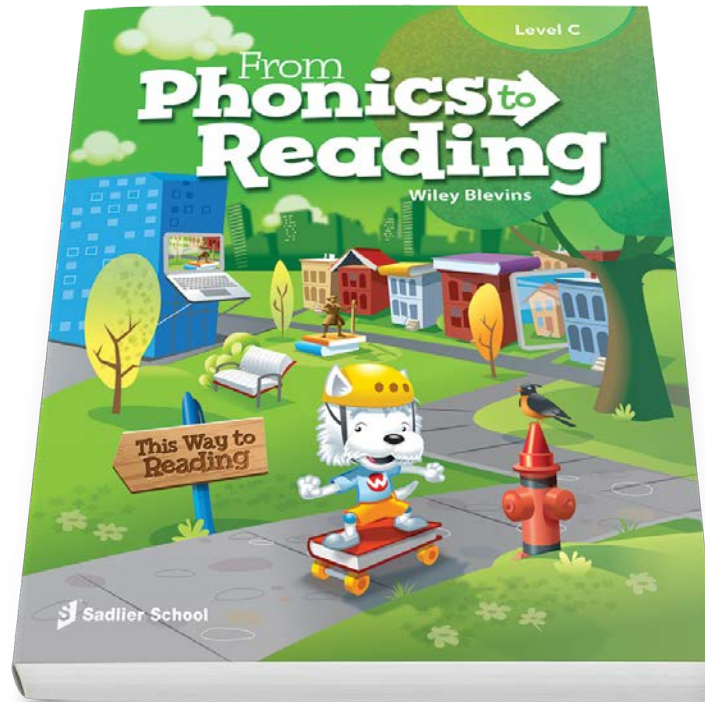


From Phonics to Reading

Correlation to the English Standards of Learning for
Virginia Public Schools – January 2017

Grade 3



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COMMUNICATION AND MULTIMODAL LITERACIES

3.1 The student will use effective communication skills in a variety of settings.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	Students practice active listening strategies in collaborative learning activities throughout the program.
(b) Present accurate directions to individuals and small groups.	The teacher models presenting accurate directions in lessons throughout the program. In their collaborative work, students have the opportunity to repeat or share directions with partners and other classmates in small groups.
(c) Ask and respond to questions from teachers and other group members.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (students discuss answers to comprehension questions with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
(d) Orally summarize information expressing ideas clearly.	<p>TEACHER'S EDITION Home Connection: Dear Family/Apreciada familia (students orally summarize reading selections at home)</p> <ul style="list-style-type: none"> • Unit 1—TE p. T1 • Unit 2—TE p. T115 • Unit 3—TE p. T189 • Unit 4—TE p. T263
(e) Use language appropriate for context and audience.	Students use language appropriate for context and audience as modeled and monitored by the teacher.
(f) Increase listening and speaking vocabularies.	A fundamental objective of the program, students increase listening and speaking vocabularies through engaged participation in and completion of the learning activities in each lesson.
(g) Participate in collaborative discussions.	<p>STUDENT BOOK/TEACHER'S EDITION Introduction Daily Practice</p> <ul style="list-style-type: none"> • Build Fluency (read to a partner)/Spell It (partners speak and write each word)—SB p. 9/TE p. T6, SB p. 17/TE p. T16, SB p. 25/TE p. T26, SB p. 33/TE p. T36, SB p. 41/TE p. T46, SB p. 49/TE p. T56, SB p. 57/TE p. T66, SB p. 65/TE p. T76, SB p. 73/TE p. T86, SB p. 81/TE p. T96, SB p. 89/TE p. T106, SB p. 99/TE p. T120, SB p. 107/TE p. T130, SB p. 115/TE p. T140, SB p. 123/TE p. T150, SB p. 131/TE p. T160, SB p. 139/TE p. T170, SB p. 147/TE p. T180, SB p. 157/TE p. T194, SB p. 165/TE p. T204, SB p. 173/TE p. T214, SB p. 181/TE p. T224, <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION AND MULTIMODAL LITERACIES

