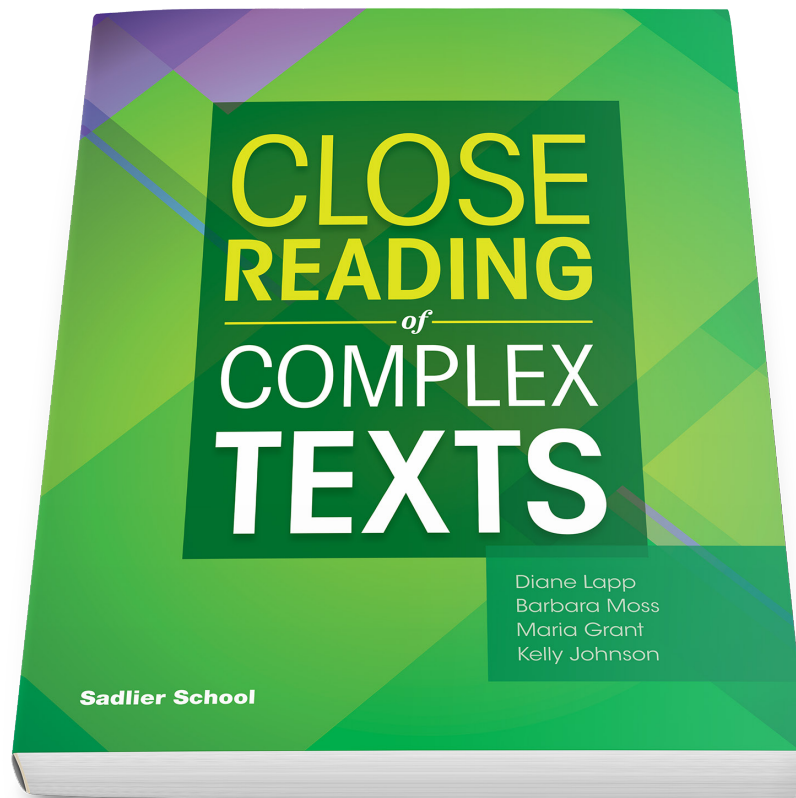


Close Reading of Complex Texts

Correlation to the Common Core State Standards for
English Language Arts

Grade 3



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READING: LITERATURE

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Key Ideas and Details

CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details, p. 6

Annotating a Text

- Mark text, write notes/questions, use annotation symbols, pp. 8–9

Self-Monitoring Strategies

- Ask yourself questions/Reread to clarify, pp. 10–11

Self-Monitoring Strategies Checklist: Literature Selections

- Ask yourself questions/Reread to clarify, pp. 34, 66, 98, 130

Annotation Notes: Literature Selections

- Key Ideas and Details, pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137

Return to the Text: Literature Selections

- Comprehension Check (answer questions about the text), pp. 39, 71, 75, 103, 135, 139

TEACHER'S EDITION

1st Read: Literature Selections

- Text-Dependent Questions (What is this text about?), TE pp. 34, 35, 66, 67, 72, 98, 99, 130, 131, 136
- Partner Talk, TE pp. 35, 67, 72, 99, 131, 136

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36–37

CCSS.ELA-LITERACY.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.

STUDENT EDITION

2nd Read

- Language and Text Structure (author's purpose/central message), pp. 6–7

Return to the Text: Respond to Reading

- Story Map: Major Events, pp. 13, 38, 70, 102, 134

Write

- Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141

Annotation Notes: Literature Selections

- Key Ideas and Details/Connections and Inferences (story's central message), pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137

