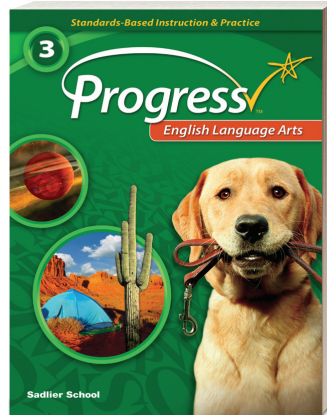


SADLIER

# Progress English Language Arts



Aligned to the

## College and Career Ready Indiana Academic Standards English/Language Arts: Grade 3

### Contents

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# Reading

## Reading: Foundations

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3
<b>RF.1: Learning Outcome for Reading Foundations</b> Develop, build, and apply knowledge of foundational reading skills	
<b>3.RF.1:</b> Apply foundational reading skills to build reading fluency and comprehension.	
<b>RF.2: Print Concepts</b> Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories	
<b>3.RF.2.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.2.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>RF.3: Phonological Awareness</b> Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds	
<b>3.RF.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.3.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.3.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.3.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.3.5:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>RF.4: Phonics</b> Decode and read words by applying phonics and word analysis skills	
<b>3.RF.4.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	<b>Foundational Skills Handbook: Phonics and Word Recognition</b> <b>Multisyllable Words: VCV</b> —p. 270 <b>Multisyllable Words: VCCV</b> —p. 271 <b>Multisyllable Words: -le</b> —p. 272

## Reading: *Foundations*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

**3.RF.4.3:** Students are expected to build upon and continue applying concepts learned previously.

**3.RF.4.4:** Read grade- appropriate words that have blends (e.g., *walk, play*) and common spelling patterns (e.g., *qu-*; *doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural*).

**3.RF.4.5:** Know and use more difficult word families when reading unfamiliar words (e.g., *-ight*).

**3.RF.4.6:** Read multi- syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., *will not = won't*) and possessives (e.g., *children's, Dennis's*).

### RF.5: Fluency

Demonstrate accuracy and fluency when reading

**3.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

#### 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 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 Review—p. 189

#### Foundational Skills Handbook: Phonics and Word Recognition

**Reading Irregularly Spelled Words**—p. 273

#### Unit 2 Text Types and Purposes: Write Fictional Narratives

**Language:** Possessives—p. 48

SEE ALSO

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

Unit Review—p. 51

#### Foundational Skills Handbook: Phonics and Word Recognition

**Base Words**—p. 266

**Prefixes**—p. 267

**Suffixes**—p. 268

\*No irregular contractions.

#### Foundational Skills Handbook: Fluency

**Practicing Fluency:** “The Fox and the Goat”—p. 274

## Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

### RL.1: Learning Outcome for Reading Literature

Read and comprehend a variety of literature independently and proficiently

**3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

#### 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 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 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 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

## Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

### RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

**3.RL.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RL.2.2:** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

**3.RL.2.3:** Describe characters in a story (e.g., *their traits, motivations, or feelings*) and explain how their actions contribute to the plot.

**3.RL.2.4:** *Students are expected to build upon and continue applying concepts learned previously.*

### RL.3: Structural Elements and Organization

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

**3.RL.3.1:** Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

### Performance Task 2

**Part 1: Literary Analysis**—pp. 259–261

**Part 2: Narrative Writing**—pp. 259, 262

### 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 Review—pp. 37–38

Performance Task—Online

### 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 Review—pp. 37–38

Performance Task—Online

### 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 Review—pp. 37–38

Performance Task—Online

### 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 Review—pp. 125–126

Performance Task—Online

## Reading: *Literature*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

**3.RL.3.2:** Distinguish personal point of view from that of the narrator or those of the characters.

### RL.4: Connection of Ideas

Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

**3.RL.4.1:** 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*).

**3.RL.4.2:** 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*).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