3.1 The student will use effective communication skills in a variety of settings.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>SB p. 189/TE p. T234, SB p. 197/TE p. T244, SB p. 205/TE p. T254, SB p. 268/TE p. T268, SB p. 276/TE p. T278, SB p. 284/TE p. T288, SB p. 292/TE p. T298, SB p. 300/TE p. T308</p> <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (work with a partner)—SB p. 10/TE p. T6; SB p. 18/TE p. T16; SB p. 26/TE p. T26; SB p. 34/TE p. T36; SB p. 42/TE p. T46; SB p. 50/TE p. T56; SB p. 58/TE p. T66; SB p. 66/TE p. T76; SB p. 74/TE p. T86; SB p. 82/TE p. T96; SB p. 90/TE p. T106; SB p. 100/TE p. T120; SB p. 108/TE p. T130; SB p. 116/TE p. T140; SB p. 124/TE p. T150; SB p. 132/TE p. T160; SB p. 140/TE p. T170; SB p. 148/TE p. T180; SB p. 158/TE p. T194; SB p. 166/TE p. T204; SB p. 174/TE p. T214; SB p. 182/TE p. T224; SB p. 190/TE p. T234; SB p. 198/TE p. T244; SB p. 206/TE p. T254; SB p. 216/TE p. T268; SB p. 224/TE p. T278; SB p. 232/TE p. T288; SB p. 240/TE p. T298; SB p. 248/TE p. T308 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss text with a partner)—SB p. 11/TE p. T8; SB p. 19/TE p. T18; SB p. 27/TE p. T28; SB p. 35/TE p. T38; SB p. 43/TE p. T48; SB p. 51/TE p. T58; SB p. 59/TE p. T68; SB p. 67/TE p. T78; SB p. 75/TE p. T88; SB p. 83/TE p. T98; SB p. 91/TE p. T108; SB p. 101/TE p. T122; SB p. 109/TE p. T132; SB p. 117/TE p. T142; SB p. 125/TE p. T152; SB p. 133/TE p. T162; SB p. 141/TE p. T172; SB p. 149/TE p. T182; SB p. 159/TE p. T196; SB p. 167/TE p. T206; SB p. 175/TE p. T216; SB p. 183/TE p. T226; SB p. 191/TE p. T236; SB p. 199/TE p. T246; SB p. 207/TE p. T256; SB p. 217/TE p. T270; SB p. 225/TE p. T280; SB p. 233/TE p. T290; SB p. 241/TE p. T300; SB p. 249/TE p. T310 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss answers to comprehension questions with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency/Word Sort (work with a partner)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T172, T181, T195, T205, T225, T235, T245, T255, T269, T279, T289, T299, T309 • Concept Sort/Speed Drill (work with a partner)—TE pp. T9, T19, T29, T39, T49, T59, T69, T79, T89, T99, T109, T123, T133, T143, T153, T163, T173, T183, T197, T207, T217, T227, T237, T247, T257, T271, T281, T291, T301, T311 <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION AND MULTIMODAL LITERACIES

3.1 The student will use effective communication skills in a variety of settings.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Reread Connected Text (read to a partner)—TE p. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T124, T134, T144, T154, T164, T174, T184, T198, T208, T218, T228, T238, T248, T258, T272, T282, T292, T302, T312
(h) Work respectfully with others in pairs, diverse groups, and whole class settings.	Students work respectfully with others as modeled and monitored by the teacher.

3.2 The student will give oral presentations.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(a) Speak clearly using appropriate volume.	Oral presentation techniques are modeled and monitored by the teacher.
(b) Speak at an understandable rate.	Oral presentation techniques are modeled and monitored by the teacher.
(c) Make eye contact with the audience.	Oral presentation techniques are modeled and monitored by the teacher.
(d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Writing Extension</p> <ul style="list-style-type: none"> Quick Check (include details that support the main idea)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314
(e) Use contextually appropriate language and specific vocabulary to communicate ideas.	Oral presentation techniques are modeled and monitored by the teacher.
(f) Use multimodal tools to create presentations and enhance communication.	N/A

