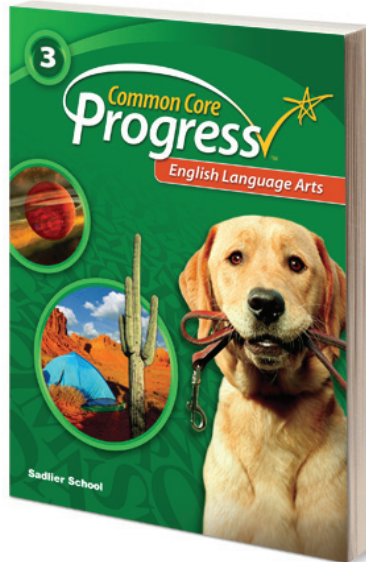


SADLIER

Common Core Progress English Language Arts



Aligned to the

Colorado Academic Standards in Reading, Writing & Communicating

Grade 3

Contents

- 2 1. Oral Expression and Listening
- 6 2. Reading for All Purposes
- 17 3. Writing and Composition
- 27 4. Research and Reasoning

 **Sadlier**
William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience objective

Concepts and skills students master:

1. Oral communication is used both informally and formally

THIRD GRADE EVIDENCE OUTCOMES

Students can:

- a. 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. (CCSS: SL.3.4)

- b. Distinguish different levels of formality

- c. Speak clearly, using appropriate volume and pitch for the purpose and audience

- d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience

- e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)

- f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 283

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

See also Home Connect (discussions with family members)—pp. 54, 128, 178, 216, 230

Speaking and Listening: Discuss the Essential Question—pp. 50 (speaking tips/speak in complete sentences), 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips p. 283

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (using visuals)/Digital Connection (using technology to present student writing)—p. 283

See also Home Connect: Ways to Help Your Child (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that fits your audience and occasion)—p. 283

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

- g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details

Speaking and Listening: Discuss the Essential Question—pp. 50 (speaking tips/speak in complete sentences), 94, 138, 188, 226

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Concepts and skills students master:

2. Successful group activities need the cooperation of everyone

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

- a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.3.1)

- i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)

- ii. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Come to the discussion prepared?*), 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Follow agreed-upon rules for discussion?*), 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

- iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)

Unit 1 Reading Literature: Key Ideas and Details

Asking and Answering Questions: "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable)/"The Crow and the Pitcher: A Retelling of an Aesop Fable" (Fable)—pp. 12–17

Unit 3 Reading Informational Text: Key Ideas and Details

Asking and Answering Questions: "The 40,000-Year-Old Baby" (Magazine Article)—pp. 56–61

Speaking and Listening: Discuss the Essential Question: 50 (*Did I: Ask questions to check my understanding/answer questions?*); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (take notes, including questions to ask)—p. 283

See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

- iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 283

See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

- v. Use eye contact, volume, and tone appropriate to audience and purpose

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 283

- vi. Use different types of complete sentences to share information, give directions, or request information

- b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.3.2)

Unit 1 Reading Literature: Key Ideas and Details

Determining a Central Message: "John Henry: A Retelling of an American Folktale" (Folktale)/"Old Stormalong and the Octopus: A Retelling of an American Folktale" (Folktale)—pp. 18–23

Unit 3 Reading Informational Text: Key Ideas and Details

Determining Main Idea and Key Details: "The Amazing Tomb of Tut" (Historical Text)—pp. 62–67

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

- c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Connecting Illustrations and Text: "The Case of the Missing Fruit" (Mystery)—pp. 194–199

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Unit 1 Reading Literature: Key Ideas and Details

Asking and Answering Questions: "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable)/"The Crow and the Pitcher: A Retelling of an Aesop Fable" (Fable)—pp. 12–17

Unit 3 Reading Informational Text: Key Ideas and Details

Asking and Answering Questions: "The 40,000-Year-Old Baby" (Magazine Article)—pp. 56–61

