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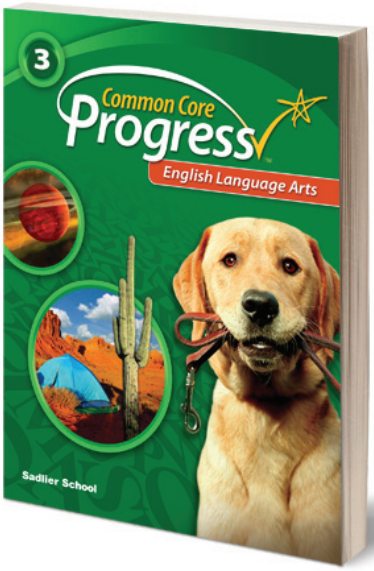
Common Core Progress English Language Arts



Aligned to the

Michigan Common Core State Standards for English Language Arts

Grade 3

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Sadlier
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Reading Standards for Literature

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts*, Grade 3
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**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
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**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
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**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
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**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
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**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

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Reading Standards for Literature

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6. Distinguish their own point of view from that of the narrator or those of the characters.	**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
Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**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
8. (Not applicable to literature)	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**Unit 1 Reading Literature: Key Ideas and Details** **Connect Across Texts:** Compare and Contrast Texts—p. 35 **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. 211 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
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	**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

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Reading Standards for Literature

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts*, Grade 3
	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
	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

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Reading Standards for Informational Text

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts*, Grade 3
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**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
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**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
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**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
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	**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
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**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
6. Distinguish their own point of view from that of the author of a text.	**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

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Reading Standards for Informational Text

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Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**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
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**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
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	**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
Range of Reading and Level of Text Complexity	
10. 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.	**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

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Reading Standards for Informational Text

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	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

Reading Standards: Foundational Skills

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Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	**Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268
b. Decode words with common Latin suffixes.	**Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Latin Suffixes**—p. 269

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Reading Standards: Foundational Skills

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c. Decode multisyllable words.	**Foundational Skills Handbook: Phonics and Word Recognition** **Multisyllable Words: VCV**—p. 270 **Multisyllable Words: VCCV**—p. 271 **Multisyllable Words: *-le***—p. 272
d. Read grade-appropriate irregularly spelled words.	**Foundational Skills Handbook: Phonics and Word Recognition** **Reading Irregularly Spelled Words**—p. 273
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "The Fox and the Goat"—p. 274
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "The Fox and the Goat"—p. 274
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Unit 1 Reading Literature: Key Ideas and Details** **Language:** Context Clues—p. 36 SEE ALSO Introducing Unit 4/Home Connect—pp. 9–11 Unit 4 Common Core Review—pp. 37–38

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Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	**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
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**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
b. Provide reasons that support the opinion.	**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
c. Use linking words and phrases (e.g., *because,* therefore*, since, for example*) to connect opinion and reasons.	**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

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d. Provide a concluding statement or section.	**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
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**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
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**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
	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
b. Develop the topic with facts, definitions, and details.	**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

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		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
	c. Use linking words and phrases (e.g., also, another, and, more, *but*) to connect ideas within categories of information.	**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
		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
	d. Provide a concluding statement or section.	**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.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**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 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

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Writing Standards

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a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**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
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**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
c. Use temporal words and phrases to signal event order.	**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
d. Provide a sense of closure.	**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
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**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

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English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts*, Grade 3
	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
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	**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 **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 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

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6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**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)
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	**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
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**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
9. (Begins in grade 4)	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Connect Across Texts**: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255 **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

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Writing Standards

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts*, Grade 3
	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
	Writing Handbook **Step 1: Planning**—pp. 276–277 **Step 2: Drafting**—p. 278 **Step 3: Revising**—pp. 279–280 **Step 4: Editing**—pp. 281–282 **Step 5: Producing, Publishing, and Presenting**—p. 283
	Performance Task 1 **Part 1: Literary Analysis** (writing assignment)—pp. 141–143 **Part 2: Narrative Writing** (writing assignment)—pp. 141, 144 **Part 3: Research Simulation** (writing assignment)—pp. 141, 145–146
	Performance Task 2 **Part 1: Literary Analysis** (writing assignment)—pp. 259–261 **Part 2: Narrative Writing** (writing assignment)—pp. 259, 262 **Part 3: Research Simulation** (writing assignment)—pp. 259, 263–264
	*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

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Speaking and Listening Standards

