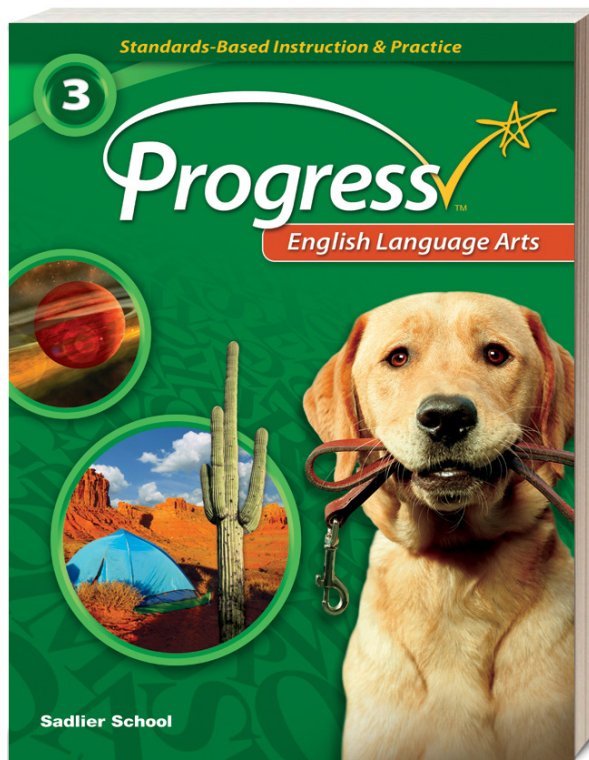


Progress English Language Arts

Correlation to the New York State Next Generation English Language Arts Learning Standards REVISED JANUARY 2017

Grade 3



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3RD GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 3R

Grade 3 ELA Standards

Progress English Language Arts, Grade 3

Key Ideas and Details

<p>3R1:</p>	<p>Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)</p>	<p>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</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “The 40,000-Year-Old Baby” (Magazine Article)—pp. 56–61</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: “Howard Carter’s Last Chance” (Biography)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
<p>3R2:</p>	<p>Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)</p>	<p>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</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online</p> <p>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</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: “Howard Carter’s Last Chance” (Biography)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
<p>3R3:</p>	<p>In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Describing Characters: “Atalanta the Huntress” (Myth)—pp. 24–29</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online</p>

3RD GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 3R

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
<p>In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Describing Relationships Between Ideas: “Finding Machu Picchu” (Scientific Text)—pp. 68–73</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: “Howard Carter’s Last Chance” (Biography)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
<p>Craft and Structure</p>	
<p>3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Distinguishing Literal from Nonliteral Language: “The Best Friend Possible” (Realistic Fiction)—pp. 100–105</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–99 Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “Water Everywhere” (Explanatory Text)—pp. 150–155</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Dust Bowl Disaster (Personal Narrative)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>
<p>3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Understanding Parts of a Drama: “Singing Your Blues Away” (Drama)—pp. 106–111</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–99 Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online</p>
<p>In informational texts, identify and use text features to build comprehension. (RI)</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Using Text Features: “Watch Out for Weather!” (Journal Article)—pp. 156–161</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Dust Bowl Disaster (Personal Narrative)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>

3RD GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 3R

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
<p>3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Distinguishing Points of View: “Forever Friends” (Narrative Poem)—pp. 112–117</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–99 Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Distinguishing Points of View: “Stop the Droughts!” (Editorial)—pp. 162–167</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Dust Bowl Disaster (Personal Narrative)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>

Integration of Knowledge and Ideas

<p>3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)</p>	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 194–199</p> <p>SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–193 Close Reading: “Treasure in the Desert” (Adventure Story)—pp. 206–210 Unit 9 Review—pp. 213–214 Performance Task—Online</p> <p>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</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: “Why the Solar System Moves “ (Explanatory Text)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online</p>
<p>3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)</p>	<p>Citing Evidence (claims in or about a text and relevant, supporting evidence)—pp. 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 56, 57, 58, 60, 62, 63, 64, 66, 68, 69, 70, 72, 100, 101, 102, 104, 106, 107, 108, 110, 112, 113, 114, 116, 150, 151, 152, 154, 156, 157, 158, 160, 162, 163, 164, 166, 194, 195, 196, 198, 200, 201, 202, 204, 232, 233, 234, 236, 238, 239, 240, 242, 244, 245, 246, 248</p>