continued

READING: LITERATURE	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
	<p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Comprehension Check (inferences/central message/theme), pp. 39, 71, 75, 103, 135, 139 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Comparing and Contrasting Themes (compare messages), pp. 72–73 Intertextual Analysis: Analyzing vs. Summarizing (messages of a text), pp. 134–135
<p>CCSS.ELA-LITERACY.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.</p>	<p>STUDENT EDITION</p> <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Visualize (visualize characters), pp. 10–11 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart (Characters/Conflict), pp. 12–13 <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> Story Map: Characters (Who?)/Conflict (What?), pp. 13, 38, 70, 102, 134 Problem/Solution Graphic Organizer (character’s feelings), p. 138 <p>TEACHER’S EDITION</p> <p>2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Partner Talk (characters), TE pp. 131, 137 Text-Dependent Questions (reveal information about characters), TE p. 137 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualize characters and actions), pp. 10–11 Annotations: Important or Surprising Information (identify important plot or character developments), pp. 34–35 Classroom Management: Peer Leadership in Small-Group Activities (characters’ points of view), pp. 70–71 Annotations: Connections (track characters, plot lines), pp. 98–99 Differentiation (plot, characters, setting), pp. 140–141
Craft and Structure	
<p>CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137 <p>Return to the Text: Literature Selection</p> <ul style="list-style-type: none"> Reflect (identify unfamiliar words and phrases), p. 38 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
	<p>TEACHER'S EDITION</p> <p>2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/meaning of words), TE pp. 36, 68, 73, 100, 132, 137 <p>Vocabulary</p> <ul style="list-style-type: none"> Multiple-Meaning Words, TE pp. 36, 68, 100, 132 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: Scaffolding with Graphic Organizers (main idea charts), TE pp. 38–39
<p>CCSS.ELA-LITERACY.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.</p>	<p>STUDENT EDITION</p> <p>Literature Selections</p> <ul style="list-style-type: none"> Numbered paragraphs, pp. 34, 36, 66, 68, 72, 98, 100, 130, 132, 136 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> Key Ideas and Details, pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Respond to Reading, pp. 38, 70, 74, 102, 134, 138 Comprehension Check, pp. 39, 71, 75, 103, 135, 139
<p>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>STUDENT EDITION</p> <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Comprehension Check (point of view), pp. 39, 71, 75, 103, 135, 139 <p>TEACHER'S EDITION</p> <p>Annotation Notes: Literature Selection</p> <ul style="list-style-type: none"> Language and Text Structure (narrator/horse point of view), TE p. 35 <p>3rd Read: Literature Selection</p> <ul style="list-style-type: none"> Partner Talk (discuss inferences made about the author's point of view), TE p. 133 <p>Write Beyond</p> <ul style="list-style-type: none"> Retell the story from a different point of view, TE p. 141 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43 Differentiation: End-of-Unit Writing Assignment (different point of view), TE pp. 60–61 Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 92–93

READING: LITERATURE	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.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).</p>	<p><u>STUDENT EDITION</u> Literature Selections</p> <ul style="list-style-type: none"> • Illustrations, pp. 34, 66, 100, 132 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 80-81
<p>CCSS.ELA-LITERACY.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).</p>	<p>Related content</p> <p><u>STUDENT EDITION</u> Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (make connections), pp. 44, 76, 108, 140 <p><u>TEACHER’S EDITION</u> Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/ Reflect, TE pp. 44, 76, 108, 140 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 28-29 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives, TE pp. 42-43
Range of Reading and Level of Text Complexity	
<p>CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><u>STUDENT EDITION</u> Literature Selections</p> <ul style="list-style-type: none"> • Novel: Black Beauty, pp. 34-39 • Fantasy Fiction: A Connecticut Yankee in King Arthur’s Court, pp. 66-71 • Science Fiction: Sonal’s Time Machine, pp. 72-75 • Story: Why the Indian Loves His Dog, pp. 98-103 • Fairy Tale: The Hare of Inaba, pp. 130-135 • Short Story: The Helpful Stranger, pp. 136-139 <p><u>TEACHER’S EDITION</u> Text Complexity</p> <ul style="list-style-type: none"> • Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 31, 63, 95, 127 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> • Read Beyond (literature), TE pp. 45, 77, 109 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6-7
- Text Complexity: How to Manage Challenges, TE pp. 16-17
- Text Complexity: High-Knowledge Demands, TE pp. 104-105

READING: INFORMATIONAL TEXT

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Key Ideas and Details

CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details, p. 6

Annotating a Text

- Mark text, write notes/questions, use annotation symbols, pp. 8-9

Self-Monitoring Strategies

- Ask yourself questions/Reread to clarify, pp. 10-11

Self-Monitoring Strategies Checklist: Informational Text Selections

- Ask yourself questions/Reread to clarify, pp. 18, 50, 82, 114

Annotation Notes: Informational Text Selections

- Key Ideas and Details, pp. 19, 21, 25, 41, 51, 53, 57, 83, 85, 89, 105, 115, 117, 121

