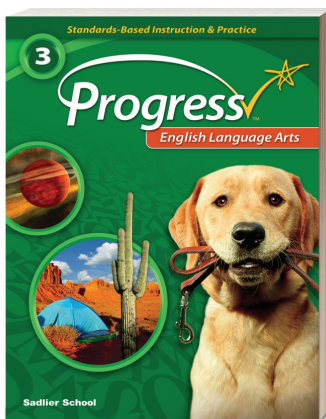


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to

Arizona's College and Career Ready Standards – English Language Arts

Grade 3

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 **Sadlier**
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Reading Standards for Literature

GRADE 3 STUDENTS:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **(3.RL.1)**
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **(3.RL.2)**
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **(3.RL.3)**

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(3.RL.4)**
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **(3.RL.5)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 1 Reading Literature: Key Ideas and Details

Asking and Answering Questions: “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable)/“The Crow and the Pitcher: A Retelling of an Aesop Fable” (Fable)—pp. 12–17

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34
Unit 1 Review—pp. 37–38
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Determining a Central Message: “John Henry: A Retelling of an American Folktale” (Folktale)/“Old Stormalong and the Octopus: A Retelling of an American Folktale” (Folktale)—pp. 18–23

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34
Unit 1 Review—pp. 37–38
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Describing Characters: “Atalanta the Huntress” (Myth)—pp. 24–29

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34
Unit 1 Review—pp. 37–38
Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

Distinguishing Literal from Nonliteral Language: “The Best Friend Possible” (Realistic Fiction)—pp. 100–105

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122
Unit 5 Review—pp. 125–126
Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

Understanding Parts of a Drama: “Singing Your Blues Away” (Drama)—pp. 106–111

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: “We Must See the Queen! (Historical Fiction)—pp. 118–122
Unit 5 Review—pp. 125–126
Performance Task—Online

Reading Standards for Literature

GRADE 3 STUDENTS:

- Distinguish their own point of view from that of the narrator or those of the characters. **(3.RL.6)**

Integration of Knowledge and Ideas

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **(3.RL.7)**

- (Not applicable to literature) **(3.RL.8)**

- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **(3.RL.9)**

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **(3.RL.10)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 5 Reading Literature: Craft and Structure

Distinguishing Points of View: "Forever Friends" (Narrative Poem)— pp. 112–117

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: "We Must See the Queen! (Historical Fiction)—pp. 118–122
Unit 5 Review—pp. 125–126
Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Connecting Illustrations and Text: "The Case of the Missing Fruit" (Mystery)— pp. 194–199

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Close Reading: "Treasure in the Desert" (Adventure Story)—pp. 206–210
Unit 9 Review—pp. 213–214
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 5 Reading Literature: Craft and Structure

Connect Across Texts: Compare and Contrast Texts—p. 123

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Stories: "A Camping Adventure" (Adventure Story)—pp. 200–206

Connect Across Texts: Compare and Contrast Texts—p. 211

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Close Reading: "Treasure in the Desert" (Adventure Story)—pp. 206–210
Unit 9 Review—pp. 213–214
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34

Asking and Answering Questions: "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable)/"The Crow and the Pitcher: A Retelling of an Aesop Fable" (Fable)—pp. 12–17

Determining a Central Message: "John Henry: A Retelling of an American Folktale" (Folktale)/"Old Stormalong and the Octopus: A Retelling of an American Folktale" (Folktale)—pp. 18–23

Reading Standards for Literature

GRADE 3 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Describing Characters: “Atalanta the Huntress” (Myth)—pp. 24–29

Close Reading: “Heracles and Atlas” (Myth)—pp. 30–34

Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 1 Review: “The Daydreamer” (Folktale)—pp. 37–38

Unit 5 Reading Literature: Craft and Structure

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

Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122

Distinguishing Literal from Nonliteral Language: “The Best Friend Possible” (Realistic Fiction)— pp. 100–105

Understanding Parts of a Drama: “Singing Your Blues Away” (Drama)—pp. 106–111

Distinguishing Points of View: “Forever Friends” (Narrative Poem)— pp. 112–117

Close Reading: “We Must See the Queen! (Historical Fiction)— pp. 118–122

Connect Across Texts: Compare and Contrast Texts—p. 123

Unit 5 Review: “Friendship—Yum” (Poem)—pp. 118–122

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193

Integration of Knowledge and Ideas: Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210

Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)— pp. 194–199

Comparing and Contrasting Stories: “A Camping Adventure” (Adventure Story)—pp. 200–206