#### **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 Review—pp. 125–126

Performance Task—Online

#### **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 Review—pp. 213–214

Performance Task—Online

#### **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 Review—pp. 213–214

Performance Task—Online

## Reading: *Nonfiction*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

#### RN.1: Learning Outcome for Reading Nonfiction

Read and comprehend a variety of nonfiction independently and proficiently

**3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

#### **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 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 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 Review:** “Comets” (Scientific Text)—pp. 257–258

## Reading: *Nonfiction*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

#### RN.2: Key Ideas and Textual Support

Extract and construct meaning from nonfiction texts using a range of comprehension skills

**3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RN.2.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**3.RN.2.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

#### RN.3: Features and Structures

Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

**3.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., *maps, illustrations, charts, font/format*).

**3.RN.3.2:** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

**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 Review—pp. 81–82  
Performance Task—Online

**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 Review—pp. 81–82  
Performance Task—Online

**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 Review—pp. 81–82  
Performance Task—Online

**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 Review—pp. 257–258  
Performance Task—Online

**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 Review—pp. 257–258  
Performance Task—Online



## Reading: *Nonfiction*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

**3.RN.3.3:** Distinguish one’s own perspective from that of the author of the text.

#### RN.4: Connection of Ideas

Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

**3.RN.4.1:** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

**3.RN.4.2:** Compare and contrast the most important points and key details presented in two texts on the same topic.

**3.RN.4.3:** *Standard begins at sixth grade.*

## Reading: *Vocabulary*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

#### RV.1: Learning Outcome for Reading Vocabulary

Build and apply vocabulary using various strategies and sources

**3.RV.1:** Build and use accurately conversational, general academic, and content-specific words and phrases.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

**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 Review—pp. 175–176  
Performance Task—Online

**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 Review—pp. 257–258  
Performance Task—Online

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

**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

## Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

### RV.2: Vocabulary Building

Use strategies to determine and clarify words and understand their relationships

**3.RV.2.1:** Apply context clues (e.g., *word, phrase, and sentence clues*) and text features (e.g., *maps, illustrations, charts*) to determine the meanings of unknown words.

**3.RV.2.2:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., *puzzle, fire*).

**3.RV.2.3:** *Standard begins at sixth grade.*

**3.RV.2.4:** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

### 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

### 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

### Unit 1 Reading Literature: Key Ideas and Details

**Language:** Context Clues—p. 36

SEE ALSO

Introducing Unit 4/Home Connect—pp. 9–11

Unit Review—pp. 37–38

### 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 Review—pp. 175–176

Performance Task—Online

### Unit 7 Reading Informational Text: Craft and Structure

**Determining Word Meanings:** “Water Everywhere” (synonyms, antonyms)— pp. 150–155

### 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 Review—pp. 257–258

### Unit 1 Reading Literature: Key Ideas and Details

**Language:** Context Clues—p. 36

### Unit 6 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Suffixes—p. 137

## Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

**3.RV.2.5:** Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases.

### RV.3: Vocabulary in Literature and Nonfiction Texts

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses

**3.RV.3.1:** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., *similes*).

**3.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.

**3.RV.3.3:** Recognize the meanings of idioms in context.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

### 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

SEE ALSO

Introducing Unit 9/Home Connect—pp. 191–192

Unit Review—pp. 213–214

### Foundational Skills Handbook: Phonics and Word Recognition

**Base Words**—p. 266

**Prefixes**—p. 267

**Suffixes**—p. 268

**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

### 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 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 Review—pp. 175–176

Performance Task—Online

### Unit 5 Reading Literature: Craft and Structure

**Language:** Literal and Nonliteral Meanings (idioms)—p. 124

SEE ALSO

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

Unit Review—pp. 125–126

# Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

**W.1:** Learning Outcome for Writing

Write effectively for a variety of tasks, purposes, and audiences

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

**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

**Unit 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 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 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 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 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

