

TNReady 3rd Grade English Language Arts Blueprint

Sadlier Progress English Language Arts and Sadlier Progress Monitor Benchmark Assessments

Correlated to the **TNReady 3rd Grade English Language Arts Blueprint*** (Revised 10/1/15 v.2)

| Category | Standards | | # of Items | % of Score Points | Sadlier Progress English Language Arts Grade 3 | | Sadlier Progress Monitor Benchmark Assessments** | |
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| Writing: Written Expression (Prompt will align to primarily one writing standard and also one or more reading standards.) | | | 1 | 18–21% | | | 8 | 22% |
| | W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. (Includes a–d.) | | | Unit 8 | Text Types and Purposes: Write Opinion Pieces Write Opinion Pieces—pp. 180–183 | 4 | |
| | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Includes a–d.) | | | Unit 4 | Text Types and Purposes: Write Informative / Explanatory Texts Write Informative/Explanatory Texts—pp. 86–89 | 4 | |
| | W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Includes a–d.) | | | Unit 2 | Text Types and Purposes: Write Fictional Narratives Write Fictional Narratives—pp. 42–45 | 0 | |
| | W.3.7 | Conduct short research projects that build knowledge about a topic. | | | Unit 10 | Research to Build and Present Knowledge: Write a Research Report Write a Research Report—pp. 218–221 | 0 | |
| Writing: Conventions | | | 5 (+4 pts from rubric) | 16% | | | 4 | 11% |
| | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–e.) | | | Unit 2 | Text Types and Purposes: Write Fictional Narratives Language: Nouns—p. 46 Language: Regular and Irregular Plural Nouns—p. 47 | 2 | |
| | | | | | Unit 4 | Text Types and Purposes: Write Informative / Explanatory Texts Language: Pronouns—p. 90 Language: Pronoun-Antecedent Agreement—p. 91 | | |

Benchmark Assessments are also available in an interactive format in *iProgress Monitor Mathematics*. *iProgress Monitor* includes a Build an Assessment feature to customize assessments using a standards-aligned item bank.

* Includes Part 1 and Part 2 Aggregate

** Sadlier Progress Monitor: English Language Arts includes four Benchmarks with 36 items each; some items assess more than one standard.

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| | | | | | 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 | | |
| | | | | | Unit 8 | Text Types and Purposes: Write Opinion Pieces Language: Adjectives—p. 184 Language: Adverbs—p. 185 Language: Simple Sentences—p. 187 | | |
| | | | | | Unit 10 | Research to Build and Present Knowledge: Write a Research Report Language: Compound Sentences—p. 223 Language: Complex Sentences—p. 224 Language: Capitalization—p. 225 | | |
| | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a–e.) | | | Unit 2 | Text Types and Purposes: Write Fictional Narratives Language: Possessives—p. 48 Language: Commas and Quotation Marks in Dialogue—p. 49 | 2 | |
| | | | | | Unit 4 | Text Types and Purposes: Write Informative / Explanatory Texts Language: Spelling High-Frequency Words—p. 92 Language: Commas in Addresses—p. 93 | | |
| | | | | | Unit 8 | Text Types and Purposes: Write Opinion Pieces Language: Spelling: Correct Spellings—p. 186 | | |

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| | L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Includes a–b.) | | | Unit 10 Research to Build and Present Knowledge: Write a Research Report Language: Capitalization—p. 225 | | | |
| | | | | | Unit 6 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model: Event Sequence (use words for effect)—p. 130 | 0 | | |
| | | | | | Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that fits your audience and occasion/the language used for writing and speaking is not always the same)—p. 283 | | | |
| Reading: Reading Literature | | | 17–18 | 32–34% | | 27 | 75% | |
| | RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | Unit 1 Reading Literature: Key Ideas and Details Asking and Answering Questions—pp. 12–17 | 11 | | |
| | RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | Unit 1 Reading Literature: Key Ideas and Details Determining a Central Message—pp. 18–23 | 6 | | |
| | RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | | Unit 1 Reading Literature: Key Ideas and Details Describing Characters—pp. 24–29 | 3 | | |
| | RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | | Unit 5 Reading Literature: Craft and Structure Understanding Parts of a Drama—pp. 106–111 | 5 | | |
| | RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. | | | Unit 5 Reading Literature: Craft and Structure Distinguishing Points of View—pp. 112–117 | 2 | | |

