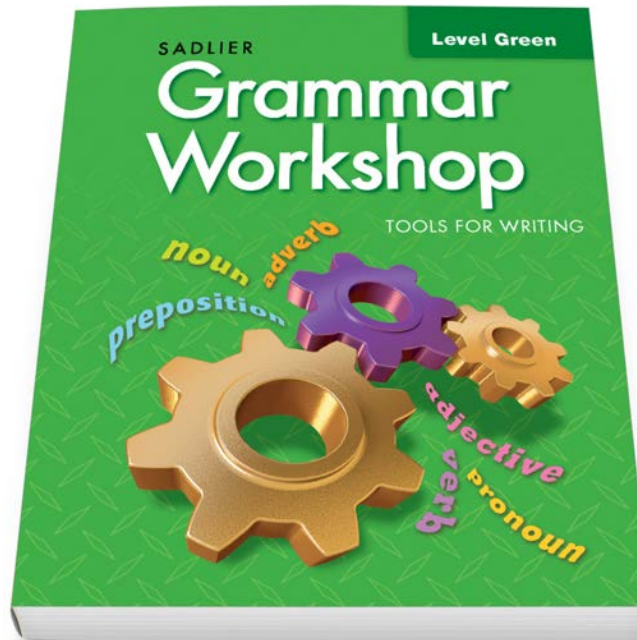


Grammar Workshop

TOOLS FOR WRITING

Correlation to the Oklahoma Academic Standards for English Language Arts

Grade 3



Key Aligned Content

Standard 1: Speaking and Listening.....	2
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STANDARD 1: SPEAKING AND LISTENING

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.	Teacher observation (students have opportunities to actively listen and speak clearly following discussion rules in lessons throughout the program).
3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	Writing Process Handbook Producing, Publishing, and Presenting—pp. 246–247 A. Making a Presentation (ask for comments/answer questions)
3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.	Grammar for Writing Talk About It: Discuss—pp. 43, 71, 119, 155, 187, 231 Students express their own ideas while discussing various topics.
	Teacher’s Annotated Edition: Unit Reviews Using Grammar for Writing Talk About It—TAE pp. T22, T25, T31, T36, T40, T46 Have partners collaborate to correct errors and improve their writing. Then have students discuss their writing using the grammatical structures emphasized in the review.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	Writing Process Handbook Producing, Publishing, and Presenting—pp. 246–247 Learn (Oral Presentation) A. Making a Presentation
3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	Grammar for Writing Talk About It: Discuss—pp. 43, 71, 119, 155, 187, 231 Students discuss various topics with their classmates and teacher.
	Teacher’s Annotated Edition: Unit Reviews Using Grammar for Writing Talk About It—TAE pp. T22, T25, T31, T36, T40, T46 Have partners collaborate to correct errors and improve their writing. Then have students discuss their writing using the grammatical structures emphasized in the review.

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p>	<p>Grammar for Writing Proofreading Practice (note main ideas and supporting details in text)—pp. 42, 70, 118, 154, 186, 230 Write About It (use ideas and details from Proofreading Practice text)—pp. 43, 71, 119, 155, 187, 231</p>
<p>3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p>	<p>Related content Writing Process Handbook Planning: B Choosing a Genre—p. 235</p>
<p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text .</p>	<p>Writing Process Handbook Drafting—pp. 238–240 Learn (create narratives with a beginning, middle, and end)—p. 238</p>

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p>	<p>Grammar for Writing Write About It—pp. 43, 71, 119, 155, 187, 231 The Write About It activity in each Unit Review provides students the opportunity to practice and apply the grammar skills presented in the lessons of the preceding unit in the context of reading and writing. Students are encouraged to reference the Writing Process Handbook at the back of the book for help in completing the assignment.</p> <p>Writing Process Handbook Planning—pp. 232–247 Learn A. Choosing a Topic B. Choosing a Genre C. Choosing a Purpose D. Choosing an Audience E. Collecting Details and Evidence (organizing ideas) Planning Checklist Drafting—pp. 238–240 Learn A. Planning a Draft B. Writing a Draft Drafting Checklist</p>