Connect Across Texts: Return to the Essential Question (use evidence to answer the question)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Ask questions to check my understanding/answer questions?*), 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:

1. Strategies are needed to make meaning of various types of literary genres

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

a. Use Key Ideas and Details to:

- i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)

Unit 1 Reading Literature: Key Ideas and Details

Asking and Answering Questions: "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable)/"The Crow and the Pitcher: A Retelling of an Aesop Fable" (Fable)—pp. 12–17

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Heracles and Atlas" (Myth)—pp. 30–34
Unit 1 Common Core Review—pp. 37–38
Performance Task—Online

- ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)

Unit 1 Reading Literature: Key Ideas and Details

Determining a Central Message: "John Henry: A Retelling of an American Folktale" (Folktale)/"Old Stormalong and the Octopus: A Retelling of an American Folktale" (Folktale)—pp. 18–23

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Heracles and Atlas" (Myth)—pp. 30–34
Unit 1 Common Core Review—pp. 37–38
Performance Task—Online

- iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays

Unit 1 Reading Literature: Key Ideas and Details

Describing Characters: "Atalanta the Huntress" (Myth)—pp. 24–29

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Heracles and Atlas" (Myth)—pp. 30–34
Unit 1 Common Core Review—pp. 37–38
Performance Task—Online

- v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)

Unit 5 Reading Literature: Craft and Structure

Distinguishing Literal from Nonliteral Language: “The Best Friend Possible” (Realistic Fiction)— pp. 100–105

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122

Unit 5 Common Core Review—pp. 125–126

Performance Task—Online

- ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events

- iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)

Unit 5 Reading Literature: Craft and Structure

Understanding Parts of a Drama: “Singing Your Blues Away” (Drama)—pp. 106–111

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122

Unit 5 Common Core Review—pp. 125–126

Performance Task—Online

- iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)

Unit 5 Reading Literature: Craft and Structure

Distinguishing Points of View: “Forever Friends” (Narrative Poem)— pp. 112–117

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122

Unit 5 Common Core Review—pp. 125–126

Performance Task—Online

c. Use Integration of Knowledge and Ideas to:

- i. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)— pp. 194–199

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Close Reading: “Treasure in the Desert” (Adventure Story)—pp. 206–210

Unit 9 Common Core Review—pp. 213–214

Performance Task—Online

- ii. Summarize central ideas and important details from literary text

- iii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (CCSS: RL.3.9)

Unit 1 Reading Literature: Key Ideas and Details

Connect Across Texts: Compare and Contrast Texts—p. 35

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

d. Use Range of Reading and Complexity of Text to:

- i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10)

Unit 5 Reading Literature: Craft and Structure

Connect Across Texts: Compare and Contrast Texts—p. 123

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Stories: “A Camping Adventure” (Adventure Story)—pp. 200–206

Connect Across Texts: Compare and Contrast Texts—p. 111

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193

Close Reading: “Treasure in the Desert” (Adventure Story)—pp. 206–210

Unit 9 Common Core Review—pp. 213–214

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34

Asking and Answering Questions: “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable)/“The Crow and the Pitcher: A Retelling of an Aesop Fable” (Fable)—pp. 12–17

Determining a Central Message: “John Henry: A Retelling of an American Folktale” (Folktale)/“Old Stormalong and the Octopus: A Retelling of an American Folktale” (Folktale)—pp. 18–23

Describing Characters: “Atalanta the Huntress” (Myth)—pp. 24–29

Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34

Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 1 Common Core Review: “The Daydreamer” (Folktale)—pp. 37–38

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect/Essential Question—pp. 97–98

Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122

Distinguishing Literal from Nonliteral Language: “The Best Friend Possible” (Realistic Fiction)—pp. 100–105

Understanding Parts of a Drama: “Singing Your Blues Away” (Drama)—pp. 106–111

Distinguishing Points of View: “Forever Friends” (Narrative Poem)—pp. 112–117

Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122

Connect Across Texts: Compare and Contrast Texts—p. 123

Unit 5 Common Core Review: “Friendship—Yum” (Poem)—pp. 118–122

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Introducing Unit 9/Home Connect/Essential Question—pp. 191–193