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| | RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | | | Unit 9 | Reading Literature: Integration of Knowledge and Ideas Connecting Illustrations and Text—pp. 194–199 | 0 | |
| | RL.3.9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | | Unit 1 | Reading Literature: Key Ideas and Details Connect Across Texts: Compare and Contrast Texts—p. 35 | 0 | |
| 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—pp. 200–205 | | | |
| Reading: Reading Informational Text | | | 12–16 | 23–29% | | | 17 | 47% |
| | RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | Unit 3 | Reading Informational Text: Key Ideas and Details Asking and Answering Questions—pp. 56–61 | 6 | |
| | RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | Unit 3 | Reading Informational Text: Key Ideas and Details Determining Main Idea and Key Details—pp. 62–67 | 2 | |
| | RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | | Unit 3 | Reading Informational Text: Key Ideas and Details Describing Relationships Between Ideas—pp. 68–73 | 2 | |
| | RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | Unit 7 | Reading Informational Text: Craft and Structure Using Text Structures—pp. 156–161 | 1 | |

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| | RI.3.6 | Distinguish their own point of view from that of the author of a text. | | | Unit 7 | Reading Informational Text: Craft and Structure Distinguishing Points of View—pp. 162–167 | 1 | |
| | RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | | | Unit 11 | Reading Informational Text: Integration of Knowledge and Ideas Connecting Visual Information and Text—pp. 232–237 | 1 | |
| | RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | | Unit 11 | Reading Informational Text: Integration of Knowledge and Ideas Describing Text Structures—pp. 238–243 | 1 | |
| | RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | | | Unit 3 | Reading Informational Text: Key Ideas and Details Connect Across Texts: Compare and Contrast Texts—p. 79 | 3 | |
| | | | | Unit 7 | Reading Informational Text: Craft and Structure Connect Across Texts: Compare and Contrast Texts—p. 173 | | | |
| | | | | Unit 11 | Reading Informational Text: Integration of Knowledge and Ideas Comparing and Contrasting Texts—pp. 244–249 | | | |
| Reading: Vocabulary | | | 3–5 | 5–8% | | | 9 | 25% |
| | RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | Unit 5 | Reading Literature: Craft and Structure Distinguishing Literal from Nonliteral Language—pp. 100–105 | 7 | |
| | RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | | | Unit 7 | Reading Informational Text: Craft and Structure Determining Word Meanings—pp. 150–155 | 2 | |

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| | L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Includes a–c.) | | | Unit 1 | Reading Literature: Key Ideas and Details Language: Context Clues—p. 36 | 0 | |
| | | | | | Unit 6 | Text Types and Purposes: Write Nonfictional Narratives Language: Suffixes—p. 137 | | |
| | | | | | Unit 7 | Reading Informational Text: Craft and Structure Language: Suffixes and Prefixes—p. 174 | | |
| | | | | | Unit 9 | Reading Literature: Integration of Knowledge and Ideas Language: Roots—p. 212 | | |
| | | | | | | Foundational Skills Handbook Base Words—p. 266 Prefixes—p. 267 Suffixes—p. 268 Latin Suffixes—p. 269 | | |
| | L.3.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes a–c.) | | | Unit 3 | Reading Informational Text: Key Ideas and Details Language: Real-Life Word Connections—p. 80 | 0 | |
| | | | | | Unit 5 | Reading Literature: Craft and Structure Language: Literal and Nonliteral Meanings—p. 124 | | |
| | | | | | Unit 11 | Reading Informational Text: Integration of Knowledge and Ideas Language: Shades of Meaning—p. 256 | | |

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