READING

3.3 The student will apply word-analysis skills when reading.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>(a) Use knowledge of regular and irregular vowel patterns.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—SB pp. 9-16/TE pp. T6-T14 • Lesson 2 Long a—SB pp. 17-24/TE pp. T16-T20 • Lesson 3 Long o—SB pp. 25-34/TE pp. T26-T30 • Lesson 4 Long e—SB pp. 33-44/TE pp. T36-T40 • Lesson 5 Long i—SB pp. 41-48/TE pp. T46-T50 • Lesson 6 Long u—SB pp. 49-64/TE pp. T56-T60 • Lesson 7 r-Controlled Vowels /är/, /ôr/—SB pp. 57-74/TE pp. T66-T70 • Lesson 8 r-Controlled Vowel /ûr/—SB pp. 65-84/TE pp. T76-T80 • Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90 • Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100 • Lesson 11 Complex Vowel /ô/—SB pp. 89-114/TE pp. T106-T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99-128/TE pp. T120-T128 • Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138 • Lesson 14 Final Stable Syllables—SB pp. 115-148/TE pp. T140-T148 • Lesson 15 Vowel Team Syllables—SB pp. 123-158/TE pp. T150-T158 • Lesson 16 r-Controlled Vowel Syllables—SB pp. 131-168/TE pp. T160-T168 • Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178 • Lesson 18 Unaccented Final Syllables—SB pp. 147-188/TE pp. T180-T188
<p>(b) Decode regular multisyllabic words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—SB pp. 9-16/TE pp. T6-T14 • Lesson 2 Long a—SB pp. 17-24/TE pp. T16-T20 • Lesson 3 Long o—SB pp. 25-34/TE pp. T26-T30 • Lesson 4 Long e—SB pp. 33-44/TE pp. T36-T40 • Lesson 5 Long i—SB pp. 41-48/TE pp. T46-T50 • Lesson 6 Long u—SB pp. 49-64/TE pp. T56-T60 • Lesson 7 r-Controlled Vowels /är/, /ôr/—SB pp. 57-74/TE pp. T66-T70 • Lesson 8 r-Controlled Vowel /ûr/—SB pp. 65-84/TE pp. T76-T80 • Lesson 9 Short oo and Long oo—SB pp. 73-94/TE pp. T86-T90 <p style="text-align: right;"><i>continued</i></p>

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READING

3.3 The student will apply word-analysis skills when reading.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-104/TE pp. T96-T100 • Lesson 11 Complex Vowel /ô/—SB pp. 89-114/TE pp. T106-T110 <p>Unit 2 Syllable Types</p> <ul style="list-style-type: none"> • Lesson 12 Closed Syllables—SB pp. 99-128/TE pp. T120-T128 • Lesson 13 Open Syllables—SB pp. 107-138/TE pp. T130-T138 • Lesson 14 Final Stable Syllables—SB pp. 115-148/TE pp. T140-T148 • Lesson 15 Vowel Team Syllables—SB pp. 123-158/TE pp. T150-T158 • Lesson 16 r-Controlled Vowel Syllables—SB pp. 131-168/TE pp. T160-T168 • Lesson 17 Final e Syllables—SB pp. 139-178/TE pp. T170-T178 • Lesson 18 Unaccented Final Syllables—SB pp. 147-188/TE pp. T180-T188 <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157-202/TE pp. T194-T202 • Lesson 20 Irregular Plurals—SB pp. 165-212/TE pp. T204-T212 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173-222/TE pp. T214-T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-252/TE pp. T244-T252 • Lesson 25 Related Words (shared base words)—SB pp. 205-262/TE pp. T254-T262 <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 26 Homophones—SB pp. 215-276/TE pp. T268-T276 • Lesson 27 Homographs—SB pp. 223-286/TE pp. T278-T286 • Lesson 28 Compound Words—SB pp. 231-296/TE pp. T288-T296 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It: Transition to Longer Words (multisyllabic words)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. <p style="text-align: right;"><i>continued</i></p>

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READING

3.3 The student will apply word-analysis skills when reading.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308</p> <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (practice reading multisyllabic words)—SB p. 10/TE p. T6; SB p. 18/TE p. T16; SB p. 26/TE p. T26; SB p. 34/TE p. T36; SB p. 42/TE p. T46; SB p. 50/TE p. T56; SB p. 58/TE p. T66; SB p. 66/TE p. T76; SB p. 74/TE p. T86; SB p. 82/TE p. T96; SB p. 90/TE p. T106; SB p. 100/TE p. T120; SB p. 108/TE p. T130; SB p. 116/TE p. T140; SB p. 124/TE p. T150; SB p. 132/TE p. T160; SB p. 140/TE p. T170; SB p. 148/TE p. T180; SB p. 158/TE p. T194; SB p. 166/TE p. T204; SB p. 174/TE p. T214; SB p. 182/TE p. T224; SB p. 190/TE p. T234; SB p. 198/TE p. T244; SB p. 206/TE p. T254; SB p. 216/TE p. T268; SB p. 224/TE p. T278; SB p. 232/TE p. T288; SB p. 240/TE p. T298; SB p. 248/TE p. T308 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Blend It (transition to multisyllabic words)/Corrective Feedback (break apart multisyllabic words by syllable)—TE pp. T5, T15, T25, T35, T45, T55, T65, T75, T85, T95, T105, T119, T129, T139, T149, T159, T169, T179, T193, T203, T213, T223, T233, T243, T253, T267, T277, T287, T297, T307 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Introduce Speed Drill (read multisyllabic words fluently)—TE pp. T6, T16, T26, T36, T46, T56, T66, T76, T86, T96, T106, T120, T130, T140, T150, T160, T170, T180, T194, T204, T214, T224, T234, T244, T254, T268, T278, T288, T298, T308