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p>	<p>Writing Process Handbook Revising—pp. 240–242 Learn A. Doing a Peer Review B. Revising a Draft Revising Checklist Editing—pp. 243–245 Learn A. Checking Your Draft Editing Checklist</p>
<p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<p>Unit 2 Nouns Lesson 12 Singular and Plural Nouns (spelling rules)—pp. 56–59 Lesson 13 Irregular Plural Nouns (spelling)—pp. 60–63 Lesson 14 Possessive Nouns (spelling)—pp. 64–67</p> <p>Unit 3 Verbs Lesson 16 Present-Tense Verbs (spelling rules)—pp. 76–79 Lesson 17 More Present-Tense Verbs (spelling)—pp. 80–83 Lesson 18 Past-Tense Verbs (spelling rules)—pp. 84–87 Lesson 23 Irregular Verbs (spelling in present and past tense)—pp. 104–107 Lesson 24 More Irregular Verbs (spelling in present and past tense)—pp. 108–111 Lesson 25 Contractions with <i>Not</i> (spelling changes)—pp. 112–115</p> <p>Unit 4 Adjectives and Adverbs Lesson 28 Comparing with Adjectives (spelling)—pp. 128–131 Lesson 29 More Comparing with Adjectives (spelling)—pp. 132–135 Lesson 30 Comparing with <i>More</i> and <i>Most</i> (don't add <i>-er</i> or <i>-est</i>)—pp. 136–139 Lesson 31 Adverbs (spelling with <i>-ly</i>)—pp. 140–143</p> <p>Unit 5 Pronouns Lesson 35 Pronoun-Verb Agreement (spelling changes)—pp. 160–163</p> <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
	<p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 48 Spelling Rules—pp. 216–219 Lesson 49 Words Often Misspelled—pp. 220–223 Lesson 50 Words Often Confused—pp. 224–2271 *Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p> <p>Grammar for Writing Proofreading Practice (correct spelling errors)—pp. 42, 70, 118, 154, 186, 230 Write About It: Check It Out! (check for correct spelling)—pp. 43, 71, 119, 155, 187, 231</p> <p>Writing Process Handbook Editing—pp. 243–245 • Editing Questions: Usage (Is every word spelled correctly?)—p. 243</p> <p>Additional content Lesson Practice C Proofreading Exercises (check spelling)—pp. 50, 74, 98, 102, 126, 226</p> <p>Proofreading Practice (Online) Proofreading Practice—Units 1–6 After completing a unit, students are challenged to apply their knowledge of the skills and concepts just learned by finding and correcting errors in grammar, usage, or mechanics in a passage.</p> <p>Student Resources (Online) Proofreading Checklist: Spelling—Units 1–6 *These resources are available online at SadlierConnect.com.</p>
<p>3.2.W.4 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries</i>).</p>	<p>Write Write Your Own—pp. 23, 27, 35, 91, 131, 147, 227 Use a dictionary to help with spelling.</p> <p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 49 Words Often Misspelled (use a dictionary)—pp. 220–223 Lesson 50 Words Often Confused (use a dictionary)—pp. 224–227 <i>continued</i></p>

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
	<p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p> <p>Teacher’s Annotated Edition: Introduction Proven Instructional Approach—TAE p. T4 Consult a dictionary for help with spelling or clarification of word meaning.</p> <p>Student Resources (Online) Proofreading Checklist: Spelling—Units 1–6 Writing Rubric (Spelling and Conventions)—Units 1–6 *These resources are available at SadlierConnect.com,</p>

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.3.R.1 Students determine the author’s stated and implied purpose (<i>i.e., entertain, inform, persuade</i>) .</p>	<p>Writing Process Handbook Planning—pp. 233–237 C. Choosing a Purpose Planning Checklist (purpose for writing) Common purposes for writing include to entertain, describe, explain, and persuade.</p>
<p>3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<p>Modeled content Grammar for Writing Proofreading Practice (first-person point of view)—pp. 42, 118, 154, 230 Proofreading Practice (third-person point of view)—pp. 70, 186</p>

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) • plot • characters • characterization • theme 	<p>Grammar for Writing Proofreading Practice—pp. 42, 154, 230 The narrative text provided for the cited Proofreading Practice exercises feature literary elements, including setting, plot, characters, and theme.</p> <hr/> <p>Proofreading Practice (Online) Proofreading Practice (stories)—Units 1–5 *These resources are available at SadlierConnect.com.</p>
<p>3.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole 	<p>Related content Unit 1 Sentences Lesson 1 Sentences (fables)—pp. 8–11</p> <p>Unit 5 Pronouns Lesson 38 Possessive Pronouns—pp. 172–175 B. Tall Tales</p> <p>Unit 4 Adjectives and Adverbs Lesson 26 Adjectives (wise sayings)—pp. 120–123</p>
<p>3.3.R.5 Students will distinguish fact from opinion in a text.</p>	<p>Related content Write Write Your Own (give opinion/favorite foods)—pp. 83, 111, 139</p> <p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (favorite game/sport/holiday/campaign speech)—TAE p. T34, T38, T44</p>
<p>3.3.R.6 Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</p>	<p>Write Write Your Own (problem/solution)—p. 151 Write Your Own (story/sequential structure)—p. 219</p> <hr/> <p>Grammar for Writing Proofreading Practice—pp. 42, 118, 154, 230 The narrative text provided for the cited Proofreading Practice exercises models time-order/sequential structure. Write About It (sequential structure)—pp. 43, 71, 119, 155, 187, 231</p>