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<p><b>W.2: Handwriting</b> Demonstrate the ability to write legibly</p>	<p><b>Performance Task 2</b>  <b>Part 1: Literary Analysis</b> (writing assignment)—pp. 259–261  <b>Part 2: Narrative Writing</b> (writing assignment)—pp. 259, 262  <b>Part 3: Research Simulation</b> (writing assignment)—pp. 259, 263–264</p>
<p><b>3.W.2.1:</b> Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.</p> <p><b>3.W.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>*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 Unit Review questions at the end of each unit.</p>
<p><b>W.3: Writing Genres</b> Develop writing skills by writing for different purposes and to specific audiences or people</p>	
<p><b>PERSUASIVE</b></p>	
<p><b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that –</p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Essay:</b> Analyze a student model/organize and draft an opinion essay—pp. 180–183  <b>Unit Review:</b> Assignment: Write the final draft of the opinion essay started on p. 183—p. 190</p>
<ul style="list-style-type: none"> <li>State the opinion in an introductory statement or section.</li> </ul>	<p>SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 177–179</p> <p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Essay:</b> Creating an Organizational Structure/ Introducing the Topic/Stating an Opinion—pp. 180, 183</p>
<ul style="list-style-type: none"> <li>Support the opinion with reasons in an organized way.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Essay:</b> Providing Reasons that Support the Opinion—pp. 181, 183</p>
<ul style="list-style-type: none"> <li>Connect opinion and reasons using words and phrases.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Essay:</b> Using Linking Words and Phrases—pp. 181, 183</p>
<ul style="list-style-type: none"> <li>Provide a concluding statement or section.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Essay:</b> Providing a Concluding Statement that Restates the Opinion in Slightly Different Words—pp. 182–183</p>

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INFORMATIVE

**3.W.3.2:** Write informative compositions on a variety of topics that –

**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 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 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

- State the topic, develop a main idea for the introductory paragraph, and group related information together.

**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

- Develop the topic with facts 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

**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

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<ul style="list-style-type: none"> <li>Connect ideas within categories of information using words and phrases.</li> </ul>	<p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Using Linking Words and Phrases to Connect Ideas—pp. 87, 89</p>
<ul style="list-style-type: none"> <li>Include text features (e.g., <i>pictures, graphics</i>) when useful to aid comprehension.</li> </ul>	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use a Graphic Organizer/Outline a Research Report:</b> Using Transitions (yet, so, however)—pp. 219–220</p>
<ul style="list-style-type: none"> <li>Provide a concluding statement or section.</li> </ul>	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use a Graphic Organizer/Outline a Research Report:</b> Organizing Information Using Headings—pp. 219, 222</p>
<p><b>NARRATIVE</b></p>	<p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Providing a Conclusion That Wraps Up the Topic by Telling What Was Learned—pp. 88–89</p>
<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p>	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use a Graphic Organizer/Outline a Research Report:</b> Concluding by Summing Up What the Reader Has Learned—p. 218</p>
	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Analyze a student model/organize and draft a fictional narrative—pp. 42–45</p>
	<p><b>Unit Review:</b> Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52</p> <p>SEE ALSO  Introducing Unit 2/Home Connect/Essential Question—pp. 39–41</p>
	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133</p>
	<p><b>Unit Review:</b> Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140</p> <p>SEE ALSO  Introducing Unit 6/Home Connect/Essential Question—pp. 127–129</p>
	<p><b>Performance Task 1</b>  <b>Part 2: Narrative Writing</b> (write two paragraphs telling what might happen next)—pp. 141, 144</p> <p><b>Performance Task 2</b>  <b>Part 2: Narrative Writing</b> (write a new first paragraph for the reading selection)—pp. 259, 262</p>

