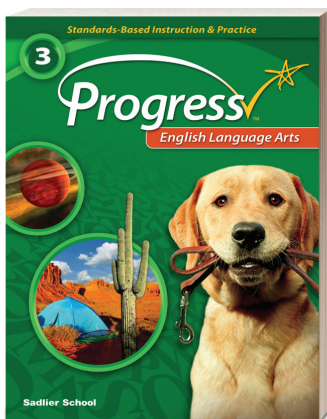


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Language Arts

Florida Standards (LAFS)

Grade: 3

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Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 1: Key Ideas and Details

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.3.RL.2.5 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Literature

STANDARDS

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

LAFS.3.RL.3.7 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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.3.RL.3.9 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).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.3.RL.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

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

Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Strand: Reading Standards: Foundational Skills

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 3: Phonics and Word Recognition

LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Cognitive Complexity: Level 1: Recall

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

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

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

Cluster 4: Fluency

LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills Handbook: Fluency

Practicing Fluency—p. 274

Foundational Skills Handbook: Fluency

Practicing Fluency—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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 1: Key Ideas and Details

LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.3.RI.1.3 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.

Cognitive Complexity: Level 3: Strategic
Thinking & Complex Reasoning

Cluster 2: Craft and Structure

LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 3: Integration of Knowledge and Ideas

LAFS.3.RI.3.7 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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.3.RI.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Informational Text

STANDARDS

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 1: Text Types and Purposes

LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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

Strand: Writing Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3
<p>b. Provide reasons that support the opinion.</p> <hr/> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <hr/> <p>d. Provide a concluding statement or section.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Providing Reasons that Support the Opinion—pp. 181, 183</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement that Restates the Opinion in Slightly Different Words—pp. 182–183</p>
<p>LAFS.3.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96</p> <p>SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 83–85</p>
	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use a Graphic Organizer/Outline a Research Report: 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</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217</p>
<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>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</p> <hr/> <p>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</p> <hr/> <p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Grouping Related Information—pp. 86–87, 89</p> <hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Organizing Information Using Headings—pp. 218–219, 222</p>

Strand: Writing Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3
b. Develop the topic with facts, definitions, and details.	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
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	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
d. Provide a concluding statement or section.	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
LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	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

Strand: Writing Standards

STANDARDS

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.

Cluster 2: Production and Distribution of Writing

LAFS.3.W.2.4 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.)

– continued on next page –

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Performance Task 2

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

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

Strand: Writing Standards

STANDARDS

– continued from previous page –

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.3.W.2.5 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.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Strand: Writing Standards

STANDARDS

LAFS.3.W.2.6 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing

LAFS.3.W.3.10 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.

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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

Strand: Writing Standards

STANDARDS

– continued from previous page –

Cognitive Complexity: Level 3: Strategic
Thinking & Complex Reasoning

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 130–133

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.

Strand: Standards for Speaking and Listening

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 1: Comprehension and Collaboration

LAFS.3.SL.1.1 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- 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.

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

- 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).

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

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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

- d. Explain their own ideas and understanding in light of the discussion.

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

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3
<p>LAFS.3.SL.1.2 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 283</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p> <p>Unit 1 Reading Literature: Key Ideas and Details Determining a Central Message: “John Henry: A Retelling of an American Folktale” (Folktale)/“Old Stormalong and the Octopus: A Retelling of an American Folktale” (Folktale)—pp. 18–23</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Determining Main Idea and Key Details: “The Amazing Tomb of Tut” (Historical Text)—pp. 62–67</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)— pp. 194–199</p> <p>Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Asking and Answering Questions: “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable)/“The Crow and the Pitcher: A Retelling of an Aesop Fable” (Fable)—pp. 12–17</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “The 40,000-Year-Old Baby” (Magazine Article)—pp. 56–61</p> <p>Connect Across Texts: Return to the Essential Question (use evidence to answer the question)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 50 (<i>Did I:</i> Ask questions to check my understanding/answer questions?), 94, 138, 188, 226</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>

Strand: Standards for Speaking and Listening

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 2: Presentation of Knowledge and Ideas

LAFS.3.SL.2.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.3.SL.2.5 Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.3.SL.2.6 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 on pages 28 and 29 for for specific expectations.)

Cognitive Complexity: Level 1: Recall

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

Strand: Language Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Cluster 1: Conventions of Standard English

LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- a. Demonstrate beginning cursive writing skills.
- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

c. Form and use regular and irregular plural nouns.

d. Use abstract nouns (e.g., childhood).

e. Form and use regular and irregular verbs.

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 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

Strand: Language Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3
f. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	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
g. Ensure subject-verb and pronoun-antecedent agreement.	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
h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	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
i. Use coordinating and subordinating conjunctions.	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
j. Produce simple, compound, and complex sentences.	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

Strand: Language Standards

STANDARDS

LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cognitive Complexity: Level 1: Recall

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.

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: -/e—p. 272

Reading Irregularly Spelled Words—p. 273

Strand: Language Standards

STANDARDS

- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Cluster 2: Knowledge of Language

LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Choose words and phrases for effect.

- b. Recognize and observe differences between the conventions of spoken and written standard English.

Cluster 3: Vocabulary Acquisition and Use

LAFS.3.L.3.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Strand: Language Standards

STANDARDS

- 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*).

- 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.

LAFS.3.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- 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*).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Strand: Language Standards

STANDARDS

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

LAFS.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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