Integration of Knowledge and Ideas: Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210

Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 194–199

Comparing and Contrasting Stories: “A Camping Adventure” (Adventure Story)—pp. 200–206

Close Reading: “Treasure in the Desert” (Adventure Story)—pp. 206–210

Connect Across Texts: Compare and Contrast Texts—p. 211

Unit 9 Common Core Review: “The Missing Pencil Sharpener” (Mystery)—pp. 175–176

Performance Task 1

Part 1: Literary Analysis—pp. 141–143

Part 2: Narrative Writing—pp. 141, 144

Performance Task 2

Part 1: Literary Analysis—pp. 259–261

Part 2: Narrative Writing—pp. 259, 262

- e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation

2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Concepts and skills students master:

2. Comprehension strategies are necessary when reading informational or persuasive text

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

- a. Use Key Ideas and Details to:

- i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)

Unit 3 Reading Informational Text: Key Ideas and Details

Asking and Answering Questions: “The 40,000-Year-Old Baby” (Magazine Article)—pp. 56–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Close Reading: “Howard Carter’s Last Chance” (Biography)—pp. 74–78

Unit 3 Common Core Review—pp. 81–82

Performance Task—Online

THIRD GRADE EVIDENCE OUTCOMES

- ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 3 Reading Informational Text: Key Ideas and Details

Determining Main Idea and Key Details: "The Amazing Tomb of Tut" (Historical Text)—pp. 62–67

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Common Core Review—pp. 81–82
Performance Task—Online

- iii. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)

Unit 3 Reading Informational Text: Key Ideas and Details

Describing Relationships Between Ideas: "Finding Machu Picchu" (Scientific Text)—pp. 68–73

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Common Core Review—pp. 81–82
Performance Task—Online

b. Use Craft and Structure to:

- i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4)

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: "Water Everywhere" (Explanatory Text)—pp. 150–155

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
Unit 7 Common Core Review—pp. 175–176
Performance Task—Online

- ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)

Unit 7 Reading Informational Text: Craft and Structure

Using Text Features: "Watch Out for Weather!" (Journal Article)—pp. 156–161

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
Unit 7 Common Core Review—pp. 175–176
Performance Task—Online

- iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)

Unit 7 Reading Informational Text: Craft and Structure

Distinguishing Points of View: "Stop the Droughts!" (Editorial)—pp. 162–167

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
Unit 7 Common Core Review—pp. 175–176
Performance Task—Online

- iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

c. Use Integration of Knowledge and Ideas to:

- i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Connecting Visual Information and Text: "How to Make a Telescope" (Technical Text)—pp. 232–237

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

Close Reading: "Why the Solar System Moves" (Explanatory Text)—pp. 250–254

Unit 11 Common Core Review—pp. 257–258

Performance Task—Online

- ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Describing Text Structures: "Pluto: Planet or Not?" (Magazine Article)—pp. 238–243

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

Close Reading: "Why the Solar System Moves" (Explanatory Text)—pp. 250–254

Unit 11 Common Core Review—pp. 257–258

Performance Task—Online

- iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Comparing and Contrasting Texts: "Pluto Is Our Planet!" (Editorial)—pp. 244–249

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

Close Reading: "Why the Solar System Moves" (Explanatory Text)—pp. 250–254

Unit 11 Common Core Review—pp. 257–258

Performance Task—Online

d. Use Range of Reading and Complexity of Text to:

- i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

Asking and Answering Questions: "The 40,000-Year-Old Baby" (Magazine Article)—pp. 56–61

Determining Main Idea and Key Details: "The Amazing Tomb of Tut" (Historical Text)—pp. 62–67

Describing Relationships Between Ideas: "Finding Machu Picchu" (Scientific Text)—pp. 68–73

Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78

Connect Across Texts: Compare and Contrast—p. 79

Unit 3 Common Core Review: "Vikings in America" (Textbook Article)—pp. 81–82

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

Determining Word Meanings: “Water Everywhere” (Explanatory Text)—pp. 150–155

Using Text Features: “Watch Out for Weather!” (Journal Article)—pp. 156–161

Distinguishing Points of View: “Stop the Droughts!” (Editorial)—pp. 162–167

Close Reading: “Dust Bowl Disaster (Personal Narrative)—pp. 168–172

Connect Across Texts: Compare and Contrast Texts—p. 173

Unit 7 Common Core Review: “Lightning Strikes” (Magazine Article)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254

Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 232–237

Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 238–243

Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 244–249

Close Reading: “Why the Solar System Moves” (Explanatory Text)—pp. 250–254

Connect Across Texts: Compare and Contrast Texts—p. 255

Unit 11 Common Core Review: “Comets” (Scientific Text)—pp. 257–258

- ii. Adjust reading rate according to type of text and purpose for reading.

2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Concepts and skills students master:

3. Comprehension strategies are necessary when reading informational or persuasive text

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

e. Use Key Ideas and Details to:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)

Unit 3 Reading Informational Text: Key Ideas and Details

Asking and Answering Questions: "The 40,000-Year-Old Baby" (Magazine Article)—pp. 56–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Common Core Review—pp. 81–82
Performance Task—Online

- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)

Unit 3 Reading Informational Text: Key Ideas and Details

Determining Main Idea and Key Details: "The Amazing Tomb of Tut" (Historical Text)—pp. 62–67

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Common Core Review—pp. 81–82
Performance Task—Online

- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)

Unit 3 Reading Informational Text: Key Ideas and Details

Describing Relationships Between Ideas: "Finding Machu Picchu" (Scientific Text)—pp. 68–73

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Common Core Review—pp. 81–82
Performance Task—Online

f. Use Craft and Structure to:

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4)

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: "Water Everywhere" (Explanatory Text)—pp. 150–155

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
Unit 7 Common Core Review—pp. 175–176
Performance Task—Online

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

- ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)

Unit 7 Reading Informational Text: Craft and Structure
Using Text Features: "Watch Out for Weather!" (Journal Article)—pp. 156–161

SEE ALSO
 Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
 Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
 Unit 7 Common Core Review—pp. 175–176
 Performance Task—Online

- iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)

Unit 7 Reading Informational Text: Craft and Structure
Distinguishing Points of View: "Stop the Droughts!" (Editorial)—pp. 162–167

SEE ALSO
 Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
 Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
 Unit 7 Common Core Review—pp. 175–176
 Performance Task—Online

- iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships

g. Use Integration of Knowledge and Ideas to:

- i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Connecting Visual Information and Text: "How to Make a Telescope" (Technical Text)—pp. 232–237

SEE ALSO
 Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
 Close Reading: "Why the Solar System Moves " (Explanatory Text)—pp. 250–254
 Unit 11 Common Core Review—pp. 257–258
 Performance Task—Online

- ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Describing Text Structures: "Pluto: Planet or Not?" (Magazine Article)—pp. 238–243

SEE ALSO
 Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
 Close Reading: "Why the Solar System Moves " (Explanatory Text)—pp. 250–254
 Unit 11 Common Core Review—pp. 257–258
 Performance Task—Online

- iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Comparing and Contrasting Texts: "Pluto Is Our Planet!" (Editorial)—pp. 244–249

SEE ALSO
 Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
 Close Reading: "Why the Solar System Moves " (Explanatory Text)—pp. 250–254
 Unit 11 Common Core Review—pp. 257–258
 Performance Task—Online

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

h. Use Range of Reading and Complexity of Text to:

- i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

Asking and Answering Questions: “The 40,000-Year-Old Baby” (Magazine Article)—pp. 56–61

Determining Main Idea and Key Details: “The Amazing Tomb of Tut” (Historical Text)—pp. 62–67