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<ul style="list-style-type: none"> <li>Establish an introduction (e.g., <i>situation, narrator, characters</i>).</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Giving Information About the Events and Introducing the Characters—pp. 42, 45</p>
<ul style="list-style-type: none"> <li>Include specific descriptive details and clear event sequences.</li> </ul>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Introducing the Event and Narrator/Getting the Reader's Attention—pp. 130, 133</p>
<ul style="list-style-type: none"> <li>Include dialogue.</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Introducing the Event Sequence; Making the Event Sequence Clear; Using Descriptive Words to Show How Characters Respond to Events—pp. 42–43</p>
<ul style="list-style-type: none"> <li>Connect ideas and events using introduction and transition words.</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Using Dialogue to Show Thoughts and Feelings—pp. 43–45</p>
<ul style="list-style-type: none"> <li>Provide an ending.</li> </ul>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Using Dialogue to Show Thoughts and Feelings of Characters/Using Description to Give Details—pp. 131, 133</p>
<p><b>W.4: The Writing Process</b>            Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Using Sequence Words to Signal Event Order—pp. 43–45</p>
<p><b>3.W.4:</b> Apply the writing process to –</p>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Using Time-Order Words and Phrases to Signal the Order of Events—pp. 131, 133</p>
<ul style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Concluding by Showing How the Problem Is Resolved—pp. 44–45</p>
	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Providing a Strong Ending That Tells How Events Worked Out—pp. 132–133</p>
	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Draft a Fictional Narrative</b>—p. 45  <b>Unit Review:</b> Write the final draft—p. 52</p>
	<p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Draft an Informative/Explanatory Essay</b>—p. 89  <b>Unit Review:</b> Write the final draft—p. 96</p>



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- Use technology to interact and collaborate with others to publish legible documents.

**W.5: The Research Process**

Build knowledge about the research process and the topic under study by conducting short research

**3.W.5:** Conduct short research on a topic.

- Identify a specific topic or question of interest (e.g., *where did Benjamin Harrison grow up?*).
- Locate information in reference texts, electronic resources, or through interviews.
- Recognize that some sources may be more reliable than others.

**Unit 6 Text Types and Purposes: Write Nonfictional Narratives**

**Draft a Nonfictional Narrative**—p. 133

**Unit Review:** Write the final draft—p. 140

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Draft an Opinion Piece**—p. 183

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

**Writing Handbook**

**Step 1: Planning:** Planning (What am I writing?)—p. 276

**Writing Handbook**

**Step 1: Planning:** Research Tip/Add Details finding ideas and facts requires research)—pp. 276–277

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

**Home Connect** (reliable websites)—p. 216

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<ul style="list-style-type: none"> <li>Record relevant information in their own words.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Present the information, choosing from a variety of sources.</li> </ul>	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use a Graphic Organizer/Outline a Research Report:</b> Use a Graphic Organizer (summarize or paraphrase information)—p. 221</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> Speaking Tips—p. 283</p> <hr/> <p><b>Connect Across Texts:</b> Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255</p> <hr/> <p><b>Speaking and Listening:</b> Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <hr/> <p>See also <b>Home Connect</b> (discussions with family members)—pp. 54, 128, 178, 216, 230</p>
<p><b>W.6: Conventions of Standard English</b>            Demonstrate command of the conventions of standard English</p>	
<p><b>3.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	
<p><b>3.W.6.1a: Nouns/Pronouns</b>—Writing sentences using abstract nouns (e.g., <i>hope, thought</i>).</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Language:</b> Nouns—p. 46</p> <p>SEE ALSO            Introducing Unit 2/Home Connect—pp. 39–40            Unit Review—p. 51</p>
<p><b>3.W.6.1b: Verbs</b>—Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Language:</b> Regular and Irregular Verbs—p. 135</p> <p>SEE ALSO            Introducing Unit 6/Home Connect—pp. 127–128            Unit Review—p. 139</p>
<p><b>3.W.6.c1: Adjectives/Adverbs</b>—Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Adjectives (comparatives, superlatives)—p. 184  <b>Language:</b> Adverbs (comparatives, superlatives)—p. 185</p> <p>SEE ALSO            Introducing Unit 8/Home Connect—pp. 177–178            Unit Review—p. 189</p>
<p><b>3.W.6.1d: Prepositions</b>— <i>Standard begins at fourth grade.</i></p>	
<p><b>3.W.6.1e: Usage</b>—Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i>).</p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Simple Sentences—p. 187</p> <p>SEE ALSO            Introducing Unit 8/Home Connect—pp. 177–178            Unit Review—p. 189</p> <hr/> <p><b>Unit 10 Research to Build and Present Knowledge: Write a Research Report</b>  <b>Language:</b> Compound Sentences (conjunction)—p. 223  <b>Language:</b> Complex Sentences (subordinating conjunction)—p. 224</p>