Return to the Text: Informational Text Selections

- Comprehension Check (answer questions about the text), pp. 23, 27, 43, 55, 59, 87, 91, 107, 119, 123

TEACHER'S EDITION

1st Read: Informational Text Selections

- Text-Dependent Questions (What is this text about?), TE pp. 18, 19, 24, 40, 50, 51, 56, 82, 83, 88, 104, 114, 115, 120
- Partner Talk, TE pp. 19, 24, 40, 51, 56, 83, 88, 104, 115, 120

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36-37

READING: INFORMATIONAL TEXT	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
<p>CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><u>STUDENT EDITION</u> Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> Key Ideas and Details, pp. 19, 21, 25, 41, 51, 53, 57, 83, 85, 89, 105, 115, 117, 121 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Differentiation: Scaffolding with Graphic Organizers (main idea charts), TE pp. 38–39
<p>CCSS.ELA-LITERACY.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.</p>	<p><u>STUDENT EDITION</u> Introduce the Unit</p> <ul style="list-style-type: none"> Focus Question/Texts for Close Reading, pp. 15, 31, 47, 63, 79, 95, 111 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124 <p><u>TEACHER’S EDITION</u> 2nd Read</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 44, 60, 92, 108, 124, 140 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Intertextual Analysis: Making Thematic Connections, TE pp. 138–139
<p>Craft and Structure</p>	
<p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p><u>STUDENT EDITION</u> Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 19, 21, 25, 41, 51, 53, 57, 83, 85, 89, 105, 115, 117, 121 <p><u>TEACHER’S EDITION</u> 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions (use of language/ identify and define academic terms/contextual meanings of words), TE pp. 20, 25, 41, 52, 116, 121 Partner Talk (use of language/meaning of words/ academic language), TE pp. 20, 25, 41, 52, 116, 121 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Scaffolding: Sentence Frames, pp. 18–19 Academic Language: ELL (academic and domain-specific language), TE pp. 24–25 Visual Text: ELL (academic language and content-specific vocabulary (sentence frames), TE p. 49 Academic Language: Language Frames (academic language/domain-specific language), TE pp. 96–97 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
	<ul style="list-style-type: none"> Text Complexity: High-Knowledge Demands (domain-specific language), TE p. 104 Collaboration: Purposeful Partner Talk (academic language/use language frames), TE pp. 118-119 Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 124-125
<p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>STUDENT EDITION Informational Text Selection</p> <ul style="list-style-type: none"> Fact Sheet: 10 Interesting Things about Ecosystems (text organized with bold subheadings), pp. 50, 52, 55 Magazine Article: Life on Mars? (text organized with headings), p. 88 <p>TEACHER'S EDITION 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Partner Talk (boldfaced questions/headings/text organization), TE p. 84, 89, 105 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity: How to Manage Challenges (text features), TE pp. 16-17
<p>CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>TEACHER'S EDITION 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Partner Talk (point of view), TE p. 20, <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Perspectives (author's point of view), TE pp. 42-43 Differentiation: End-of-Unit Writing Assignment (present information from a different point of view), TE pp. 60-61 Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 92-93 Collaboration: Purposeful Partner Talk (understand text from a different point of view), TE pp. 118-119
<p>Integration of Knowledge and Ideas</p>	
<p>CCSS.ELA-LITERACY.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).</p>	<p>STUDENT EDITION Reading a Visual Text</p> <ul style="list-style-type: none"> Central Park, p. 14 <p>Visual Texts</p> <ul style="list-style-type: none"> Photograph: Giraffes on Samburu Nature Reserve in Kenya, pp. 16-17 Photograph: Girl Feeding Lambs in a Barn, pp. 32-33 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT	
Grade 3 ELA Standards	<i>Close Reading of Complex Texts, Grade 3</i>
<p>CCSS.ELA-LITERACY.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).</p>	<ul style="list-style-type: none"> • Diagram: Food Chain, pp. 48–49 • Photograph: Are those dinosaurs...alive?, pp. 64–65 • Photograph: Planets of the Solar System in Orbit, pp. 80–81 • Photograph: Fire House Dog, pp. 96–97 • Photograph: Jackie Robinson with Teammates, pp. 112–113 • Photograph: Standup4change National Program Against Bullying, pp. 128–129 <p>Informational Text Selections</p> <ul style="list-style-type: none"> • Illustrations/diagrams, pp. 20, 50, 56, 82, 84, 116 <p><u>TEACHER'S EDITION</u></p> <p>2nd Read: Informational Text Selection</p> <ul style="list-style-type: none"> • Text-Dependent Questions (use a diagram), TE p. 57 • Partner Talk (use a diagram), TE p. 57 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <p>VISUAL LITERACY</p> <ul style="list-style-type: none"> • Close Reading of Visual Texts, TE p. 14 <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text: Visual Learners, TE pp. 32–33 • Visual Text: ELL, TE pp. 48–49, 64–65 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 80–81
<p>CCSS.ELA-LITERACY.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).</p>	<p><u>STUDENT EDITION</u></p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Language and Text Structure (how is text organized?), p. 7 <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> • Alaskan Animal Adaptations (text structure: compare and contrast), p. 26 • On Frogless Pond (text structure: cause and effect), p. 58 <p><u>TEACHER'S EDITION</u></p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions (cause and effect text structure), TE p. 84 • Text-Dependent Questions (chronological order), TE p. 121 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Self-Monitoring Strategy: Visualize (understand action sequences), TE p. 20

