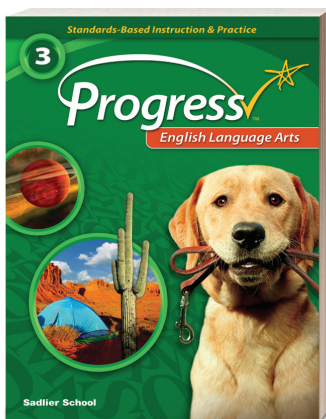


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# Colorado

## Academic Standards in Reading, Writing & Communicating

### Third Grade

#### Contents

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# 1. Oral Expression and Listening

## Prepared Graduates:

- Use language appropriate for purpose and audience objective

## Concepts and skills students master:

1. Oral communication is used both informally and formally

### Third Grade Evidence Outcomes

Students can:

- a. 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. (CCSS: SL.3.4)

- b. Distinguish different levels of formality

- c. Speak clearly, using appropriate volume and pitch for the purpose and audience

- d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience

- e. 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. (CCSS: SL.3.5)

- f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)

### 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

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

#### Writing Handbook

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

#### 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

Third Grade Evidence Outcomes

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**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

- g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details

## 1. Oral Expression and Listening

**Prepared Graduates:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

**Concepts and skills students master:**

2. Successful group activities need the cooperation of everyone

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

Students can:

- a. 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. (CCSS: SL 3.1)

- i. 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. (CCSS: SL.3.1a)

- ii. 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). (CCSS: SL.3.1b)

**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

Third Grade Evidence Outcomes

- iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)

- iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)

- v. Use eye contact, volume, and tone appropriate to audience and purpose

- vi. Use different types of complete sentences to share information, give directions, or request information

- b. 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. (CCSS: SL 3.2)

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**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-Yaer-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

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

**Writing Handbook**

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

**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

Third Grade Evidence Outcomes

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- c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)

**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

## 2. Reading for All Purposes

### Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

### Concepts and skills students master:

1. Strategies are needed to make meaning of various types of literary genres

#### Third Grade Evidence Outcomes

Students can:

#### a. Use Key Ideas and Details to:

- i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)
- ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)
- iii. 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. (CCSS: RL.3.2)
- iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays
- v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)

#### 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

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)

**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

- ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events

- iii. 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. (CCSS: RL.3.5)

**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

- iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)

**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

c. Use Integration of Knowledge and Ideas to:

- i. 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). (CCSS: RL.3.7)

**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

- ii. Summarize central ideas and important details from literary text

Third Grade Evidence Outcomes

- iii. 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). (CCSS: RL.3.9)

d. Use Range of Reading and Complexity of Text to:

- i. 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. (CCSS: RL.3.10)

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**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

**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



Third Grade Evidence Outcomes

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**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

- e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation

## 2. Reading for All Purposes

**Prepared Graduates:**

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

**Concepts and skills students master:**

2. Comprehension strategies are necessary when reading informational or persuasive text

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

Students can:

- a. Use Key Ideas and Details to:

- i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)

**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

Third Grade Evidence Outcomes

- ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)

- iii. 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. (CCSS: RI.3.3)

b. Use Craft and Structure to:

- i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4)

- ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)

- iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)

- iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships

Sadlier Progress English Language Arts, Grade 3

**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

Third Grade Evidence Outcomes

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c. Use Integration of Knowledge and Ideas to:

- i. 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). (CCSS: RI.3.7)

**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

- ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)

**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

- iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)

**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

d. Use Range of Reading and Complexity of Text to:

- i. 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. (CCSS: RI.3.10)

**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

Third Grade Evidence Outcomes

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**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

- ii. Adjust reading rate according to type of text and purpose for reading.

## 2. Reading for All Purposes

### Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

### Concepts and skills students master:

3. Comprehension strategies are necessary when reading informational or persuasive text

#### Third Grade Evidence Outcomes

#### Sadlier Progress English Language Arts, Grade 3

Students can:

e. Use Key Ideas and Details to:

- i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)

**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

- ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)

**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

- iii. 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. (CCSS: RI.3.3)

**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

f. Use Craft and Structure to:

- i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4)

**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

Third Grade Evidence Outcomes

- ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)

- iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)

- iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships

g. Use Integration of Knowledge and Ideas to:

- i. 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). (CCSS: RI.3.7)

- ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)

- iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)

Sadlier Progress English Language Arts, Grade 3

**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

**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

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

Close Reading: "Why the Solar System Moves " (Explanatory Text)—pp. 250–254  
Unit 11 Review—pp. 257–258  
Performance Task—Online

h. Use Range of Reading and Complexity of Text to:

- i. 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. (CCSS: RI.3.10)

**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

**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

Third Grade Evidence Outcomes

*Sadlier Progress English Language Arts*, Grade 3

- ii. Adjust reading rate according to type of text and purpose for reading.