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**3.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:

**3.W.6.2a: Capitalization**—Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

**3.W.6.2b: Punctuation**—

- Correctly using apostrophes to form contractions and singular and plural possessives.
- Using quotation marks to mark direct speech.
- Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., *a small, red bicycle*).

**3.W.6.2c: Spelling**—

- Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- Using spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs*) when writing.

SEE ALSO  
Introducing Unit 10/Home Connect—pp. 215–216  
Unit 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 Review—p. 227  
Writing Handbook: Step 4 Editing: Editing Checklist—p. 281

**Unit 2 Text Types and Purposes: Write Fictional Narratives**

**Language:** Possessives—p. 48

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 39–40  
Unit Review—p. 51

\*No contractions.

**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 Review—p. 51

**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 Review—p. 51

**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 Review—p. 95

**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 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 Review—p. 189

**Foundational Skills Handbook: Phonics and Word Recognition**

**Base Words**—p. 266

**Prefixes**—p. 267

**Suffixes**—p. 268

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**Multisyllable Words: VCV**—p. 270

**Multisyllable Words: VCCV**—p. 271

**Multisyllable Words: -le**—p. 272

**Reading Irregularly Spelled Words**—p. 273

# Speaking and Listening

## ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

### SL.1: Learning Outcome for Speaking and Listening

Develop and apply effective communication skills through speaking and active listening

**3.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

### SL.2: Discussion and Collaboration

Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

**3.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

**3.SL.2.2:** Explore ideas under discussion by drawing on readings and other information.

**3.SL.2.3:** Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

**3.SL.2.4:** Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

## SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

### Writing Handbook

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

**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

### 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

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**3.SL.2.5:** Explain personal ideas and understanding in reference to the discussion.

**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

**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

**SL.3: Comprehension**

Develop and apply active listening and interpretation skills using various strategies

**3.SL.3.1:** Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., *charts and graphs*), 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

**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

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SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

**SL.4: Presentation of Knowledge and Ideas**

Develop and apply speaking skills to communicate ideas effectively in a variety of situations

**3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.

**3.SL.4.2:** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

**3.SL.4.3:** *Students are expected to build upon and continue applying concepts learned previously.*

**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

**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

**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

# Media Literacy

## ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 3

### ML.1: Learning Outcome for Media Literacy

Develop an understanding of media and the roles and purposes of media

**3.ML.1:** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

### ML.2: Media Literacy

Recognize the purposes of media and the ways in which media can have influences

**3.ML.2.1:** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

**3.ML.2.2:** *Standard begins in fifth grade.*

## SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

**Unit 2 Text Types and Purposes: Write Fictional Narratives—**pp. 40–45

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts—**pp. 84–89

**Unit 6 Text Types and Purposes: Write Nonfictional Narratives—**pp. 128–133

**Unit 8 Text Types and Purposes: Write Opinion Pieces—**pp. 178–183

**Unit 10 Research to Build and Present Knowledge: Write Research Reports—**pp. 216–222

**Unit 2 Text Types and Purposes: Write Fictional Narratives—**pp. 42–45

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts—**pp. 86–89

**Unit 6 Text Types and Purposes: Write Nonfictional Narratives—**pp. 130–133

**Unit 8 Text Types and Purposes: Write Opinion Pieces—**pp. 180–183

**Unit 10 Research to Build and Present Knowledge: Write Research Reports—**pp. 218–222

**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