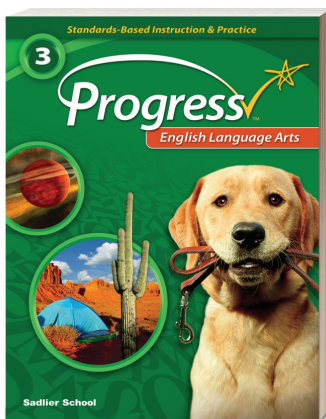


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

South Carolina

College- and Career-Ready

Standards for

English Language Arts

Grade 3

Contents

Reading – Literary Text (RL)	2
Reading – Informational Text (RI)	8
Writing (W)	14
Communication (C)	24

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE THREE

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

- | | |
|-----|---|
| 1.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- | | |
|-----|---|
| 2.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |

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

- | | |
|-----|--|
| 3.1 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| 3.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.6 | 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

Reading Irregularly Spelled Words—p. 273

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE THREE

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 *Students are expected to build upon and continue applying previous learning.*
- 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 4.3 *Students are expected to build upon and continue applying previous learning.*

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

- 5.2 *Students are expected to build upon and continue applying previous learning.*

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine the theme by recalling key details that support the theme.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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 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

— continued —

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE THREE

- 7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Use text evidence to:
- a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and
 - b. explain the influence of cultural and historical context on characters, setting, and plot development.

Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
- 9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

*Reading selections feature characters, settings, and plots in a variety of cultural and historical contexts.

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 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

— continued —

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE THREE

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use paragraph-level context to determine the meaning of words and phrases.

10.2 Determine the meaning of a word when an affix is added to a base word.

10.3 *Students are expected to build upon and continue applying previous learning.*

10.4 *Students are expected to build upon and continue applying previous learning.*

10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.

10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Language: Context Clues—p. 36

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Suffixes—p. 137

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128
Unit 6 Review—p. 139

Unit 7 Reading Informational Text: Craft and Structure

Language: Suffixes and Prefixes—p. 174

SEE ALSO

Introducing Unit 7/Home Connect—pp. 147–148
Unit 7 Review—pp. 175–176

Foundational Skills Handbook: Phonics and Word Recognition

Prefixes—p. 267

Suffixes—p. 268

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

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE THREE

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.

- 11.1 Explain the differences between first and third person points of view.
- 11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Writing Handbook

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

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 5 Reading Literature: Craft and Structure

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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99

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

Unit 5 Review—pp. 125–126

Performance Task—Online

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE THREE

- 12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

- 13.1 Engage in whole and small group reading with purpose and understanding.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE THREE

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

- | | |
|-----|---|
| 1.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- | | |
|-----|---|
| 2.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |

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

- | | |
|-----|--|
| 3.1 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| 3.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.6 | 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

Reading Irregularly Spelled Words—p. 273

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE THREE

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 *Students are expected to build upon and continue applying previous learning.*
- 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 4.3 *Students are expected to build upon and continue applying previous learning.*

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

- 5.2 *Students are expected to build upon and continue applying previous learning.*

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Summarize multi-paragraph texts using key details to support the central idea.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Compare and contrast diverse texts on the same topic, idea, or concept.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Foundational Skills Handbook: Fluency **Practicing Fluency: “The Fox and the Goat”—p. 274**

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 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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE THREE

Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

8.1 Explain how the author uses words and phrases to inform, explain, or describe.

8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Use paragraph-level context to determine the meaning of words and phrases.

9.2 Determine the meaning of a word when an affix is added to a base word.

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

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Nonfictional Narratives
Language: Suffixes—p. 137

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128
Unit 6 Review—p. 139

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

SEE ALSO

Introducing Unit 7/Home Connect—pp. 147–148
Unit 7 Review—pp. 175–176

Foundational Skills Handbook: Phonics and Word Recognition

Prefixes—p. 267

Suffixes—p. 268

Base Words—p. 266

Latin Suffixes—p. 269

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE THREE

- 9.3 *Students are expected to build upon and continue applying previous learning.*
- 9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
- 9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Writing Handbook

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

Glossary—pp. 284–287

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

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

Writing Handbook

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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE THREE

Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.

- 10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.

- 11.2 Describe the structures an author uses to support specific points.

Range and Complexity (RC)

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

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

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

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

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

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

Connect Across Texts: Compare and Contrast—p. 79

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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE THREE

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

12.1	Engage in whole and small group reading with purpose and understanding.
12.2	Read independently for sustained periods of time.
12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Write opinion pieces that:

- a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
- b. use information from multiple print and multimedia sources;
- c. organize supporting reasons logically;
- d. use transitional words or phrases to connect opinions and reasons;
- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 177–179

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/ Introducing the Topic/Stating an Opinion—pp. 180, 183

Writing Handbook

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

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 8 Text Types and Purposes: Write Opinion Pieces

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183

Unit 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 (W)

STANDARDS AND INDICATORS, GRADE THREE

- f. use paraphrasing and original language to avoid plagiarism; and
- g. provide a concluding statement or section.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Write informative/explanatory texts that:

- a. introduce a topic and group related information together;
- b. use information from multiple print and multimedia sources;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Summarize or paraphrase information—p. 221

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement that Restates the Opinion in Slightly Different Words—pp. 182–183

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

Read a Student Model/Outline an Informative/Explanatory

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

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

SEE ALSO

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

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

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

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

SEE ALSO

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

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

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

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

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

Writing Handbook

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

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

c. include illustrations to aid comprehension;

d. develop the topic with facts, definitions, and details;

e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

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 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

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 (W)

STANDARDS AND INDICATORS, GRADE THREE

- f. use paraphrasing and original language to avoid plagiarism;

- g. use transition words and phrases to connect ideas within categories of information;

- h. develop a style and tone authentic to the purpose; and

- i. provide a concluding statement or section.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Read a Student Model/Use a Graphic Organizer/Outline a Research Report: Summarize or paraphrase information—p. 221

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

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

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

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

Foundational Skills Handbook: Fluency

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

-
- b. establish a situation and introduce a narrator and/or characters;
-
- c. organize an event sequence that unfolds naturally;
-
- d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;
-
- e. develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others;
-
- f. use temporal words and phrases to signal event order;
-

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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: 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: 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

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and

- h. provide a sense of closure.

Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- 4.1 When writing:
 - a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Write a Fictional Narrative: Use Descriptive Words—p. 43

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: 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
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

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

- b. form and use regular and irregular plural nouns; use abstract nouns;

- c. form and use regular and irregular verbs;

- d. form and use the simple verb tenses;

- e. ensure subject-verb and pronoun- antecedent agreement;

- f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;

- g. form and use prepositional phrases;

- h. use coordinating and subordinating conjunctions; and

- i. produce simple, compound, and complex sentences.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Regular and Irregular Verbs—p. 135

SEE ALSO

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

Unit 6 Review—p. 139

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Verbs and Verb Tenses—p. 134

SEE ALSO

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

Unit 6 Review—p. 139

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Subject-Verb Agreement—p. 136

SEE ALSO

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

Unit 6 Review—p. 139

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

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

Language: Pronoun-Antecedent Agreement—p. 91

SEE ALSO

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

Unit 4 Review—p. 95

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

SEE ALSO

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

Unit 8 Review—p. 189

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

Language: Compound Sentences (conjunction)—p. 223

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

SEE ALSO

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

Unit 10 Review—p. 227

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Simple Sentences—p. 187

SEE ALSO

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

Unit 8 Review—p. 189

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.

5.2 Use:

a. apostrophes to form contractions and singular and plural possessives;

b. quotation marks to mark direct speech; and

c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.

5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.

5.4 Use spelling patterns and generalizations.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

Language: Compound Sentences—p. 223

Language: Complex Sentences—p. 224

SEE ALSO

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

Unit 10 Review—p. 227

Unit 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 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 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 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 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

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

- 5.5 Consult print and multimedia sources to check and correct spellings.

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks:
- over short and extended time frames;
 - for a range of domain-specific tasks;
 - for a variety of purposes and audiences; and
 - by adjusting the writing process for the task, increasing the length and complexity.

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: -le—p. 272

Reading Irregularly Spelled Words—p. 273

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

SEE ALSO

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

Unit 8 Review—p. 189

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

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE THREE

6.2	<i>Students are expected to build upon and continue applying previous learning.</i>
6.3	<i>Students are expected to build upon and continue applying previous learning.</i>
6.4	Continue to develop effective keyboarding skills.
6.5	Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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 Review questions at the end of each unit.

Communication (C)

STANDARDS AND INDICATORS, GRADE THREE

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

1.1 Explore and create meaning through conversation and interaction with peers and adults.

1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.

1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.

1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.

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

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

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

Speaking and Listening: Discuss the Essential Question: 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

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

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

Communication (C)

STANDARDS AND INDICATORS, GRADE THREE

1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

1.6 *This indicator does not begin until English 1.*

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.

2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

2.3 *This indicator does not begin until Grade 6.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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

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

Writing Handbook

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

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

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

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

Communication (C)

STANDARDS AND INDICATORS, GRADE THREE

- 2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.1 Compare how ideas and topics are depicted in a variety of media and formats.
- 3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

- 4.1 Identify the presentation style a speaker uses to present content.
- 4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

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

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 (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

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

Writing Handbook

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

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Write a Fictional Narrative: Creating an Organizational Structure—p. 42

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

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure—p. 86

Communication (C)

STANDARDS AND INDICATORS, GRADE THREE

- 4.2 Identify why the speaker:
- d. uses intonation and word stress;
 - e. includes media;
 - f. addresses the audience;
 - g. determines word choice; and
 - h. incorporates figurative language and literary devices.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

- 5.1 Set a purpose and integrate craft techniques to create presentations.
- 5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.

5.3 *This indicator does not begin until English 1.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 3

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure—p. 130

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/Using Linking Words and Phrases—pp. 180, 183

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

Writing Handbook

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

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

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 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