### 3. Writing and Composition

**Prepared Graduates:**

- Implement the writing process successfully to plan, revise, and edit written work

**Concepts and skills students master:**

1. A writing process is used to plan, draft, and write a variety of literary genres

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

Students can:

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)

- 
- i. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)

- 
- ii. Provide reasons that support the opinion. (CCSS: W.3.1b)

- 
- iii. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. (CCSS: W.3.1c)

- 
- iv. Provide a concluding statement or section. (CCSS: W.3.1d)

- 
- v. Brainstorm ideas for writing

- 
- b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)

**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

**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 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

Third Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 3
	<p>SEE ALSO                      Introducing Unit 6/Home Connect/Essential Question—pp. 127–129</p>
	<p><b>Performance Task 1</b>  <b>Part 2: Narrative Writing</b> (write two paragraphs telling what might happen next)—pp. 141, 144</p>
<p>i. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)</p>	<p><b>Performance Task 2</b>  <b>Part 2: Narrative Writing</b> (write a new first paragraph for the reading selection)—pp. 259, 262</p>
<p>ii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Creating an Organizational Structure/Giving Information About the Events and Introducing the Characters—pp. 42, 45</p>
<p>iii. Use temporal words and phrases to signal event order. (CCSS: W.3c)</p>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Creating an Organizational Structure/Introducing the Event and Narrator/Getting the Reader’s Attention—pp. 130, 133</p>
<p>iv. Provide a sense of closure. (CCSS: W.3.3d)</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Using Dialogue to Show Thoughts and Feelings—pp. 43–45</p>
<p>c. Write descriptive poems using figurative language</p>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Using Dialogue to Show Thoughts and Feelings of Characters/Using Description to Give Details—pp. 131, 133</p>
	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Using Sequence Words to Signal Event Order—pp. 43–45</p>
	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Using Time-Order Words and Phrases to Signal the Order of Events—pp. 131, 133</p>
	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Write a Fictional Narrative:</b> Concluding by Showing How the Problem Is Resolved—pp. 44–45</p>
	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Providing a Strong Ending That Tells How Events Worked Out—pp. 132–133</p>

### 3. Writing and Composition

**Prepared Graduates:**

- Implement the writing process successfully to plan, revise, and edit written work

**Concepts and skills students master:**

- 2. A writing process is used to plan, draft, and write a variety of informational texts

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

Students can:

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)

**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

- i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)

**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

Third Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 3
<p>ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)</p>	
<p>iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)</p>	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Developing the Topic with Facts, Definitions, and Details—pp. 87, 89</p> <hr/> <p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use a Graphic Organizer/Outline a Research Report:</b> Developing the Topic with Facts and Researched Details—pp. 219, 222</p>
<p>iv. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. (CCSS: W.3c)</p>	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Using Linking Words and Phrases to Connect Ideas—pp. 87, 89</p> <hr/> <p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use a Graphic Organizer/Outline a Research Report:</b> Using Transitions (yet, so, however)—pp. 219–220</p>
<p>v. Provide a concluding statement or section. (CCSS: W.3.2d)</p>	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Providing a Conclusion That Wraps Up the Topic by Telling What Was Learned—pp. 88–89</p> <hr/> <p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use a Graphic Organizer/Outline a Research Report:</b> Concluding by Summing Up What the Reader Has Learned—p. 218</p>

### 3. Writing and Composition

**Prepared Graduates:**

- Apply standard English conventions to effectively communicate with written language

**Concepts and skills students master:**

- 3. Correct grammar, capitalization, punctuation, and spelling are used when writing

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

Students can:

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)

**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

**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

- b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Draft a Fictional Narrative—p. 45**

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

Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

- c. 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. (CCSS: W.3.6)
- d. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
- i. Choose words and phrases for effect. (CCSS: L.3.3a)

**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 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Draft an Evidence-Based Essay**—p. 133

**Unit 8 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 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 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