Close Reading: “Treasure in the Desert” (Adventure Story)—pp. 206–210

Connect Across Texts: Compare and Contrast Texts—p. 211

Unit 9 Review: “The Missing Pencil Sharpener” (Mystery)—pp. 175–176

Performance Task 1

Part 1: Literary Analysis—pp. 141–143

Part 2: Narrative Writing—pp. 141, 144

Performance Task 2

Part 1: Literary Analysis—pp. 259–261

Part 2: Narrative Writing—pp. 259, 262

Reading Standards for Informational Text

GRADE 3 STUDENTS:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **(3.RI.1)**
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **(3.RI.2)**
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **(3.RI.3)**

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **(3.RI.4)**
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **(3.RI.5)**
6. Distinguish their own point of view from that of the author of a text. **(3.RI.6)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: "The 40,000-Year-Old Baby" (Magazine Article)—pp. 56–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Review—pp. 81–82
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details Determining Main Idea and Key Details: "The Amazing Tomb of Tut" (Historical Text)—pp. 62–67

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Review—pp. 81–82
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details Describing Relationships Between Ideas: "Finding Machu Picchu" (Scientific Text)—pp. 68–73

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Howard Carter's Last Chance" (Biography)—pp. 74–78
Unit 3 Review—pp. 81–82
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: "Water Everywhere" (Explanatory Text)— pp. 150–155

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
Unit 7 Review—pp. 175–176
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure Using Text Features: "Watch Out for Weather!" (Journal Article)—pp. 156–161

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
Unit 7 Review—pp. 175–176
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure Distinguishing Points of View: "Stop the Droughts!" (Editorial)—pp. 162–167

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: "Dust Bowl Disaster (Personal Narrative)—pp. 168–172
Unit 7 Review—pp. 175–176
Performance Task—Online

Reading Standards for Informational Text

GRADE 3 STUDENTS:

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **(3.RI.7)**
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **(3.RI.8)**
9. Compare and contrast the most important points and key details presented in two texts on the same topic. **(3.RI.9)**

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. **(3.RI.10)**
 - a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. **(AZ.3.RI.10)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 232–237

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Close Reading: “Why the Solar System Moves” (Explanatory Text)—pp. 250–254

Unit 11 Review—pp. 257–258
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Describing Text Structures: “Pluto: Planet or Not? (Magazine Article)—pp. 238–243

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Close Reading: “Why the Solar System Moves” (Explanatory Text)—pp. 250–254

Unit 11 Review—pp. 257–258
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 244–249

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Close Reading: “Why the Solar System Moves” (Explanatory Text)—pp. 250–254

Unit 11 Review—pp. 257–258
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

Asking and Answering Questions: “The 40,000-Year-Old Baby” (Magazine Article)—pp. 56–61

Determining Main Idea and Key Details: “The Amazing Tomb of Tut” (Historical Text)—pp. 62–67

Describing Relationships Between Ideas: “Finding Machu Picchu” (Scientific Text)—pp. 68–73

Close Reading: “Howard Carter’s Last Chance” (Biography)—pp. 74–78

Connect Across Texts: Compare and Contrast—p. 79

Unit 3 Review: “Vikings in America” (Textbook Article)—pp. 81–82

Reading Standards for Informational Text

GRADE 3 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

Determining Word Meanings: “Water Everywhere” (Explanatory Text)— pp. 150–155

Using Text Features: “Watch Out for Weather!” (Journal Article)—pp. 156–161

Distinguishing Points of View: “Stop the Droughts!” (Editorial)—pp. 162–167

Close Reading: “Dust Bowl Disaster (Personal Narrative)—pp. 168–172

Connect Across Texts: Compare and Contrast Texts—p. 173

Unit 7 Review: “Lightning Strikes” (Magazine Article)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254

Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 232–237

Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 238–243

Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 244–249

Close Reading: “Why the Solar System Moves “ (Explanatory Text)—pp. 250–254

Connect Across Texts: Compare and Contrast Texts—p. 255

Unit 11 Review: “Comets” (Scientific Text)—pp. 257–258

Reading Standards: Foundational Skills

GRADE 3 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Latin Suffixes—p. 269

Reading Standards: Foundational Skills

GRADE 3 STUDENTS:

- c. Decode multisyllable words.

- d. Read grade-appropriate irregularly spelled words.
(3.RF.3)

Fluency

- 4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.