Describing Relationships Between Ideas: “Finding Machu Picchu” (Scientific Text)—pp. 68–73

Close Reading: “Howard Carter’s Last Chance” (Biography)—pp. 74–78

Connect Across Texts: Compare and Contrast—p. 79

Unit 3 Common Core Review: “Vikings in America” (Textbook Article)—pp. 81–82

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

Determining Word Meanings: “Water Everywhere” (Explanatory Text)—pp. 150–155

Using Text Features: “Watch Out for Weather!” (Journal Article)—pp. 156–161

Distinguishing Points of View: “Stop the Droughts!” (Editorial)—pp. 162–167

Close Reading: “Dust Bowl Disaster” (Personal Narrative)—pp. 168–172

Connect Across Texts: Compare and Contrast Texts—p. 173

Unit 7 Common Core Review: “Lightning Strikes” (Magazine Article)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254

Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 232–237

Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 238–243

Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 244–249

Close Reading: “Why the Solar System Moves” (Explanatory Text)—pp. 250–254

Connect Across Texts: Compare and Contrast Texts—p. 255

Unit 11 Common Core Review: “Comets” (Scientific Text)—pp. 257–258

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

- ii. Adjust reading rate according to type of text and purpose for reading.

3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:

1. A writing process is used to plan, draft, and write a variety of literary genres

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)

- i. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)
- ii. Provide reasons that support the opinion. (CCSS: W.3.1b)
- iii. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. (CCSS: W.3.1c)
- iv. Provide a concluding statement or section. (CCSS: W.3.1d)
- v. Brainstorm ideas for writing

- b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 177–179

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/ Introducing the Topic/Stating an Opinion—pp. 180, 183

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing Reasons that Support the Opinion—pp. 181, 183

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement that Restates the Opinion in Slightly Different Words—pp. 182–183

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45

Unit 2 Common Core Review: Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 39–41

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133

Unit 6 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

Performance Task 1

Part 2: Narrative Writing (write two paragraphs telling what might happen next)—pp. 141, 144

Performance Task 2

Part 2: Narrative Writing (write a new first paragraph for the reading selection)—pp. 259, 262

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Creating an Organizational Structure/Giving Information About the Events and Introducing the Characters—pp. 42, 45

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the Event and Narrator/Getting the Reader’s Attention—pp. 130, 133

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Using Dialogue to Show Thoughts and Feelings—pp. 43–45

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Using Dialogue to Show Thoughts and Feelings of Characters/Using Description to Give Details—pp. 131, 133

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Using Sequence Words to Signal Event Order—pp. 43–45

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Using Time-Order Words and Phrases to Signal the Order of Events—pp. 131, 133

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Concluding by Showing How the Problem Is Resolved—pp. 44–45

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Providing a Strong Ending That Tells How Events Worked Out—pp. 132–133

i. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)

ii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)

iii. Use temporal words and phrases to signal event order. (CCSS: W.3.3c)

iv. Provide a sense of closure. (CCSS: W.3.3d)

c. Write descriptive poems using figurative language

3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:

- 2. A writing process is used to plan, draft, and write a variety of informational texts

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory

Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 83–85

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a

Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 215–217

Performance Task 1

Part 1: Literary Analysis (write a paragraph describing the character's feelings)—pp. 141–143

Part 3: Research Simulation (write a paragraph explaining how challenges in the reading selections affect people)—pp. 141, 145–146

Performance Task 2

Part 1: Literary Analysis (write a one-paragraph description using details from the story as evidence to support your analysis)—pp. 259–261

Part 3: Research Simulation (write a paragraph presenting two similar beliefs)—pp. 259, 263–264

- i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory

Essay: Creating an Organizational Structure/Introducing the Topic/Grouping Related Information—pp. 86–87, 89

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Organizing Information Using Headings—pp. 218–219, 222

iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic with Facts, Definitions, and Details—pp. 87, 89

iv. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. (CCSS: W.3c)

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Developing the Topic with Facts and Researched Details—pp. 219, 222