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts*, Grade 3
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**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
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**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
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**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
d. Explain their own ideas and understanding in light of the discussion.	**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

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Speaking and Listening Standards

English Language Arts Standards / Description, Grade 3		Sadlier *Common Core Progress English Language Arts*, Grade 3
		See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**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 **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
3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**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

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Speaking and Listening Standards

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts,* Grade 3
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**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
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**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
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	**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 **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

Language Standards

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts,* Grade 3
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**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

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Language Standards

English Language Arts Standards / Description, Grade 3	Sadlier *Common Core Progress English Language Arts*, Grade 3
	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
b. Form and use regular and irregular plural nouns.	**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
c. Use abstract nouns (e.g., *childhood*).	**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
d. Form and use regular and irregular verbs.	**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
e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	**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
f. Ensure subject-verb and pronoun-antecedent agreement.	**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

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Language Standards

English Language Arts Standards / Description, Grade 3		Sadlier *Common Core Progress English Language Arts*, Grade 3
		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
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**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
	h. Use coordinating and subordinating conjunctions.	**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
	i. Produce simple, compound, and complex sentences.	**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
		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
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	a. Capitalize appropriate words in titles.	**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
	b. Use commas in addresses.	**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

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Language Standards

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c. Use commas and quotation marks in dialogue.	**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
d. Form and use possessives.	**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
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	**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
f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.	**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 **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
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**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
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases for effect.	**Unit 6 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model:** Event Sequence (use words for effect)—p. 130

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Language Standards

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	Writing Handbook **Step 3 Revising:** Revising Checklist—p. 279 **Step 4 Editing:** Editing Checklist—p. 281
b. Recognize and observe differences between the conventions of spoken and written standard English.	**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
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	**Unit 1 Reading Literature: Key Ideas and Details** **Language:** Context Clues—p. 36 SEE ALSO Introducing Unit 4/Home Connect—pp. 9–11 Unit 4 Common Core Review—pp. 37–38
b. 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*).	**Unit 6 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Suffixes—p. 137 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Common Core Review—p. 139 **Unit 7 Reading Informational Text: Craft and Structure** **Language:** Suffixes and Prefixes—p. 174 SEE ALSO Introducing Unit 7/Home Connect—pp. 147–148 Unit 7 Common Core Review—pp. 175–176 **Foundational Skills Handbook: Phonics and Word Recognition** **Prefixes**—p. 267 **Suffixes**—p. 268
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Language:** Roots—p. 212 SEE ALSO Introducing Unit 9/Home Connect—pp. 191–192 Unit 9 Common Core Review—pp. 213–214 **Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**Use a Dictionary**—pp. 36, 80, 139, 186, 189, 212 **Writing Handbook** **Step 4 Editing:** Editing Checklist (use a print or online dictionary—p. 281 **Glossary**—pp. 284–287

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Language Standards

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5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).	**Unit 5 Reading Literature: Craft and Structure** **Language**: Literal and Nonliteral Meanings—p. 124 SEE ALSO Introducing Unit 5/Home Connect—pp. 97–98 Unit 5 Common Core Review—pp. 125–126
b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	**Unit 3 Reading Informational Text: Key Ideas and Details** **Language**: Real-Life Word Connections—p. 80 SEE ALSO Introducing Unit 3/Home Connect—pp. 81–82 Unit 3 Common Core Review—pp. 81–82
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Language**: Shades of Meaning—p. 256 SEE ALSO Introducing Unit 11/Home Connect—pp. 229–230 Unit 11 Common Core Review—pp. 257–258
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64. 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248 **Unit 1 Reading Literature: Key Ideas and Details** **Language:** Context Clues—p. 36 **Unit 3 Reading Informational Text: Key Ideas and Details** **Language**: Real-Life Word Connections—p. 80 **Unit 5 Reading Literature: Craft and Structure** **Distinguishing Literal from Nonliteral Language:** "The Best Friend Possible" (Realistic Fiction)— pp. 100–105 **Language**: Literal and Nonliteral Meanings—p. 124 **Unit 6 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Suffixes—p. 137 **Unit 7 Reading Informational Text: Craft and Structure** **Determining Word Meanings:** "Water Everywhere" (Explanatory Text)— pp. 150–155 **Language:** Suffixes and Prefixes—p. 174 **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Language:** Roots—p. 212 **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Language**: Shades of Meaning—p. 256

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Language Standards

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	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
	Writing Handbook **Step 3 Revising:** Revising Checklist: Word Choice—p. 279

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