### Unit 4 Adjectives and Adverbs

- Lesson 26 Adjectives—SE pp. 120–123/TE p. T32
- Lesson 27 *A, An, The*—SE pp. 124–127/TE p. T32
- Lesson 28 Comparing with Adjectives—SE pp. 128–131/TE p. T33
- Lesson 29 More Comparing with Adjectives—SE pp. 132–135/TE p. T33
- Lesson 30 Comparing with *More* and *Most*—SE pp. 136–139/TE p. T34
- Lesson 31 Adverbs—SE pp. 140–143/TE p. T34
- Lesson 32 Comparing with Adverbs—SE pp. 144–147/TE p. T35
- Lesson 33 Negatives—SE pp. 148–151/TE p. T35
- Unit 4 Review—SE pp. 152–153/TE p. T36
- Unit 4 Grammar for Writing—SE pp. 154–155/TE p. T36

#### Unit 5 Pronouns

- Lesson 34 Subject Pronouns—SE pp. 156–159/TE p. T36
- Lesson 35 Pronoun-Verb—SE pp. 160–163/TE p. T37
- Lesson 36 Object Pronouns—SE pp. 164–167/TE p. T37
- Lesson 37 Using *I* and *Me*—SE pp. 168–171/TE p. T38
- Lesson 38 Possessive Pronouns—SE pp. 172–175/TE p. T38
- Lesson 39 Pronoun-Antecedent Agreement—SE pp. 176–179/TE p. T39
- Lesson 40 Contractions with Pronouns—SE pp. 180–183/TE p. T39
- Unit 5 Review—SE pp. 184–185/TE p. T39
- Unit 5 Grammar for Writing—SE pp. 186–187/TE p. T40

#### ONLINE RESOURCES

##### Each Lesson

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

See also Level Orange/Grade 4

#### STUDENT EDITION/TEACHER EDITION

##### Unit 4 Adjectives, Adverbs, and Prepositions

- Lesson 34 Prepositions and Prepositional Phrases—SE pp. 152–155/ATE p. T36
- Unit 4 Review—SE pp. 156–157/ATE p. T36
- Unit 4 Grammar for Writing—SE pp. 158–159/ATE p. T36

LITERACY FOUNDATIONS

Writing

GRADE 3 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

**STUDENT EDITION/TEACHER EDITION**

**Unit 2 Nouns**

- Lesson 12 Singular and Plural Nouns—SE pp. 56–59/TE p. T24
- Lesson 13 Irregular Plural Nouns—SE pp. 60–63/TE p. T24
- Lesson 14 Possessive Nouns—SE pp. 64–67/TE p. T25
- Unit 2 Review—SE pp. 68–69/TE p. T25
- Unit 2 Grammar for Writing—SE pp. 70–71/TE p. T25

**Unit 3 Verbs**

- Lesson 16 Present-Tense Verbs (subject-verb agreement)—SE pp. 76–79/TE p. T26
- Lesson 17 More Present-Tense Verbs (subject-verb agreement)—SE pp. 80–83/TE p. T27
- Lesson 20 Linking Verbs (subject-verb agreement)—SE pp. 92–95/TE p. T28
- Lesson 21 Main Verbs and Helping Verbs (subject-verb agreement)—SE pp. 96–99/TE p. T29
- Lesson 22 Using *Has, Have, Had* (subject-verb agreement)—SE pp. 100–103/TE p. T29
- Lesson 23 Irregular Verbs—SE pp. 104–107/TE p. T30
- Lesson 24 More Irregular Verbs—SE pp. 108–111/TE p. T30
- Unit 3 Review—SE pp. 116–117/TE p. T31
- Unit 3 Grammar for Writing—SE pp. 118–119/TE p. T31

**Unit 5 Pronouns**

- Lesson 35 Pronoun-Verb—SE pp. 160–163/TE p. T37
- Lesson 38 Possessive Pronouns—SE pp. 172–175/TE p. T38
- Lesson 39 Pronoun-Antecedent Agreement—SE pp. 176–179/TE p. T39
- Unit 5 Review—SE pp. 184–185/TE p. T39
- Unit 5 Grammar for Writing—SE pp. 186–187/TE p. T40

**ONLINE RESOURCES**

**Each Lesson**

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.