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READING: INFORMATIONAL TEXT

Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
<p>CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>STUDENT EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION 2nd Read</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 44, 60, 92, 108, 124, 140 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44-45 Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 72-73 Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 108-109

Range of Reading and Level of Text Complexity

<p>CSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>STUDENT EDITION Informational Text Selections</p> <ul style="list-style-type: none"> Explanatory Text: Our Pretty Dragonflies, pp. 18-23 Article: Alaskan Animal Adaptations, pp. 24-27 Explanatory Text: Save Our Big Cats!, pp. 40-43 Fact Sheet: 10 Interesting Things about Ecosystems, pp. 50-55 Explanatory Text and Diagram: On Frogless Pond, pp. 56-59 Explanatory Text: What Is Earth?, pp. 82-87 Magazine Article: Life on Mars?, pp. 88-91 Article: From Wolf into Dog, pp. 104-107 Biography: Jackie Robinson: Breaking the Color Barrier, pp. 114-119 Letter: Jackie Robinson at the Plate, pp. 120-123 <p>TEACHER'S EDITION Text Complexity</p> <ul style="list-style-type: none"> Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 79, 95, 111 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (informational text), TE p. 61 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity, TE pp. 6-7 Text Complexity: How to Manage Challenges, TE pp. 16-17 Text Complexity: High-Knowledge Demands, TE pp. 104-105
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READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Fluency

CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.

STUDENT EDITION
Reading Selections

- Grade-level text, pp. 18, 20, 24, 40, 50, 52, 56, 82, 84, 88, 104, 114, 116, 120

TEACHER'S EDITION
Text Complexity

- Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 79, 95, 111

Differentiate and Extend

- Read Beyond (grade-level text), TE p. 61

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, pp. 6–7
- Text Complexity: How to Manage Challenges, pp. 16–17
- Text Complexity: Reader and Task Factors, pp. 86–87
- Text Complexity: High-Knowledge Demands, pp. 104–105

CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

STUDENT EDITION
Reading Selections

- Grade-level prose and poetry, pp. 34, 36, 66, 68, 72, 98, 100, 130, 132, 136

TEACHER'S EDITION
Text Complexity

- Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 31, 95, 111

Differentiate and Extend

- Read Beyond (prose), TE pp. 45, 77, 109

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, pp. 6–7
- Text Complexity: How to Manage Challenges, pp. 16–17
- Text Complexity: Reader and Task Factors, pp. 86–87
- Text Complexity: High-Knowledge Demands, pp. 104–105

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards	<i>Close Reading of Complex Texts, Grade 3</i>
<p>CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>TEACHER'S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> • Meaning from Context, TE p. 25 • Multiple-Meaning Words (discuss contextual meanings), TE pp. 36, 52, 68, 100, 116, 132