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Linking Words and Phrases to Connect Ideas—pp. 87, 89

v. Provide a concluding statement or section. (CCSS: W.3.2d)

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Using Transitions (yet, so, however)—pp. 219–220

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion That Wraps Up the Topic by Telling What Was Learned—pp. 88–89

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Concluding by Summing Up What the Reader Has Learned—p. 218

3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:

3. Correct grammar, capitalization, punctuation, and spelling are used when writing

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45

Unit 2 Common Core Review: Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133

Unit 6 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183

Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)

Unit 2 Text Types and Purposes: Write Fictional Narratives

Draft a Fictional Narrative—p. 45

Unit 2 Common Core Review: Write the final draft—p. 52

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

- c. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)
- d. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
- i. Choose words and phrases for effect. (CCSS: L.3.3a)

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Draft an Informative/Explanatory Essay—p. 89

Unit 4 Common Core Review: Write the final draft—p. 96

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 133

Unit 6 Common Core Review: Write the final draft—p. 140

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Draft an Evidence-Based Essay—p. 133

Unit 8 Common Core Review: Write the final draft—p. 140

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 183

Unit 8 Common Core Review: Write the final draft—p. 190

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report—p. 222

Unit 10 Common Core Review: Write the final draft—p. 228

Writing Handbook

Step 1: Planning—pp. 276–277

Step 2: Drafting—p. 278

Step 3: Revising—pp. 279–280

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282

Writing Handbook

Step 1: Planning (use websites for information)—p. 276

Step 2: Drafting (using a computer to write drafts)—p. 278

Step 3: Revising (making changes on a computer)—pp. 279–280

Step 4: Editing (using a computer)—pp. 281–282

Step 5: Producing, Publishing, and Presenting (printing from a computer)—p. 283

See also Home Connect: (using technology/Internet, online activities: sadlierconnect.com)—pp. 10, 40, 54 (Internet research), 84 (model using the Internet to search for good sources of information), 98, 128 (blogs), 148 (interesting web links), 178, 192 (web search), 216 (research on the Internet), 230 (search the Internet)

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model: Event Sequence (use words for effect)—p. 130

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

-
- ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)
-

- e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
-

- i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
-

-
- ii. Form and use regular and irregular plural nouns. (CCSS: L.3.1b)
-

- iii. Use abstract nouns (e.g., *childhood*). (CCSS: L.3.1c)
-

Writing Handbook

Step 3 Revising: Revising Checklist—p. 279

Step 4 Editing: Editing Checklist—p. 281

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that fits your audience and occasion/the language used for writing and speaking is not always the same)—p. 283

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Nouns—p. 46

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Common Core Review—p. 51

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Language: Pronouns—p. 90

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Common Core Review—p. 95

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Verbs and Verb Tenses—p. 134

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit 6 Common Core Review—p. 139

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Adjectives—p. 184

Language: Adverbs—p. 185

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Common Core Review—p. 189

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Regular and Irregular Plural Nouns—p. 47

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Common Core Review—p. 51

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Nouns—p. 46

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Common Core Review—p. 51

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

iv. Form and use regular and irregular verbs. (CCSS: L.3.1d)

Unit 6 Text Types and Purposes: Write Nonfictional Narratives
Language: Regular and Irregular Verbs—p. 135

SEE ALSO
 Introducing Unit 6/Home Connect—pp. 127–128
 Unit 6 Common Core Review—p. 139

v. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (CCSS: L.3.1e)

Unit 6 Text Types and Purposes: Write Nonfictional Narratives
Language: Verbs and Verb Tenses—p. 134

SEE ALSO
 Introducing Unit 6/Home Connect—pp. 127–128
 Unit 6 Common Core Review—p. 139

vi. Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Language: Pronoun-Antecedent Agreement—p. 91

SEE ALSO
 Introducing Unit 4/Home Connect—pp. 83–84
 Unit 4 Common Core Review—p. 95
 Writing Handbook: Step 4 Editing: Editing Checklist—p. 281