**STUDENT EDITION/TEACHER EDITION**

**Unit 6 Capitalization, Punctuation, and Spelling**

- Lesson 43 Abbreviations—SE pp. 196–199/TE p. T41
- Unit 6 Review—SE pp. 228–229/TE p. T46
- Unit 6 Grammar for Writing—SE pp. 230–231/TE p. T46

**ONLINE RESOURCES**

**Each Lesson**

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

## LITERACY FOUNDATIONS

### Writing

#### GRADE 3 CONTENT STANDARDS

#### GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3

#### WRITING

37. Compose simple, compound, and complex sentences with correct subject-verb agreement.

#### STUDENT EDITION/TEACHER EDITION

##### **Unit 1 Sentences**

- **Lesson 4 Simple Sentences: Subjects**—SE pp. 20–23/TE p. T19
- **Lesson 5 Simple Sentences: Predicates**—SE pp. 24–27/TE p. T20
- **Lesson 6 Compound Sentences**—SE pp. 28–31/TE p. T20
- **Lesson 7 Complex Sentences**—SE pp. 32–35/TE p. T21
- **Unit 1 Review**—SE pp. 40–41/TE p. T22
- **Unit 1 Grammar for Writing**—SE pp. 42–43/TE p. T22

##### **Unit 3 Verbs**

- **Lesson 16 Present-Tense Verbs** (subject-verb agreement)—SE pp. 76–79/TE p. T26
- **Lesson 17 More Present-Tense Verbs** (subject-verb agreement)—SE pp. 80–83/TE p. T27
- **Lesson 20 Linking Verbs** (subject-verb agreement)—SE pp. 92–95/TE p. T28
- **Lesson 21 Main Verbs and Helping Verbs** (subject-verb agreement)—SE pp. 96–99/TE p. T29
- **Lesson 22 Using *Has, Have, Had*** (subject-verb agreement)—SE pp. 100–103/TE p. T29
- **Unit 3 Review**—SE pp. 116–117/TE p. T31
- **Unit 3 Grammar for Writing**—SE pp. 118–119/TE p. T31

##### **Unit 5 Pronouns**

- **Lesson 35 Pronoun-Verb**—SE pp. 160–163/TE p. T37
- **Lesson 38 Possessive Pronouns**—SE pp. 172–175/TE p. T38
- **Lesson 39 Pronoun-Antecedent Agreement**—SE pp. 176–179/TE p. T39
- **Unit 5 Review**—SE pp. 184–185/TE p. T39
- **Unit 5 Grammar for Writing**—SE pp. 186–187/TE p. T40

#### ONLINE RESOURCES

##### **Each Lesson**

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

See also

#### STUDENT EDITION

##### **Write**

- **Write Your Own** (apply instruction by composing a variety of sentences with correct subject-verb agreement)—SE pp. 23, 27, 35, 39, 51, 59, 63, 67, 83, 87, 91, 95, 99, 103, 107, 111, 115, 127, 131, 135, 139, 147, 151, 163, 175, 179, 183, 195, 199, 203, 211, 215, 219, 223, 227

## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3
<p>a. Identify and correct sentence fragments and run-on sentences.</p>	<p><b><u>STUDENT EDITION/TEACHER EDITION</u></b>  <b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Sentences (sentence fragments)—SE pp. 8–11/TE p. T18</li> <li>• Lesson 8 Run-on Sentences—SE pp. 36–39/TE p. T21</li> <li>• Unit 1 Review—SE pp. 40–41/TE p. T22</li> <li>• Unit 1 Grammar for Writing: Proofreading Practice—SE p. 42/TE p. T22</li> </ul> <p><b><u>ONLINE RESOURCES</u></b>  <b>Each Lesson</b></p> <ul style="list-style-type: none"> <li>• Additional Practice Worksheet</li> <li>• Interactive Activities</li> <li>• Interactive Practice Quiz</li> </ul> <p><b>Student Resources</b></p> <ul style="list-style-type: none"> <li>• Proofreading Checklist (correct sentence fragments and run-on sentences)</li> </ul>
<p>b. Identify the subject and predicate of a sentence.</p>	<p><b><u>STUDENT EDITION/TEACHER EDITION</u></b>  <b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 4 Simple Sentences: Subjects—SE pp. 20–23/TE p. T19</li> <li>• Lesson 5 Simple Sentences: Predicates—SE pp. 24–27/TE p. T20</li> <li>• Unit 1 Review—SE pp. 40–41/TE p. T22</li> <li>• Unit 1 Grammar for Writing—SE pp. 42–43/TE p. T22</li> </ul> <p><b><u>ONLINE RESOURCES</u></b>  <b>Each Lesson</b></p> <ul style="list-style-type: none"> <li>• Additional Practice Worksheet</li> <li>• Interactive Activities</li> <li>• Interactive Practice Quiz</li> </ul>
<p><b>WRITING</b>            38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p><b><u>STUDENT EDITION</u></b>  <b>Writing Process Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>Drafting</b>—SE pp. 238–239               <ul style="list-style-type: none"> <li>A. Planning a Draft</li> <li>B. Writing a Draft</li> </ul> </li> <li>• <b>Revising</b>—SE pp. 240–242               <ul style="list-style-type: none"> <li>A. Doing a Peer Review</li> <li>B. Revising a Draft</li> </ul> </li> <li>• <b>Editing</b>—SE pp. 243–245               <ul style="list-style-type: none"> <li>A. Checking Your Draft                   <ul style="list-style-type: none"> <li>◦ Use the Editing Questions</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