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
	<p>Writing Process Handbook Drafting—pp. 238–240 Learn (plan the structure of your draft) For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion. For narratives create a beginning, a middle, and an end.</p> <p>Revising—pp. 240–242 Learn: Steps for Revising (structure) Start with structure. Be sure that the order of your paragraphs makes sense.</p>
<p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	<p>Related content Write Write Your Own (answer questions)—pp. 15, 99</p> <p>Grammar for Writing Write About It: Check It Out! (answer questions)—p. 119</p> <p>Lesson Practice C Proofreading Exercises (questions/answers)—p. 138</p> <p>Writing Process Handbook Revising—pp. 240–242 A. Doing a Peer Review (ask questions)</p>

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.3.W.1 NARRATIVE – Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).</p>	<p>Write Write Your Own (narratives)—pp. 39, 59, 63, 87, 103, 115, 147, 215, 219, 223</p> <p>Grammar for Writing Write About It (narratives)—pp. 43, 71, 119, 187, 231</p> <p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (narratives)—TAE pp. T30, T43, T43</p>

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.3.W.2 INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>	<p>Write Write Your Own (informative text)—pp. 23, 27, 51, 95, 131, 135, 151, 179, 194, 199, 211</p> <p>Grammar for Writing Write About It (informative text)—p. 155</p> <p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (informative text)—TAE pp. T18, T19, T19, T20, T22, T23, T24, T24, T25, T26, T31, T33, T34, T35, T36, T37, T38, T39, T39, T41, T41, T42, T42, T44</p>
<p>3.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support.</p>	<p>Write Write Your Own (give opinion/favorite foods)—pp. 83, 111, 139</p> <p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (favorite sport/holiday/campaign speech)—TAE p. T34, T38, T44</p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.5.R.1 Students will recognize pronouns and possessive nouns.</p>	<p>Unit 2 Nouns Lesson 14 Possessive Nouns—pp. 64–67</p> <p>Unit 5 Pronouns Lesson 34 Subject Pronouns—pp. 156–159 Lesson 35 Pronoun-Verb Agreement—pp. 160–163 Lesson 36 Object Pronouns—pp. 164–167 Lesson 37 Using I and Me—pp. 168–171 Lesson 38 Possessive Pronouns—pp. 172–175 Lesson 39 Pronoun-Antecedent Agreement—pp. 176–179 Lesson 40 Contractions with Pronouns—pp. 180–183</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. These worksheets are useful tools for lesson review or reteaching.</p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p>	<p>Unit 3 Verbs Lesson 15 Action Verbs—pp. 72–75 Lesson 16 Present-Tense Verbs—pp. 76–79 Lesson 17 More Present-Tense Verbs—pp. 80–83 Lesson 18 Past-Tense Verbs—pp. 84–87 Lesson 19 Future-Tense Verbs—pp. 88–91 Lesson 20 Linking Verbs—pp. 92–95 Lesson 21 Main Verbs and Helping Verbs—pp. 96–99 Lesson 22 Using <i>Has, Have, Had</i>—pp. 100–103 Lesson 23 Irregular Verbs—pp. 104–107 Lesson 24 More Irregular Verbs—pp. 108–111</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>3.5.R.3 Students will recognize adjectives, articles as adjectives, and adverbs.</p>	<p>Unit 4 Adjectives and Adverbs Lesson 26 Adjectives—pp. 120–123 Lesson 27 <i>A, An, The</i>—pp. 124–127 Lesson 28 Comparing with Adjectives—pp. 128–131 Lesson 29 More Comparing with Adjectives—pp. 132–135 Lesson 30 Comparing with More and Most—pp. 136–139 Lesson 31 Adverbs—pp. 140–143 Lesson 32 Comparing with Adverbs—pp. 144–147 Lesson 33 Negatives—pp. 148–151</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>3.5.R.4 Students will recognize prepositions and conjunctions.</p>	<p>Unit 1 Sentences Lesson 6 Compound Sentences (coordinating conjunctions)—pp. 28–31 Lesson 7 Complex Sentences (subordinating conjunctions)—pp. 32–35</p> <p>See also Grade 4 (prepositions)</p> <p>Unit 4 Adjectives, Adverbs, and Prepositions Lesson 34 Prepositions and Prepositional Phrases—pp. 152–155</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>3.5.R.5 Students will recognize the subject and verb agreement.</p>	<p>Unit 3 Verbs Lesson 16 Present-Tense Verbs (subject-verb agreement)—pp. 76–79</p> <p style="text-align: right;"><i>continued</i></p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