3RD GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 3R

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
<p>3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Home Connect (make connections)—p. 10 Connect Across Texts Compare and Contrast Texts—p. 35 Reading Selections 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 Unit 1 Review: “The Daydreamer” (Folktale)—pp. 37–38 Unit 3 Reading Informational Text: Key Ideas and Details Home Connect (make connections)—p. 54 Connect Across Texts Compare and Contrast Texts—p. 79 Reading Selections Asking and Answering Questions: “The 40,000-Yaer-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 Unit 3 Review: “Vikings in America” (Textbook Article)—pp. 81–82 Unit 5 Reading Literature: Craft and Structure Home Connect (make connections)—p. 98 Connect Across Texts Compare and Contrast Texts—p. 123 Reading Selections 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 <i>continued</i></p>

3RD GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 3R

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
	<p>Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122 Unit 5 Review: “Friendship—Yum” (Poem)—pp. 118–122</p> <p>Unit 7 Reading Informational Text: Craft and Structure Home Connect (make connections)—p. 148</p> <p>Connect Across Texts Compare and Contrast Texts—p. 173</p> <p>Reading Selections 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 Unit 7 Review: “Lightning Strikes” (Magazine Article)—pp. 175–176</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Home Connect (make connections)—p. 192</p> <p>Connect Across Texts Compare and Contrast Texts—p. 211</p> <p>Reading Selections Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 194–199 Comparing and Contrasting Stories: “A Camping Adventure” (Adventure Story)—pp. 200–206 Close Reading: “Treasure in the Desert” (Adventure Story)—pp. 206–210 Connect Across Texts: Compare and Contrast Texts—p. 211 Unit 9 Review: “The Missing Pencil Sharpener” (Mystery)—pp. 175–176</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Home Connect (make connections)—p. 230</p> <p>Connect Across Texts Compare and Contrast Texts—p. 255</p> <p style="text-align: right;"><i>continued</i></p>

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3RD GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 3R

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
		<p>Reading Selections</p> <p>Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 232–237</p> <p>Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 238–243</p> <p>Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 244–249</p> <p>Close Reading: “Why the Solar System Moves “ (Explanatory Text)—pp. 250–254</p> <p>Unit 11 Review: “Comets” (Scientific Text)—pp. 257–258</p>

3RD GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 3RF

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
Print Concepts		
3RF1:	<i>There is not a grade 3 standard for this concept. Please see preceding grades for more information.</i>	
Phonological Awareness		
3RF2:	<i>There is not a grade 3 standard for this concept. Please see preceding grades for more information.</i>	
Phonics and Word Recognition		
3RF3:	Know and apply grade-level phonics and word analysis skills in decoding words.	
3RF3a:	Identify and know the meaning of the most common prefixes and suffixes.	<p>Foundational Skills Handbook: Phonics and Word Recognition</p> <p>Base Words—p. 266</p> <p>Prefixes—p. 267</p> <p>Suffixes—p. 268</p> <p>Latin Suffixes—p. 269</p>

3RD GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 3RF

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
3RF3b:	Decode multi-syllabic words.	Foundational Skills Handbook: Phonics and Word Recognition Multisyllable Words: VCV—p. 270 Multisyllable Words: VCCV—p. 271 Multisyllable Words: -le—p. 272
3RF3c:	Identify, know the meanings of, and decode words with suffixes.	Foundational Skills Handbook: Phonics and Word Recognition Suffixes—p. 268 Latin Suffixes—p. 269
3RF3d:	Recognize and read grade-appropriate irregularly spelled words.	Foundational Skills Handbook: Phonics and Word Recognition Reading Irregularly Spelled Words—p. 273

Fluency

3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.	
3RF4a:	Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.	Foundational Skills Handbook: Phonics and Word Recognition Practicing Fluency: “The Fox and the Goat”—p. 274
3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1 Reading Literature: Key Ideas and Details Language: Context Clues—p. 36 SEE ALSO Introducing Unit 1/Home Connect (context clues)—pp. 9–11