 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3.RF.4)

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Foundational Skills Handbook: Phonics and Word Recognition

Multisyllable Words: VCV—p. 270
Multisyllable Words: VCCV—p. 271
Multisyllable Words: -le—p. 272

Foundational Skills Handbook: Phonics and Word Recognition

Reading Irregularly Spelled Words—p. 273

Foundational Skills Handbook: Fluency

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

Foundational Skills Handbook: Fluency

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

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 36

SEE ALSO

Introducing Unit 4/Home Connect—pp. 9–11
Unit 4 Review—pp. 37–38

Writing Standards

GRADE 3 STUDENTS:

Text Types and Purposes

- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

 - b. Provide reasons that support the opinion.

 - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing Reasons that Support the Opinion—pp. 181, 183

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

Writing Standards

GRADE 3 STUDENTS:

d. Provide a concluding statement or section. (3.W.1)

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.)

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 215–217

Performance Task 1

Part 1: Literary Analysis (write a paragraph describing the character's feelings)—pp. 141–143

Part 3: Research Simulation (write a paragraph explaining how challenges in the reading selections affect people)—pp. 141, 145–146

Performance Task 2

Part 1: Literary Analysis (write a one-paragraph description using details from the story as evidence to support your analysis)—pp. 259–261

Part 3: Research Simulation (write a paragraph presenting two similar beliefs)—pp. 259, 263–264

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Grouping Related Information—pp. 86–87, 89

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Organizing Information Using Headings—pp. 218–219, 222

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

Writing Standards

GRADE 3 STUDENTS:

-
- c. Use linking words and phrases (e.g., also, another, and, more, *but*) to connect ideas within categories of information.

-
- d. Provide a concluding statement or section. (3.W.2)

-
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Linking Words and Phrases to Connect Ideas—pp. 87, 89

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Using Transitions (yet, so, however)—pp. 219–220

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion That Wraps Up the Topic by Telling What Was Learned—pp. 88–89

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Concluding by Summing Up What the Reader Has Learned—p. 218

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

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 39–41

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133

Unit 6 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

Performance Task 1

Part 2: Narrative Writing (write two paragraphs telling what might happen next)—pp. 141, 144

Performance Task 2

Part 2: Narrative Writing (write a new first paragraph for the reading selection)—pp. 259, 262

Writing Standards

GRADE 3 STUDENTS:

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- c. Use temporal words and phrases to signal event order.

- d. Provide a sense of closure. **(3.W.3)**

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **(3.W.4)**
 - a. With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. **(AZ.3.W.4)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Write a Fictional Narrative: Creating an Organizational Structure/Giving Information About the Events and Introducing the Characters—pp. 42, 45

Unit 6 Text Types and Purposes: Write Nonfictional Narratives
Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the Event and Narrator/Getting the Reader's Attention—pp. 130, 133

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 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

Writing Standards

GRADE 3 STUDENTS:

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) (3.W.5)

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133

Unit 6 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183

Unit 8 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Unit 2 Text Types and Purposes: Write Fictional Narratives

Draft a Fictional Narrative—p. 45

Unit 2 Review: Write the final draft—p. 52

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Draft an Informative/Explanatory Essay—p. 89

Unit 4 Review: Write the final draft—p. 96

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 133

Unit 6 Review: Write the final draft—p. 140

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 183

Unit 8 Review: Write the final draft—p. 190

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

Draft a Research Report—p. 222

Unit 10 Review: Write the final draft—p. 228

Writing Handbook

Step 1: Planning—pp. 276–277

Step 2: Drafting—p. 278

Step 3: Revising—pp. 279–280

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282

Writing Standards

GRADE 3 STUDENTS:

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **(3.W.6)**

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic. **(3.W.7)**

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **(3.W.8)**

9. (Begins in grade 4) **(3.W.9)**

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **(3.W.10)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Writing Handbook

Step 1: Planning (use websites for information)—p. 276

Step 2: Drafting (using a computer to write drafts)—p. 278

Step 3: Revising (making changes on a computer)—pp. 279–280

Step 4: Editing (using a computer)—pp. 281–282

Step 5: Producing, Publishing, and Presenting (printing from a computer)—p. 283

See also Home Connect: (using technology/Internet, online activities: sadlierconnect.com)—pp. 10, 40, 54 (Internet research), 84 (model using the Internet to search for good sources of information), 98, 128 (blogs), 148 (interesting web links), 178, 192 (web search), 216 (research on the Internet), 230 (search the Internet)