**LITERACY FOUNDATIONS**

**Writing**

GRADE 3 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3
	<p><b>ONLINE RESOURCES</b>  <b>Student Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Rubric</b> (self-assessment/student &amp; teacher scoring)               <ul style="list-style-type: none"> <li>○ Response</li> <li>○ Organization</li> <li>○ Text Evidence</li> <li>○ Language</li> <li>○ Spelling and Conventions</li> </ul> </li> </ul>
<p><b>WRITING</b>            39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.</p> <p>a. Avoid plagiarism by using their own words and utilizing digital sources ethically.</p>	<p><b>STUDENT EDITION</b>  <b>Writing Process Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>Planning</b>—SE p. 237           <ul style="list-style-type: none"> <li>E. Collecting Details and Evidence               <ul style="list-style-type: none"> <li>○ Go to the school or local library or use online resources/talk to people who know about your topic</li> <li>○ Take notes</li> <li>○ Organize details/use a graphic organizer</li> <li>○ Planning Checklist (Do I have enough details and evidence to write about my topic?)</li> </ul> </li> </ul> </li> </ul>
<p><b>WRITING</b>            40. Use grade-level and domain-appropriate vocabulary in writing.</p>	
<p>a. Use specific vocabulary to develop a story.</p>	<p><b>STUDENT EDITION</b>  <b>Write</b></p> <ul style="list-style-type: none"> <li>• <b>Write Your Own</b> (use specific words/forms of words in a story)—SE pp. 59, 63, 87, 103, 115, 147, 215, 219, 223</li> </ul> <p><b>Grammar for Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It/Check It Out!</b> (include details/types of words from the Proofreading Practice reading selection)—SE pp. 43, 71, 187, 231</li> </ul>
<p>b. Use specific vocabulary to explain or inform on a topic.</p>	<p><b>STUDENT EDITION</b>  <b>Write</b></p> <ul style="list-style-type: none"> <li>• <b>Write Your Own</b> (use specific words/forms of words in informative text)—SE pp. 51, 95, 131, 135, 151, 179, 195, 199</li> </ul> <p><b>Grammar for Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It/Check It Out!</b> (include details/types of words from the Proofreading Practice writing sample)—SE p. 119</li> </ul>



## LITERACY FOUNDATIONS

### Writing

GRADE 3 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL GREEN/GR. 3
<p><b>WRITING</b></p> <p>41. Use words and phrases in writing for effect and elaboration.</p>	<p><b><u>STUDENT EDITION/TEACHER EDITION</u></b></p> <p><b>Unit 4 Adjectives and Adverbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 26 Adjectives—SE pp. 120–123/TE p. T32</li> <li>• Lesson 28 Comparing with Adjectives—SE pp. 128–131/TE p. T33</li> <li>• Lesson 29 More Comparing with Adjectives—SE pp. 132–135/TE p. T33</li> <li>• Lesson 30 Comparing with <i>More</i> and <i>Most</i>—SE pp. 136–139/TE p. T34</li> <li>• Lesson 31 Adverbs—SE pp. 140–143/TE p. T34</li> <li>• Lesson 32 Comparing with Adverbs—SE pp. 144–147/TE p. T35</li> <li>• Lesson 33 Negatives—SE pp. 148–151/TE p. T35</li> <li>• Unit 4 Review—SE pp. 152–153/TE p. T36</li> <li>• Unit 4 Grammar for Writing—SE pp. 154–155/TE p. T36</li> </ul> <p><b><u>ONLINE RESOURCES</u></b></p> <p><b>Each Lesson</b></p> <ul style="list-style-type: none"> <li>• Additional Practice Worksheet</li> <li>• Interactive Activities</li> <li>• Interactive Practice Quiz</li> </ul>
<p>a. Use transition words and phrases for sentence variety.</p>	<p><b><u>STUDENT EDITION</u></b></p> <p><b>Writing Process Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>Revising</b> (add transitional words and phrases)—SE pp. 240–242             <ul style="list-style-type: none"> <li>A. Doing a Peer Review</li> <li>B. Revising a Draft (Did I add transitional words and phrases to make my writing flow better?)</li> </ul> </li> </ul> <p>See also</p> <p><b>Grammar for Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It/Check It Out!</b>—SE pp. 43 (sentence variety), 71 (order events)</li> </ul>