3RD GRADE WRITING STANDARDS | 3W

Grade 3 ELA Standards

Progress English Language Arts, Grade 3

Text Types and Purposes

<p>3W1:</p>	<p>Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183 Unit 8 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190 SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 177–179</p>
<p>3W1a:</p>	<p>Introduce a claim, supported by details, and organize the reasons and evidence logically.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/ Introducing the Topic/Stating an Opinion—pp. 180, 183</p>
<p>3W1b:</p>	<p>Use precise language and content-specific vocabulary.</p>	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Home Connect: Choose precise words—p. 40</p>
<p>3W1c:</p>	<p>Use linking words and phrases to connect ideas within categories of information.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183</p>
<p>3W1d:</p>	<p>Provide a concluding statement or section.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement that Restates the Opinion in Slightly Different Words—pp. 182–183</p>
<p>3W2:</p>	<p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 Unit 4 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 <i>continued</i></p>

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3RD GRADE WRITING STANDARDS | 3W

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
		<p>Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217</p>
3W2a:	Introduce a topic and organize related information together.	<p>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</p> <p>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</p>
3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.	<p>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</p> <p>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</p>
3W2c:	Use precise language and content-specific vocabulary.	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Home Connect: Choose precise words—p. 40</p>
3W2d:	Use linking words and phrases to connect ideas within categories of information.	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Using Linking Words and Phrases to Connect Ideas—pp. 87, 89</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Using Transitions (yet, so, however)— pp. 219–220</p>

3RD GRADE WRITING STANDARDS | 3W

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
	3W2e: Provide a concluding statement or section.	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Providing a Conclusion That Wraps Up the Topic by Telling What Was Learned—pp. 88–89</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Concluding by Summing Up What the Reader Has Learned—p. 218</p>
3W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45 Unit 2 Review: 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>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133 Unit 6 Review: 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>
	3W3a: Establish a situation and introduce a narrator and/or characters.	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Write a Fictional Narrative: Creating an Organizational Structure/Giving Information About the Events and Introducing the Characters—pp. 42, 45</p> <p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the Event and Narrator/Getting the Reader’s Attention—pp. 130, 133</p>

3RD GRADE WRITING STANDARDS | 3W

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
	3W3b:	Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	3W3c:	Use temporal words and phrases to signal event order.
	3W3d:	Provide a conclusion.
3W4:	Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).	

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

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

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

continued

3RD GRADE WRITING STANDARDS | 3W

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
	<p>Unit 6 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140</p> <p>Performance Task 1</p> <p>Part 1: Literary Analysis (read the selection then describe how the character feelings change)—pp. 141-143</p> <p>Part 2: Narrative Writing (read the selection the describe what might have happened to the last crew members)—pp. 141, 143</p> <p>Part 3: Research Simulation (read the two selections then write a short essay in response)—pp. 141, 145-146</p> <p>Performance Task 2</p> <p>Part 1: Literary Analysis (read the selection then describe character traits)—pp. 259-261</p> <p>Part 2: Narrative Writing (read the selection then write a description of the setting)—pp. 259, 262</p> <p>Part 3: Research Simulation (read the two selections then write a paragraph on similar beliefs)—pp. 259, 263-264</p>
W5:	Begins in Grade 4

Research to Build and Present Knowledge

3W6:	Conduct research to answer questions, including self-generated questions, and to build knowledge.	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports</p> <p>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</p> <p>Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228</p> <p>Writing Handbook</p> <p>Step 1: Planning: Planning (Research Tip)—p. 276</p>
3W7:	Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports</p> <p>Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Developing the Topic with Researched Details/Providing a List of Sources/Using a Graphic Organizer to Take Notes (Conducting Short Research Projects About a Topic; Gathering Information from Print and Digital Sources; Taking Notes on Sources; Sorting Evidence into Categories)—pp. 219-222</p> <p>Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228</p> <p style="text-align: right;"><i>continued</i></p>

3RD GRADE WRITING STANDARDS | 3W

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
	<p>Writing Handbook Step 1 Planning (Research Tip)—pp. 276–277</p>

3RD GRADE SPEAKING AND LISTENING STANDARDS | 3SL

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
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Comprehension and Collaboration

3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.	
	<p>3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Come to the discussion prepared?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips/Listening Tips—p. 283</p> <p>See <i>also</i> Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
	<p>3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p>	<p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Follow agreed-upon rules for discussion? Stay on topic?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips—p. 283</p>
	<p>3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.</p>	<p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Ask questions to check my understanding? Listen carefully to others and answer questions?—p. 50</p> <p style="text-align: right;"><i>continued</i></p>