Unit 6 Text Types and Purposes: Write Nonfictional Narratives
Language: Subject-Verb Agreement—p. 136

SEE ALSO
 Introducing Unit 6/Home Connect—pp. 127–128
 Unit 6 Common Core Review—p. 139
 Writing Handbook: Step 4 Editing: Editing Checklist—p. 281

vii. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)

Unit 8 Text Types and Purposes: Write Opinion Pieces
Language: Adjectives (comparatives, superlatives)—p. 184
Language: Adverbs (comparatives, superlatives)—p. 185

SEE ALSO
 Introducing Unit 8/Home Connect—pp. 177–178
 Unit 8 Common Core Review—p. 189

viii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Compound Sentences (conjunction)—p. 223
Language: Complex Sentences (subordinating conjunction)—p. 224

SEE ALSO
 Introducing Unit 10/Home Connect—pp. 215–216
 Unit 10 Common Core Review—p. 227

ix. Produce simple, compound, and complex sentences. (CCSS: L.3.1i)

Unit 8 Text Types and Purposes: Write Opinion Pieces
Language: Simple Sentences—p. 187

SEE ALSO
 Introducing Unit 8/Home Connect—pp. 177–178
 Unit 8 Common Core Review—p. 189

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

-
- x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts
-

- f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
-

- i. Capitalize appropriate words in titles. (CCSS: L.3.2a)
-

- ii. Use commas in addresses. (CCSS: L.3.2b)
-

- iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
-

- iv. Form and use possessives. (CCSS: L.3.2d)
-

- v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (CCSS: L.3.2e)
-

- vi. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. (CCSS: L.3.2f)
-

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Compound Sentences—p. 223

Language: Complex Sentences—p. 224

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 Common Core Review—p. 227

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Capitalization—p. 225

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 Common Core Review—p. 227

Writing Handbook: Step 4 Editing: Editing Checklist—p. 281

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Commas in Addresses—p. 93

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Common Core Review—p. 95

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Dialogue Punctuation—p. 49

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Common Core Review—p. 51

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Possessives—p. 48

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Common Core Review—p. 51

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Spelling High-Frequency Words—p. 92

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Common Core Review—p. 95

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Correct Spelling—p. 186

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Common Core Review—p. 189

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

- vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Multisyllable Words: VCV—p. 270

Multisyllable Words: VCCV—p. 271

Multisyllable Words: -le—p. 272

Reading Irregularly Spelled Words—p. 273

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Correct Spelling (use a dictionary)—p. 186

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Common Core Review—p. 189

Writing Handbook

Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281

Use a Dictionary—pp. 36, 80, 139, 189, 212

Glossary—pp. 284–287

4. Research and Reasoning

Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Concepts and skills students master:

1. Researching a topic and sharing findings are often done with others

THIRD GRADE EVIDENCE OUTCOMES

Students can:

- a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)

- b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)

- c. Interpret and communicate the information learned by developing a brief summary with supporting details

- d. Develop supporting visual information (charts, maps, illustrations, models)

- e. Present a brief report of the research findings to an audience

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Writing Handbook

Step 1: Planning: Planning (Research Tip)—p. 276

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Developing the Topic with Researched Details/Providing a List of Sources/Using a Graphic Organizer to Take Notes—pp. 219–222

Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Performance Task 1

Part 3: Research Simulation—pp. 141, 145–146

Performance Task 2

Part 3: Research Simulation—pp. 259, 263–264

Writing Handbook

Step 1: Planning (Research Tip)—pp. 276–277

4. Research and Reasoning

Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Concepts and skills students master:

2. Inferences and points of view exist

THIRD GRADE EVIDENCE OUTCOMES

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Students can:

- Recognize that different sources may have different points of view
- Assess points of view using fairness, relevance, and breadth
- Determine the clarity, relevance, and accuracy of information
- Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations
- Assess inferences for accuracy and fairness
- Recognize what they know and don't know (intellectual humility)