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Writing Handbook

Step 1: Planning: Planning (Research Tip)—p. 276

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Developing the Topic with Researched Details/Providing a List of Sources/Using a Graphic Organizer to Take Notes—pp. 219–222

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Performance Task 1

Part 3: Research Simulation—pp. 141, 145–146

Performance Task 2

Part 3: Research Simulation—pp. 259, 263–264

Writing Handbook

Step 1: Planning (Research Tip)—pp. 276–277

Connect Across Texts: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Writing Standards

GRADE 3 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory

Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133

Unit 6 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183

Unit 8 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

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

Read a Student Model/Use a Graphic Organizer/Outline a

Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Writing Handbook

Step 1: Planning—pp. 276–277

Step 2: Drafting—p. 278

Step 3: Revising—pp. 279–280

Step 4: Editing—pp. 281–282

Step 5: Producing, Publishing, and Presenting—p. 283

Performance Task 1

Part 1: Literary Analysis (writing assignment)—pp. 141–143

Part 2: Narrative Writing (writing assignment)—pp. 141, 144

Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

Performance Task 2

Part 1: Literary Analysis (writing assignment)—pp. 259–261

Part 2: Narrative Writing (writing assignment)—pp. 259, 262

Part 3: Research Simulation (writing assignment)—pp. 259, 263–264

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Unit Review questions at the end of each unit.

Speaking and Listening Standards

GRADE 3 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Comprehension and Collaboration

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

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I:* Come to the discussion prepared?), 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I:* Follow agreed-upon rules for discussion?), 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

Unit 1 Reading Literature: Key Ideas and Details

Asking and Answering Questions: "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable)/"The Crow and the Pitcher: A Retelling of an Aesop Fable" (Fable)—pp. 12–17

Unit 3 Reading Informational Text: Key Ideas and Details

Asking and Answering Questions: "The 40,000-Year-Old Baby" (Magazine Article)—pp. 56–61

Speaking and Listening: Discuss the Essential Question: 50 (*Did I:* Ask questions to check my understanding/answer questions?); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (take notes, including questions to ask)—p. 283

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 283

Speaking and Listening Standards

GRADE 3 STUDENTS:

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(3.SL.2)**

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **(3.SL.3)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Unit 1 Reading Literature: Key Ideas and Details

Determining a Central Message: “John Henry: A Retelling of an American Folktale” (Folktale)/“Old Stormalong and the Octopus: A Retelling of an American Folktale” (Folktale)—pp. 18–23

Unit 3 Reading Informational Text: Key Ideas and Details

Determining Main Idea and Key Details: “The Amazing Tomb of Tut” (Historical Text)—pp. 62–67

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 194–199

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Unit 1 Reading Literature: Key Ideas and Details

Asking and Answering Questions: “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable)/“The Crow and the Pitcher: A Retelling of an Aesop Fable” (Fable)—pp. 12–17

Unit 3 Reading Informational Text: Key Ideas and Details

Asking and Answering Questions: “The 40,000-Year-Old Baby” (Magazine Article)—pp. 56–61

Connect Across Texts: Return to the Essential Question (use evidence to answer the question)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I:* Ask questions to check my understanding/answer questions?), 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Speaking and Listening Standards

GRADE 3 STUDENTS:

Presentation of Knowledge and Ideas

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 283

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

See also **Home Connect** (discussions with family members)—pp. 54, 128, 178, 216, 230

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (using visuals)/Digital Connection (using technology to present student writing)—p. 283

See also **Home Connect:** Ways to Help Your Child (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that fits your audience and occasion)—p. 283

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50 (speaking tips/speak in complete sentences), 94, 138, 188, 226

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Language Standards

GRADE 3 STUDENTS:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 2 Text Types and Purposes: Write Fictional Narratives Language: Nouns—p. 46

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

Language Standards

GRADE 3 STUDENTS:

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns (e.g., *childhood*).