3RD GRADE SPEAKING AND LISTENING STANDARDS | 3SL

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
		<p>Organizer (Questions I Asked/Questions I Answered)—pp. 94, 138, 188, 226</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (take notes, including questions to ask)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
3SL1d:	Explain their own ideas and understanding of the discussion.	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question (explain ideas fully/discuss in small groups or as a class)—p. 50</p>
3SL1e:	Consider individual differences when communicating with others.	<p>Speaking and Listening Discuss the Essential Question (make connections among everyone’s comments)—p. 50</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).	<p>Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34, 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78, 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122, 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172, 195, 197, 199, 201, 203, 205, 209–210, 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254</p> <p>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</p> <p>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</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 194–199</p>

3RD GRADE SPEAKING AND LISTENING STANDARDS | 3SL

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</p>	<p>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</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “The 40,000-Yaer-Old Baby” (Magazine Article)—pp. 56-61</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Ask questions to check my understanding? Listen carefully to others and answer questions?—p. 50</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Speak in an appropriate volume, pronounce words clearly, and use eye contact?—p. 50</p> <p style="text-align: right;"><i>continued</i></p>

3RD GRADE SPEAKING AND LISTENING STANDARDS | 3SL

Grade 3 ELA Standards	Progress English Language Arts, Grade 3	
	<p>Writing Handbook Step 5 Producing, Publishing, and Presenting: Speaking Tips (speak clearly, slowly enough so that everyone can understand you)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>	
<p>3SL5:</p>	<p>Include digital media and/or visual displays in presentations to emphasize certain facts or details.</p>	<p>Speaking and Listening Discuss the Essential Question (use an organizer)—pp. 94, 138, 188, 226</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (using images, text features)/Digital Connection (present writing on the Internet)—p. 283</p> <p>See also Home Connect (sketch pictures/find illustrations or photos/maps and charts/create illustrations/connect visual information)—pp. 10, 84, 148, 192, 230</p>
<p>3SL6:</p>	<p>Identify contexts that call for academic English or informal discourse.</p>	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question (discuss in small groups or as a class)—pp. 50, 94, 138, 188, 226 Did I: Speak in complete sentences?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (use language that fits your audience and occasion)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>

3RD GRADE LANGUAGE STANDARDS | 3L

Grade 3 ELA Standards

Progress English Language Arts, Grade 3

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades 3→5:

<ul style="list-style-type: none"> Produce simple, compound, and complex sentences. 	<p>GRADE 3 Language Simple Sentences—p. 187 Compound Sentences—p. 223 Language: Complex Sentences—p. 224</p>
<ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. 	<p>GRADE 3 Language Nouns—p. 46 Verbs and Verb Tenses—p. 134 Language: Adjectives—p. 184 Language: Adverbs—p. 185</p>
<ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	<p>GRADE 4 Language Relative Pronouns—p. 135 Relative Adverbs—p. 136</p>
<ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. 	<p>GRADE 5 Language Interjections—p. 49 Conjunctions—p. 134 Sentence Combining (use of conjunctions)—p. 135 Prepositions and Prepositional Phrases—p. 185</p>
<ul style="list-style-type: none"> Form and use regular and irregular plural nouns. 	<p>GRADE 3 Language Regular and Irregular Plural Nouns—p. 47</p>
<ul style="list-style-type: none"> Use abstract nouns. 	<p>GRADE 3 Language Nouns (abstract nouns)—p. 46</p>
<ul style="list-style-type: none"> Form and use regular and irregular verbs. 	<p>GRADE 3 Language Regular and Irregular Verbs—p. 135</p>

3RD GRADE LANGUAGE STANDARDS | 3L

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
<ul style="list-style-type: none"> Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 	<p>GRADE 3 Language Verbs and Verb Tenses—p. 134</p>
<ul style="list-style-type: none"> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will bewalking). 	<p>GRADE 3 Language Regular and Irregular Verbs—p. 135</p>
<ul style="list-style-type: none"> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). 	<p>GRADE 3 Language Verbs and Verb Tenses—p. 134</p>
<ul style="list-style-type: none"> Use verb tense to convey various times, sequences, states, and conditions. 	<p>GRADE 3 Language Verb Tenses—p. 46</p>
<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. 	<p>GRADE 3 Language Verb Tenses—p. 46</p>
<ul style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement. 	<p>GRADE 3 Language Pronoun-Antecedent Agreement—p. 91 Regular and Irregular Verbs—p. 135</p>
<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions. 	<p>GRADE 3 Language Compound Sentences (conjunction)—p. 223 Complex Sentences (subordinating conjunction)—p. 224</p>
<ul style="list-style-type: none"> Use and identify prepositional phrases. 	<p>GRADE 4 Language Prepositional Phrases—p. 90</p>
<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<p>GRADE 4 Language Complete Sentences—p. 46 Fragments—p. 47 Run-on Sentences—p. 48</p>
<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., to, too, two; there, their). 	<p>GRADE 4 Language Frequently Confused Words—p. 185</p>