3.4 The student will expand vocabulary when reading.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(a) Use knowledge of homophones.	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T27
(b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> Lesson 19 Inflectional Endings (-ed, -ing)—SB pp. 157–202/TE pp. T194–T202 <p style="text-align: right;"><i>continued</i></p>

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READING

3.4 The student will expand vocabulary when reading.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Lesson 20 Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173–222/TE pp. T214–T222 • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197–252/TE pp. T244–T252 • Lesson 25 Related Words (affixes and base word)—SB pp. 205–262/TE pp. T254–T262 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282
<p>(c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 • Homophones—SB p. 135/TE p. T164 • Homographs—SB p. 185/TE p. T228 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p><u>TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: Definitions, Synonyms—TE p. T143 • Context Clues: Antonyms, General Clues—TE p. T153 • Homophones—TE p. T163 • Homographs—TE p. T227 • Context Clues: Antonyms, Synonyms—TE p. T281
<p>(d) Use context to clarify meaning of unfamiliar words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Introduction</p> <p>Blend It</p> <ul style="list-style-type: none"> • Reading in Context (sentence-level context clues)—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106; SB p. 99/TE p. T120; SB p. 107/TE p. T130; SB p. 115/TE p. T140; SB p. 123/TE p. T150; SB p. 131/TE p. T160; SB p. 139/TE p. T170; SB p. 147/TE p. T180; SB p. 157/TE p. T194; SB p. 165/TE p. T204; SB p. 173/TE p. T214; SB p. 181/TE p. T224; SB p. 189/TE p. T234; SB p. 197/TE p. <p style="text-align: right;"><i>continued</i></p>

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READING

3.4 The student will expand vocabulary when reading.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>T244; SB p. 205/TE p. T254; SB p. 215/TE p. T268; SB p. 223/TE p. T278; SB p. 231/TE p. T288; SB p. 239/TE p. T298; SB p. 247/TE p. T308</p> <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: General Clues—SB p. 53/TE p. T60 • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 • Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—SB p. 177/TE p. T218 • Homographs (use context clues to choose the homograph)—SB p. 185/TE p. T228 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—SB p. 201/TE p. T248 • Context Clues: Examples, Definitions—SB p. 219/TE p. T272 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (use context clues to figure out/confirm the meaning of a word)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p>Word Study</p> <ul style="list-style-type: none"> • Context Clues: General Clues—TE p. T59 • Context Clues: Definitions, Synonyms—TE p. T143 • Context Clues: Antonyms, General Clues—TE p. T153 • Use Morphology: Prefixes and Base Words (use context clues to verify a word's meaning)—TE p. T217 • Homographs (use context clues to choose the homograph)—TE p. T227 • Using Morphology: Prefixes, Suffixes, and Base Words (use context of a sentence to verify a word's meaning)—TE p. T247 • Context Clues: Examples, Definitions—TE p. T271 • Context Clues: Antonyms, Synonyms—TE p. T281 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend (use spelling of homophone/homograph and context of a sentence to figure out meaning of the word)—TE pp. T267, T277 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Use in Context (use context to define homographs)—TE p. T282 <p>Types of Context Clues</p> <ul style="list-style-type: none"> • TE p. T319