	<p>Lesson 17 More Present-Tense Verbs (subject-verb agreement)—pp. 80–83</p> <p>Lesson 20 Linking Verbs (subject-verb agreement)—pp. 92–95</p> <p>Lesson 22 Using <i>Has, Have, Had</i> (subject-verb agreement)—pp. 100–103</p> <p>Unit 5 Pronouns</p> <p>Lesson 35 Pronoun-Verb Agreement—pp. 160–163</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.5.W.1 Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> • titles of respect • appropriate words in titles • geographical names 	<p>Unit 6 Capitalization, Punctuation, and Spelling</p> <p>Lesson 42 Capitalizing Proper Nouns (geographical names)—pp. 192–194</p> <p>Lesson 43 Abbreviations—pp. 196–199</p> <p>Lesson 44 Book Titles—pp. 200–203</p> <p>See also Grade 4</p> <p>Unit 4 Capitalization, Punctuation, and Spelling</p> <p>Lesson 43 Capitalizing Proper Nouns (titles of respect)—pp. 196–199</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>3.5.W.2 Students will use complex contractions (e.g., <i>should've, won't</i>).</p>	<p>Unit 3 Verbs</p> <p>Lesson 25 Contractions with <i>Not</i>—pp. 112–115</p> <p>Unit 5 Pronouns</p> <p>Lesson 40 Contractions with Pronouns—pp. 180–183</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
<p>3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.</p>	<p>Unit 1 Sentences Lesson 1 Sentences—pp. 8–11 Lesson 2 Statements and Questions—pp. 12–15 Lesson 3 Commands and Exclamations—pp. 16–19 Lesson 4 Simple Sentences Subjects—pp. 20–23 Lesson 5 Simple Sentences Predicates—pp. 24–27 Lesson 6 Compound Sentences—pp. 28–31 Lesson 7 Complex Sentences—pp. 32–35 Lesson 8 Run-on Sentences—pp. 36–39 Unit 1 Grammar for Writing: Write About It (compose grammatically correct sentences and questions)—pp. 42–43</p> <p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 41 Writing Sentences Correctly (end marks)—pp. 188–191 Lesson 45 Commas in a Series—pp. 204–207 Lesson 46 Parts of a Letter—pp. 208–211 Lesson 47 Quotations—pp. 212–215 Unit 6 Grammar for Writing: Write About It (compose grammatically correct sentences and questions with appropriate end marks)—pp. 230–231</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Unit 1 Sentences Lesson 1 Sentences—pp. 8–11 Lesson 2 Statements and Questions—pp. 12–15 Lesson 3 Commands and Exclamations—pp. 16–19 Lesson 4 Simple Sentences Subjects—pp. 20–23 Lesson 5 Simple Sentences Predicates—pp. 24–27 Lesson 6 Compound Sentences—pp. 28–31 Lesson 7 Complex Sentences—pp. 32–35</p> <p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 41 Writing Sentences Correctly (statement/question/command/exclamation)—pp. 188–191</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>

STANDARD 8: INDEPENDENT READING AND WRITING

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	Teacher observation.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 3
3.8.W Students will write independently over extended periods of time (e.g., <i>time for reflection, and revision</i>) and for shorter timeframes (e.g., <i>a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.	<p>Short Writing Assignments Write Your Own (end-of-lesson writing exercises/sentences)—pp. 15, 19, 35, 67, 91, 99, 107, 127, 163, 175, 183, 203, 227</p>
	<p>Longer Writing Assignments Write Your Own (end-of-lesson writing exercises/paragraphs)—pp. 23, 27, 51, 95, 131, 135, 151, 179, 194, 199, 211, 39, 59, 63, 87, 103, 115, 147, 215, 219, 223, 83, 111, 139</p>
	<p>Grammar for Writing Write About It (end-of-unit writing assignments)—pp. 43, 71, 119, 155, 187, 231</p>
	<p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (additional end-of-lesson writing assignments)—TAE pp. T18–T45</p>