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

f. Ensure subject-verb and pronoun-antecedent agreement.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Pronouns—p. 90

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Review—p. 95

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Verbs and Verb Tenses—p. 134

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit 6 Review—p. 139

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Adjectives—p. 184

Language: Adverbs—p. 185

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Review—p. 189

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Regular and Irregular Plural Nouns—p. 47

SEE ALSO

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

Unit 2 Review—p. 51

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Nouns—p. 46

SEE ALSO

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

Unit 2 Review—p. 51

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Regular and Irregular Verbs—p. 135

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit 6 Review—p. 139

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Verbs and Verb Tenses—p. 134

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit 6 Review—p. 139

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Subject-Verb Agreement—p. 136

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit 6 Review—p. 139

Writing Handbook: Step 4 Editing: Editing Checklist—p. 281

Language Standards

GRADE 3 STUDENTS:

-
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
-
- h. Use coordinating and subordinating conjunctions.
-
- i. Produce simple, compound, and complex sentences. **(3.L.1)**
-
- j. Write multiple sentences in an order that supports a main idea or story. **(AZ.3.L.1)**
-

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Pronoun-Antecedent Agreement—p. 91

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Review—p. 95

Writing Handbook: Step 4 Editing: Editing Checklist—p. 281

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Adjectives (comparatives, superlatives)—p. 184

Language: Adverbs (comparatives, superlatives)—p. 185

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Review—p. 189

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Compound Sentences (conjunction)—p. 223

Language: Complex Sentences (subordinating conjunction)—p. 224

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 Review—p. 227

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Simple Sentences—p. 187

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Review—p. 189

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Compound Sentences—p. 223

Language: Complex Sentences—p. 224

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 Review—p. 227

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

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 39–41

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133

Unit 6 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 133—p. 140

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

Language Standards

GRADE 3 STUDENTS:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **(3.L.2)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Capitalization—p. 225

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 Review—p. 227

Writing Handbook: Step 4 Editing: Editing Checklist—p. 281

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Commas in Addresses—p. 93

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Review—p. 95

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Dialogue Punctuation—p. 49

SEE ALSO

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

Unit 2 Review—p. 51

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Possessives—p. 48

SEE ALSO

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

Unit 2 Review—p. 51

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Spelling High-Frequency Words—p. 92

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Review—p. 95

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Correct Spelling—p. 186

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Review—p. 189

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Multisyllable Words: VCV—p. 270

Multisyllable Words: VCCV—p. 271

Multisyllable Words: -le—p. 272

Reading Irregularly Spelled Words—p. 273

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Correct Spelling (use a dictionary)—p. 186

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Review—p. 189

Language Standards

GRADE 3 STUDENTS:

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written standard English. **(3.L.3)**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Writing Handbook

Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281

Use a Dictionary—pp. 36, 80, 139, 189, 212

Glossary—pp. 284–287

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model: Event Sequence (use words for effect)—p. 130

Writing Handbook

Step 3 Revising: Revising Checklist—p. 279

Step 4 Editing: Editing Checklist—p. 281

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

Unit 1 Reading Literature: Key Ideas and Details Language: Context Clues—p. 36

SEE ALSO

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

Unit 4 Review—pp. 37–38

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Suffixes—p. 137

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit 6 Review—p. 139

Unit 7 Reading Informational Text: Craft and Structure Language: Suffixes and Prefixes—p. 174

SEE ALSO

Introducing Unit 7/Home Connect—pp. 147–148

Unit 7 Review—pp. 175–176

Foundational Skills Handbook: Phonics and Word Recognition

Prefixes—p. 267

Suffixes—p. 268

Language Standards

GRADE 3 STUDENTS:

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **(3.L.4)**

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). **(3.L.5)**

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). **(3.L.6)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Roots—p. 212

SEE ALSO

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

Unit 9 Review—pp. 213–214

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Use a Dictionary—pp. 36, 80, 139, 186, 189, 212

Writing Handbook

Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281

Glossary—pp. 284–287

Unit 5 Reading Literature: Craft and Structure

Language: Literal and Nonliteral Meanings—p. 124

SEE ALSO

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

Unit 5 Review—pp. 125–126

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Real-Life Word Connections—p. 80

SEE ALSO

Introducing Unit 3/Home Connect—pp. 81–82

Unit 3 Review—pp. 81–82

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230

Unit 11 Review—pp. 257–258

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 36

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Real-Life Word Connections—p. 80

Unit 5 Reading Literature: Craft and Structure

Distinguishing Literal from Nonliteral Language: “The Best Friend Possible” (Realistic Fiction)— pp. 100–105

Language: Literal and Nonliteral Meanings—p. 124

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Suffixes—p. 137

Language Standards

GRADE 3 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: “Water Everywhere”
(Explanatory Text)— pp. 150–155

Language: Suffixes and Prefixes—p. 174

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Roots—p. 212

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 256

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Multisyllable Words: VCCV—p. 271

Multisyllable Words: -le—p. 272

Reading Irregularly Spelled Words—p. 273

Writing Handbook

Step 3 Revising: Revising Checklist: Word Choice—p. 279