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READING

3.4 The student will expand vocabulary when reading.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>(e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (students use context clues to figure out/confirm the meaning of a difficult word)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
<p>(f) Use vocabulary from other content areas.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (informational text reading selections help students expand vocabulary from other content areas, including history/social studies, science, and technology—"Unique Units!," SB p. 51/TE p. T58; "Unicorns of the Sea," SB p. 59/TE p. T68; "Pop, Pop, Popcorn," SB p. 67/TE p. T78; "The Cooking Crew," SB p. 75/TE p. T88; "Coding Camp for Kids!," SB p. 109/TE p. T132; "Bugs for Dinner," SB p. 117/TE p. T142; "Cow? Doe? Goat? Guess!," SB p. 125/TE p. T152; "Dependable Dogs," SB p. 133/TE p. T162; "Attention, Superhero Fans!," SB p. 149/TE p. T182; "Join Our Walking School Bus!," SB p. 191/TE p. T236; "The Unbelievable Woolly Bear!," SB p. 199/TE p. T246; "ZIP, Zap, Zoom!," SB p. 241/TE p. T300
<p>(g) Use word-reference resources including the glossary, dictionary, and thesaurus.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension Write About It</p> <ul style="list-style-type: none"> Quick Check (use a dictionary)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274; SB p. 229/TE p. T284; SB p. 237/TE p. T294; SB p. 245/TE p. T304; SB p. 253/TE p. T314 <p>Word Study</p> <ul style="list-style-type: none"> Try It (use a dictionary)—SB p. 135/TE p. T164, SB p. 169/TE p. T208, SB p. 177/TE p. T218, SB p. 201/TE p. T248, SB p. 235/TE p. T292, SB p. 243/TE p. T301

READING

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(a) Set a purpose for reading.	N/A
(b) Make connections between reading selections.	N/A
(c) Make, confirm, and revise predictions.	N/A
(d) Compare and contrast settings, characters, and plot events.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss characters)—Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 25 SB p. 207/TE p. T256; Lesson 28 SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (discuss actions, feelings, attitudes of characters)—TE pp. T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T289
(e) Summarize plot events.	<p>TEACHER'S EDITION Home Connection: Dear Family/Apreciada familia (students summarize reading selections at home)</p> <ul style="list-style-type: none"> Unit 1—TE p. T1 Unit 2—TE p. T115 Unit 3—TE p. T189 Unit 4—TE p. T263
(f) Identify the narrator of a story.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss the narrator)—Lesson 19 SB p. 159/TE p. T196; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226
(g) Ask and answer questions about what is read.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (answer questions about the selection)—Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 25 SB p. 207/TE p. T256; Lesson 28 SB p. 233/TE p. T290 <p style="text-align: right;"><i>continued</i></p>

READING

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (ask and answer questions to check comprehension of the text)/Interact with the Text (answer questions)—TE pp. T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T289
(h) Draw conclusions using the text for support.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (draw conclusions about the text)—Lesson 5 SB p. 43/TE p. T48; Lesson 6 SB p. 83/TE p. T98; Lesson 7 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 17 SB p. 141/TE p. T172; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 25 SB p. 207/TE p. T256; Lesson 28 SB p. 233/TE p. T290 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (draw conclusions based on details in the text)—TE pp. T47, T97, T107, T121, T171, T195, T205, T215, T225, T255, T289
(i) Identify the conflict and resolution.	N/A
(j) Identify the theme.	N/A
(k) Use reading strategies to monitor comprehension throughout the reading process.	<p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> Build Fluency (reread decodable passages to improve comprehension)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309
(l) Differentiate between fiction and nonfiction.	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Reading Big Words Strategy (nonfiction)—Lesson 11 SB p. 93/TE p. T110
(m) Read with fluency, accuracy, and meaningful expression.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (grade-level reading selections)—Lesson 1 SB p. 11/TE p. T8; Lesson 2 SB p. 19/TE p. T18; Lesson 3 SB p. 27/TE p. T28; Lesson 4 SB p. 35/TE p. T38; Lesson 5 SB p. 43/TE p. T48; Lesson 4 SB p. 51/TE p. T58; Lesson 5 SB p. 59/TE p. T68; Lesson 6 SB p. 67/TE p. T78; Lesson 7 SB p. <p style="text-align: right;"><i>continued</i></p>

