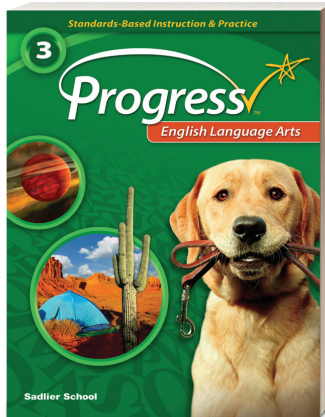


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Pennsylvania

Core Standards for

English Language Arts

Grade 3

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1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

ENGLISH LANGUAGE ARTS STANDARDS

Phonics and Word Recognition

- CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.

Fluency

- CC.1.1.3.E Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266
Prefixes—p. 267
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Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266
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Foundational Skills Handbook: Phonics and Word Recognition

Multisyllable Words: VCV—p. 270
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Practicing Fluency—p. 274

Foundational Skills Handbook: Fluency

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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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Main Idea

- CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

Key Ideas and Details: Text Analysis

- CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure: Point of View

- CC.1.2.3.D Explain the point of view of the author.

Craft and Structure: Text Structure

- CC.1.2.3.E Use text features and search tools to locate and interpret information.

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 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
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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 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 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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

Integration of Knowledge and Ideas: Analysis Across Texts

- CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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
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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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use

CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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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
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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: VCV—p. 270

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Multisyllable Words: -le—p. 272

Reading Irregularly Spelled Words—p. 273

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

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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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 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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Theme

- CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

Key Ideas and Details: Text Analysis

- CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

Key Ideas and Details: Literary Elements

- CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure: Point of View

- CC.1.3.3.D Explain the point of view of the author.

Craft and Structure: Text Structure

- CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

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 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
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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.3.G 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).

Integration of Knowledge and Ideas: Text Analysis

- CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Vocabulary Acquisition and Use: Strategies

- CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 5 Review—pp. 125–126
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 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

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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

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

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 36

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use

CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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SEE ALSO
Introducing Unit 4/Home Connect—pp. 9–11
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Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Suffixes—p. 137

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Language: Suffixes and Prefixes—p. 174

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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

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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

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

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

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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

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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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory

CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Informative/Explanatory: Focus

CC.1.4.3.B Identify and introduce the topic clearly.

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

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 83–85

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

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

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

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

SEE ALSO

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

Performance Task 1

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

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

Performance Task 2

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

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

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

Read a Student Model/Outline an Informative/

Explanatory Essay: Introducing the Topic—p. 86

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

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

Research Report: Introducing the Topic—p. 218

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Informative/Explanatory: Content

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

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

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

Informative/Explanatory: Organization

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

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

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Grouping Related Information/Providing a Concluding Statement—pp. 86–89

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/Organizing Information Using Headings/Providing a Concluding Statement —pp. 218–222

Informative/Explanatory: Style

CC.1.4.3.E Choose words and phrases for effect.

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Uses words for effect—p. 130

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

Informative/Explanatory: Conventions of Language

CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Possessives—p. 48

Language: Dialogue Punctuation—p. 49

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

Language: Commas in Addresses—p. 93

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative

CC.1.4.3.G Write opinion pieces on familiar topics or texts.

Opinion/Argumentative: Focus

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

Opinion/Argumentative: Content

CC.1.4.3.I Support an opinion with reasons.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

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

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: 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative: Organization

- CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

Opinion/Argumentative: Style

- CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

Opinion/Argumentative: Conventions of Language

- CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/Using Linking Phrases to Show Logical Connections/Providing a Conclusion with a Slightly Different Restatement of the Opening Opinion—pp. 180, 182–183

Writing Handbook

Step 3 Revising: Revising Checklist: Variety of sentence types—p. 279

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: Commas in Addresses—p. 93

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

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative

CC.1.4.3.M Write narratives to develop real or imagined experiences or events.

Narrative: Focus

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

Narrative: Content

CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

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

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

SEE ALSO

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

Performance Task 1

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

Performance Task 2

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: 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:

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative: Organization

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

Narrative: Style

CC.1.4.3.Q Choose words and phrases for effect.

Narrative: Conventions of Language

CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Write a Fictional Narrative:

Creating an Organizational Structure/Giving Information About the Events and Introducing the Characters/Concluding by Showing How the Problem Is Resolved—pp. 42, 44–45

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/ Providing a Strong Ending That Tells How Events Worked Out /Getting the Reader's Attention—pp. 130, 132–133

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

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: Commas in Addresses—p. 93

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Response to Literature

- CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Production and Distribution of Writing: Writing Process

CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Technology and Publication

CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Performance Task 1

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

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

Draft a Fictional Narrative—p. 45

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

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

Draft an Informative/Explanatory Essay—p. 89

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 133

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 183

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

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

Draft a Research Report—p. 222

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

Writing Handbook

Step 1: Planning—pp. 276–277

Step 2: Drafting—p. 278

Step 3: Revising—pp. 279–280

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

Writing 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Conducting Research

CC.1.4.3.V Conduct short research projects that build knowledge about a topic.

Credibility, Reliability, and Validity of Source

CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

CC.1.4.3.X 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

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

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

Writing Handbook

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

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

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

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

Performance Task 1

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

Performance Task 2

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

Writing Handbook

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

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

*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 Review questions at the end of each unit.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Comprehension and Collaboration: Critical Listening

CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Comprehension and Collaboration: Evaluating Information

CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Unit 1 Reading Literature: Key Ideas and Details

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

Unit 3 Reading Informational Text: Key Ideas and Details

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

Writing Handbook

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

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

Unit 1 Reading Literature: Key Ideas and Details

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Purpose, Audience, and Task

- CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Presentation of Knowledge and Ideas: Context

- CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

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 (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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas: Multimedia

- CC.1.5.3.F 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.

Conventions of Standard English

- CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Nouns—p. 46

Language: Regular and Irregular Plural Nouns—p. 47

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

Language: Pronoun-Antecedent Agreement—p. 91

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

Language: Regular and Irregular Verbs—p. 135

Language: Subject-Verb Agreement—p. 136

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

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