3RD GRADE LANGUAGE STANDARDS | 3L

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p>	
<p>Core Punctuation and Spelling Skills for Grades 3→5:</p>	
	<ul style="list-style-type: none"> <li data-bbox="233 701 810 825">● Capitalize appropriate words in titles. GRADE 3 Language Capitalization—p. 225 <li data-bbox="233 827 810 951">● Use correct capitalization. GRADE 4 Language Capitalization—p. 224 <li data-bbox="233 953 810 1077">● Use commas in addresses. GRADE 3 Language Commas in Addresses—p. 93 <li data-bbox="233 1079 810 1346">● Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. GRADE 3 Language Dialogue Punctuation—p. 49 GRADE 4 Language Commas and Quotation Marks in Dialogue—p. 49 Commas and Quotation Marks in Direct Quotation—p. 134 <li data-bbox="233 1348 810 1472">● Use a comma before a coordinating conjunction in a compound sentence. GRADE 4 Language Commas in Compound Sentences—p. 223 <li data-bbox="233 1474 810 1598">● Use a comma to separate an introductory element from the rest of the sentence. GRADE 5 Language Commas—p. 184 <li data-bbox="233 1600 810 1724">● Use punctuation to separate items in a series. GRADE 5 Language Commas—p. 184 <li data-bbox="233 1726 810 1837">● Form and use possessives. GRADE 3 Language Possessives—p. 48

3RD GRADE LANGUAGE STANDARDS | 3L

Grade 3 ELA Standards	Progress English Language Arts, Grade 3
<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). 	<p>GRADE 3 Language Spelling High-Frequency Words—p. 92</p>
<ul style="list-style-type: none"> Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. 	<p>GRADE 3 Language Correct Spelling—p. 186</p>
<ul style="list-style-type: none"> Use quotation marks or italics to indicate titles of works. 	<p>GRADE 5 Language Titles of Works—p. 91</p>

Knowledge of Language

3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.	
3L3a:	Choose words and phrases for effect.	<p>GRADE 3 Unit 6 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model: Event Sequence (use words for effect)—p. 130</p> <p>Writing Handbook Step 3 Revising Revising Checklist—p. 279 Step 4 Editing Editing Checklist—p. 281</p>
3L3b:	Recognize and observe differences between the conventions of spoken and written standard English.	<p>GRADE 3 Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (use language that fits your audience and occasion/the language used for writing and speaking is not always the same)—p. 283</p>

3RD GRADE LANGUAGE STANDARDS | 3L

Grade 3 ELA Standards

Progress English Language Arts, Grade 3

Vocabulary Acquisition and Use

3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:	
3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.	GRADE 3 Language Context Clues—p. 36
3L4b:	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	GRADE 3 Language Suffixes—p. 137 Suffixes and Prefixes—p. 174 Prefixes—p. 267 Suffixes—p. 268
3L4c:	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	GRADE 3 Language Roots—p. 212 Foundational Skills Handbook: Phonics and Word Recognition Base Words—p. 266
3L4d:	Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	GRADE 3 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
3L5:	Demonstrate understanding of word relationships and nuances in word meanings.	
3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	GRADE 3 Language Literal and Nonliteral Meanings—p. 124

3RD GRADE LANGUAGE STANDARDS | 3L

Grade 3 ELA Standards		Progress English Language Arts, Grade 3
3L5b:	Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or <i>helpful</i>).	GRADE 3 Language Real-Life Word Connections—p. 80
3L5c:	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	GRADE 3 Language Shades of Meaning—p. 256
3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).	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 Language Context Clues—p. 36 Real-Life Word Connections—p. 80 Literal and Nonliteral Meanings—p. 124 Suffixes—p. 137 Suffixes and Prefixes—p. 174 Shades of Meaning—p. 256 Writing Handbook Step 3 Revising: Revising Checklist: Word Choice—p. 279