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READING

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>75/TE p. T88; Lesson 8 SB p. 83/TE p. T98; Lesson 9 SB p. 91/TE p. T108; Lesson 12 SB p. 101/TE p. T122; Lesson 13 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 17 SB p. 141/TE p. T172; Lesson 18 SB p. 149/TE p. T182; Lesson 19 SB p. 159/TE p. T196; Lesson 20 SB p. 167/TE p. T206; Lesson 21 SB p. 175/TE p. T216; Lesson 22 SB p. 183/TE p. T226; Lesson 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 25 SB p. 207/TE p. T256; Lesson 26 SB p. 217/TE p. T270; Lesson 27 SB p. 225/TE p. T280; Lesson 28 SB p. 233/TE p. T290; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310</p> <p>TEACHER'S EDITION</p> <p>Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE T1: <i>Beautiful Blackbird</i> by Ashley Bryan, <i>Ada Twist, Scientist</i> by Andrea Beaty, <i>Carmela Full of Wishes</i> by Matt de la Peña, <i>Gooney Bird and All Her Charms</i> by Lois Lowry, <i>Lark Takes a Bow</i> by Natasha Deen • Unit 2—TE p. T115: <i>The Very Last Castle</i> by Travis Jonker, <i>Rotten Richie and the Ultimate Dare</i> by Patricia Polacco, <i>The Mysterious Tadpole</i> by Steven Kellogg, <i>Lady Pancake & Sir French Toast</i> by Josh Funk, <i>Violet the Pilot</i> by Steve Breen • Unit 3—TE p. T189: <i>Thank you, Omu</i> by Oge Mora, <i>Babu's Song</i> by Stephanie Stuve-Bodeen, <i>The Three Bully Goats</i> by Leslie Kimmelman, <i>The Secret Subway</i> by Shana Corey • Unit 4—TE p. T263: <i>The King Who Rained</i> by Fred Gwynne, <i>Thank you, Mr. Falker</i> by Patricia Polacco, <i>Somebody Loves You, Mr. Hatch</i> by Eileen Spinelli, <i>The Bass Plays the Bass and Other Homographs</i> by Gene Barretta, <i>The Honeybee Man</i> by Lela Nargi <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (check understanding)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread decodable passages to build skill mastery)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309 <p>Reread Connected Text/Write</p> <ul style="list-style-type: none"> • Connected Text (read sentences from text to check growing fluency)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313

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READING

3.6 The student will read and demonstrate comprehension of nonfiction texts.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(a) Identify the author’s purpose.	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (What is the author’s purpose?)—Lesson 13 TE p. T131
(b) Use prior and background knowledge as context for new learning.	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (use personal experience)—Lesson 22, p. 183/TE p. T226; Lesson 23, p. 191/TE p. T236
(c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (illustrated text)—Lesson 1 SB p. 51/TE p. T58, Lesson 2 SB p. 59/TE p. T68, Lesson 3 SB p. 67/TE p. T78, Lesson 4 SB p. 75/TE p. T88, Lesson 5 SB p. 109/TE p. T132, Lesson 14 SB p. 117/TE p. T142, Lesson 15 SB p. 125/TE p. T152, Lesson 16 SB p. 133/TE p. T162, Lesson 18 SB p. 149/TE p. T182, Lesson 23 SB p. 191/TE p. T236, Lesson 24 SB p. 199/TE p. T246, Lesson 29 SB p. 241/TE p. T300, Lesson 30 SB p. 249/TE p. T310
(d) Ask and answer questions about what is read using the text for support.	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (answer questions about the selection)—Lesson 1 SB p. 51/TE p. T58; Lesson 2 SB p. 59/TE p. T68; Lesson 3 SB p. 67/TE p. T78; Lesson 4 SB p. 75/TE p. T88; Lesson 5 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 18 SB p. 149/TE p. T182; Lesson 23 SB p. 191/TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310 <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check comprehension of the text)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
(e) Draw conclusions using the text for support.	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (draw conclusions about the text)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309 • Interact with the Text (logical conclusion)—SBp. 67/TE p. T78