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

Third Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 3
<p>ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)</p>	<p><b>Writing Handbook</b>  <b>Step 3 Revising:</b> Revising Checklist—p. 279  <b>Step 4 Editing:</b> Editing Checklist—p. 281</p>
<p>e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)</p>	<p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> 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>
<p>i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Language:</b> Nouns—p. 46  <small>SEE ALSO</small>                      Introducing Unit 2/Home Connect—pp. 39–40                      Unit 2 Review—p. 51</p>
	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Language:</b> Pronouns—p. 90  <small>SEE ALSO</small>                      Introducing Unit 4/Home Connect—pp. 83–84                      Unit 4 Review—p. 95</p>
	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Language:</b> Verbs and Verb Tenses—p. 134  <small>SEE ALSO</small>                      Introducing Unit 6/Home Connect—pp. 127–128                      Unit 6 Review—p. 139</p>
	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Adjectives—p. 184  <b>Language:</b> Adverbs—p. 185  <small>SEE ALSO</small>                      Introducing Unit 8/Home Connect—pp. 177–178                      Unit 8 Review—p. 189</p>
<p>ii. Form and use regular and irregular plural nouns. (CCSS: L.3.1b)</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Language:</b> Regular and Irregular Plural Nouns—p. 47  <small>SEE ALSO</small>                      Introducing Unit 2/Home Connect—pp. 39–40                      Unit 2 Review—p. 51</p>
<p>iii. Use abstract nouns (e.g., <i>childhood</i>). (CCSS: L.3.1c)</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Language:</b> Nouns—p. 46  <small>SEE ALSO</small>                      Introducing Unit 2/Home Connect—pp. 39–40                      Unit 2 Review—p. 51</p>

Third Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 3
<p>iv. Form and use regular and irregular verbs. (CCSS: L.3.1d)</p>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Language:</b> Regular and Irregular Verbs—p. 135</p> <p>SEE ALSO                      Introducing Unit 6/Home Connect—pp. 127–128                      Unit 6 Review—p. 139</p>
<p>v. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. (CCSS: L.3.1e)</p>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Language:</b> Verbs and Verb Tenses—p. 134</p> <p>SEE ALSO                      Introducing Unit 6/Home Connect—pp. 127–128                      Unit 6 Review—p. 139</p>
<p>vi. Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)</p>	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Language:</b> Pronoun-Antecedent Agreement—p. 91</p> <p>SEE ALSO                      Introducing Unit 4/Home Connect—pp. 83–84                      Unit 4 Review—p. 95                      Writing Handbook: Step 4 Editing: Editing Checklist—p. 281</p>
<p>vii. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)</p>	<p><b>Unit 6 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Language:</b> Subject-Verb Agreement—p. 136</p> <p>SEE ALSO                      Introducing Unit 6/Home Connect—pp. 127–128                      Unit 6 Review—p. 139                      Writing Handbook: Step 4 Editing: Editing Checklist—p. 281</p>
<p>viii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)</p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Adjectives (comparatives, superlatives)—p. 184  <b>Language:</b> Adverbs (comparatives, superlatives)—p. 185</p> <p>SEE ALSO                      Introducing Unit 8/Home Connect—pp. 177–178                      Unit 8 Review—p. 189</p>
<p>ix. Produce simple, compound, and complex sentences. (CCSS: L.3.1i)</p>	<p><b>Unit 10 Research to Build and Present Knowledge: Write a Research Report</b>  <b>Language:</b> Compound Sentences (conjunction)—p. 223  <b>Language:</b> Complex Sentences (subordinating conjunction)—p. 224</p> <p>SEE ALSO                      Introducing Unit 10/Home Connect—pp. 215–216                      Unit 10 Review—p. 227</p>
<p></p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Simple Sentences—p. 187</p> <p>SEE ALSO                      Introducing Unit 8/Home Connect—pp. 177–178                      Unit 8 Review—p. 189</p>



Third Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 3

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- x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts
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- f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
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- i. Capitalize appropriate words in titles. (CCSS: L.3.2a)
- 

- ii. Use commas in addresses. (CCSS: L.3.2b)
- 

- iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
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- iv. Form and use possessives. (CCSS: L.3.2d)
- 

- v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (CCSS: L.3.2e)
- 

- vi. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. (CCSS: L.3.2f)
- 

**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

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**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

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**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

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**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

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**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

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**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

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**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

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Third Grade Evidence Outcomes

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- vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)

**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

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**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

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**Writing Handbook**

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

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

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**Glossary**—pp. 284–287

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## 4. Research and Reasoning

### Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

### Concepts and skills students master:

1. Researching a topic and sharing findings are often done with others

#### Third Grade Evidence Outcomes

Students can:

- a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)

- b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)

- c. Interpret and communicate the information learned by developing a brief summary with supporting details

- d. Develop supporting visual information (charts, maps, illustrations, models)

- e. Present a brief report of the research findings to an audience

#### 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:** 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

## 4. Research and Reasoning

**Prepared Graduates:**

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

**Concepts and skills students master:**

2. Inferences and points of view exist

Third Grade Evidence Outcomes

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Students can:

- Recognize that different sources may have different points of view
- Assess points of view using fairness, relevance, and breadth
- Determine the clarity, relevance, and accuracy of information
- Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations
- Assess inferences for accuracy and fairness
- Recognize what they know and don't know (intellectual humility)