READING

3.6 The student will read and demonstrate comprehension of nonfiction texts.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(f) Summarize information found in nonfiction texts.	<p>TEACHER'S EDITION Home Connection: Dear Family/Apreciada familia (students summarize reading selections at home)</p> <ul style="list-style-type: none"> • Unit 1—TE p. T1 • Unit 2—TE p. T115 • Unit 3—TE p. T189 • Unit 4—TE p. T263
(g) Identify the main idea.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss main idea and details)— Lesson 1 SB p. 51/TE p. T58; Lesson 2 SB p. 59/TE p. T68; Lesson 3 SB p. 67/TE p. T78; Lesson 4 SB p. 75/TE p. T88; Lesson 5 SB p. 109/TE p. T132; Lesson 14 SB p. 117/TE p. T142; Lesson 15 SB p. 125/TE p. T152; Lesson 16 SB p. 133/TE p. T162; Lesson 18 SB p. 149/TE p. T182; Lesson 23 SB p. 191/ TE p. T236; Lesson 24 SB p. 199/TE p. T246; Lesson 29 SB p. 241/TE p. T300; Lesson 30 SB p. 249/TE p. T310
(h) Identify supporting details.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (find details to support answers)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
(i) Use reading strategies to monitor comprehension throughout the reading process.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read independently/check comprehension)—TE pp. T57, T67, T77, T87, T131, T141, T151, T161, T181, T235, T245, T299, T309
(j) Read with fluency, accuracy, and meaningful expression.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—"Unique Units!," SB p. 51/TE p. T58; "Unicorns of the Sea," SB p. 59/TE p. T68; "Pop, Pop, Popcorn," SB p. 67/TE p. T78; "The Cooking Crew," SB p. 75/ TE p. T88; "Coding Camp for Kids!," SB p. 109/TE p. T132; "Bugs for Dinner," SB p. 117/TE p. T142; "Cow? Doe? Goat? Guess!," SB p. 125/TE p. T152; "Dependable Dogs," SB p. 133/ TE p. T162; "Attention, Superhero Fans!," SB p. 149/TE p. T182; "Join Our Walking School Bus!," SB p. 191/TE p. T236; "The Unbelievable Woolly Bear!," SB p. 199/TE p. T246; "ZIP, Zap, Zoom!," SB p. 241/TE p. T300 <p>TEACHER'S EDITION Reread Connected Text/Write</p> <ul style="list-style-type: none"> • Connected Text (reread text to partners/check growing fluency)—TE pp. T61, T71, T81, T91, T135, T145, T155, T165, T185, T239, T249, T303, T313

WRITING

3.7 The student will write legibly in cursive.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(a) Write capital and lowercase letters of the alphabet.	See Level K/Kindergarten STUDENT BOOK/TEACHER'S EDITION Handwriting • Trace and Write (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331
(b) Sign his/her first and last names.	Students write their name at the top of every two-page activity.

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(a) Engage in writing as a process.	Write About It activities guide students through a process: reread the lesson reading selection/source document, focus on the topic/write to the prompt, revise, edit, and share.
(b) Identify audience and purpose.	Students write for their teacher and learning partners. Purpose is established by the writing prompt. STUDENT BOOK/TEACHER'S EDITION Writing Extension • Write About It (reread lesson reading selection then write to the prompt)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 TEACHER'S EDITION Reread Connected Text/Write • Write About It (complete the Writing Extension activity)—TE pp. T11, T21, T31, T41, T51, T61, T71, T81, T91, T101, T111, T125, T135, T145, T155, T165, T175, T185, T199, T209, T219, T229, T239, T249, T259, T273, T283, T293, T303, T313
(c) Use a variety of prewriting strategies.	TEACHER'S EDITION Independent/Partner Work • Writing Fluency (brainstorm ideas before writing)—TE pp. T73, T167, T275

WRITING

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(d) Use organizational strategies to structure writing according to type.	Organizational patterns for student writing are suggested by the variety of lesson reading selections: articles, stories, poems, announcements, instructions, ad copy, etc.
(e) Write a clear topic sentence focusing on main idea.	Clear topic sentences are modeled in the Connected Text reading selections.
(f) Elaborate writing by including supporting details.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension</p> <ul style="list-style-type: none"> • Quick Check (Did you support your answer with more than one detail from the reading selection?)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p><u>TEACHER'S EDITION</u> Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Reread and Write (add more adjectives or descriptive phrases to make your writing more vivid)—TE pp. T242, T262
(g) Use transition words to vary sentence structure.	Transition words used to vary sentence structure are modeled in Connected Text selections.
(h) Express an opinion about a topic and provide fact-based reasons for support.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—"Riddles: Brain Teasers" (express opinion: choose your favorite riddle and explain why), SB p. 35/TE p. T38 <p><u>TEACHER'S EDITION</u> Teacher Table: Intervention</p> <ul style="list-style-type: none"> • High-Frequency Words (sentence starter: The food I like best is _____)—TE p. T216 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (express opinion: choose your favorite pun and explain why)—TE p. T269

WRITING

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>(i) Write a well-developed paragraph focusing on the main idea.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> Write About It (directions and writing prompt help students focus their writing)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314
<p>(j) Revise writing for clarity of content using specific vocabulary and information.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> Quick Check (check spelling/revise writing)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314 <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> Reread and Write (review written responses then provide feedback for students to revise their writing)—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316

3.9 The student will edit writing for capitalization, punctuation, spelling and Standard English.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
<p>(a) Use complete sentences.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (use complete sentences)—TE pp. T7, T17, T27, T37, T47, T57, T67, T77, T87, T97, T107, T121, T131, T141, T151, T161, T171, T181, T195, T205, T215, T225, T235, T245, T255, T269, T279, T289, T299, T309

WRITING

3.9 The student will edit writing for capitalization, punctuation, spelling and Standard English.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
(b) Use the word / in compound subjects	N/A
(c) Use past and present verb tense.	Connected Text selections model simple and irregular verbs in the present and past tenses.
(d) Use adjectives correctly.	<p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Concept Sort (sort word cards into three piles: nouns, verbs, adjectives)—TE pp. T9, T29, T79, T109, T247, T281 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Reread and Write (add more adjectives or descriptive phrases to make your writing more vivid)—TE pp. T242, T262
(e) Use singular possessives.	<p>See Level B/Grade 2</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Possessives—p. 88 <p>TEACHER'S EDITION Sound-Spelling/WordStudy Word Study: Possessives—TE p. 89</p>
(f) Use commas in a simple series.	N/A
(g) Use simple abbreviations.	<p>STUDENT BOOK/TEACHER'S EDITION Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 29 Abbreviations—SB pp. 239-306/TE pp. T298-T306
(h) Use apostrophes in contractions with pronouns and in possessives.	<p>STUDENT BOOK/TEACHER'S EDITION Lesson</p> <p>Unit 4 More Word Study Skills</p> <ul style="list-style-type: none"> • Lesson 30 Contractions—SB pp. 247-254/TE pp. T307-T316 <p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Contractions (use an apostrophe)—SB p. 151/TE p. T184 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (use an apostrophe)—SB p. 249/TE p. T310 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Contractions—TE p. T183 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (contractions)—TE p. T309 <p style="text-align: right;"><i>continued</i></p>

WRITING

3.9 The student will edit writing for capitalization, punctuation, spelling and Standard English.

GRADE 3 ELA STANDARD	FROM PHONICS TO READING, LEVEL C / GRADE 3
	<p>See Level B/Grade 2</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Possessives—SB/TE p. 88 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Possessives (use an apostrophe)—TE p. 89
(i) Use the articles a, an, and the correctly.	Correct use of articles is modeled in Connected Text reading selections and learning activities throughout the program.
(j) Use correct spelling including irregular plurals.	<p>STUDENT BOOK/TEACHER'S EDITION Lesson</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 20 Target Skill: Irregular Plurals—SB pp. 165–212/TE pp. T204–T212 <p>Lesson Activities</p> <p>Writing Extension</p> <ul style="list-style-type: none"> • Quick Check (check the spelling/use a dictionary if needed)—SB p. 15/TE p. T12, SB p. 23/TE p. T22, SB p. 31/TE p. T32, SB p. 39/TE p. T42, SB p. 47/TE p. T52, SB p. 55/TE p. T62, SB p. 63/TE p. T72, SB p. 71/TE p. T82, SB p. 79/TE p. T92, SB p. 87/TE p. T102, SB p. 95/TE p. T112, SB p. 105/TE p. T126, SB p. 113/TE p. T136, SB p. 121/TE p. T146, SB p. 129/TE p. T156, SB p. 137/TE p. T166, SB p. 145/TE p. T176, SB p. 153/TE p. T186, SB p. 163/TE p. T200, SB p. 171/TE p. T210, SB p. 179/TE p. T220, SB p. 187/TE p. T230, SB p. 195/TE p. T240, SB p. 203/TE p. T250, SB p. 211/TE p. T260, SB p. 221/TE p. T274, SB p. 229/TE p. T284, SB p. 237/TE p. T294, SB p. 245/TE p. T304, SB p. 253/TE p. T314
(k) Indicate paragraphing by indenting or skipping a line.	Paragraphs separated by skipping a line are modeled in Connected Text reading selections.