WRITING

Grade 3 ELA Standards	<i>Close Reading of Complex Texts, Grade 3</i>
<p>Text Types and Purposes</p>	
<p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Design a Brochure, TE pp. 93, 141
<p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, pp. 60–61
<p>CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (imagined experiences/blog posts/thank you note/journal entries/letter to a friend/speech/retell a story), TE pp. 29, 45, 61, 77, 93, 109, 125, 141 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, pp. 60–61
<p>Production and Distribution of Writing</p>	
<p>CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141

WRITING	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
<p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Monitor/Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric, pp. 30, 46, 62, 78, 94, 110, 126, 142 <p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (make a plan), TE p. 141
<p>CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Create a Visual Text (use a computer or digital device/online resources), TE pp. 77, 93, 141 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Self-Monitoring Strategy: Visualize (images from the Internet), TE pp. 20-21 • Differentiation (use a computer to create the assignment), pp. 140-141
<p>Research to Build and Present Knowledge</p>	
<p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 61, 77, 93, 109, 125
<p>CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><u>STUDENT EDITION</u> Annotating a Text</p> <ul style="list-style-type: none"> • Annotations/Annotation Notes: Just—William/What Is Aerodynamics? (read and annotate with purpose/ marking text and questions while you read/making notes/sample annotations), pp. 8-9 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details/Language and Text Structure/ Connections and Inference, pp. 8, 9, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart/Story Map, pp. 12-13 <p>Return to the Focus Question</p> <ul style="list-style-type: none"> • Summary Chart, pp. 22, 54, 86, 118 <p style="text-align: right;"><i>continued</i></p>

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WRITING	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
	<ul style="list-style-type: none"> • Graphic organizer, pp. 26, 42, 58, 74, 90, 106, 122, 138 • Story Map, pp. 38, 70, 102, 134 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Questions: Graphic organizer, pp. 28, 60, 92, 108, 124, 140 <p><u>TEACHER'S EDITION</u></p> <p>Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 61, 93, 109, 125 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Annotations, TE pp. 8–9 • Graphic Organizers, TE pp. 12–13 • Annotations: Important or Surprising Information, TE pp. 34–35 • Differentiation: Scaffolding with Graphic Organizers, TE pp. 38–39 • Intertextual Analysis: Compare and Contrast Authors' Perspectives (Venn diagrams), TE p. 43 • Annotations: Key Words and Phrases, TE pp. 56–57 • Intertextual Analysis: Comparing and Contrasting Themes (graphic organizers: Venn diagrams, T-charts, webs), TE p. 73 • Differentiation: Graphic Organizers, TE pp. 76–77 • Annotations: Confusions, TE pp. 84–85 • Teacher Observation: Student Annotations, pp. 88–89 • Differentiation: Multiple Graphic Organizers (for complex texts: flow charts, grids, other diagrams, Venn diagrams), TE pp. 90–91 • Annotations: Connections, pp. 98–99 • Differentiation: High-Knowledge Demands (graphic organizer, mind map), TE p. 105 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (T-chart, Venn diagram), TE p. 109 • Annotations: Avoiding Over-Annotating, pp. 114–115 • Annotations, pp. 128–129 • Think-Aloud Modeling: Annotating, pp. 130–131
Range of Writing	
<p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><u>STUDENT EDITION</u></p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Reflect, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p style="text-align: right;"><i>continued</i></p>

WRITING

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

TEACHER'S EDITION

Differentiate and Extend

- Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141

SPEAKING & LISTENING

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

STUDENT EDITION

Return to the Text

- Collaborate (review and discuss partners' summaries), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138

TEACHER'S EDITION

Partner Talk

- TE pp. 19, 20, 21, 25, 35, 36, 37, 40, 41, 51, 52, 53, 56, 57, 67, 68, 69, 72, 73, 83, 84, 85, 88, 89, 99, 100, 101, 104, 105, 115, 116, 117, 120, 121, 131, 132, 133, 136, 137

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Classroom Management: Discussions, TE pp. 22-23
- Productive Conversation: Providing Appropriate Wait Time, TE pp. 26-27
- Productive Conversation: Adding On, TE pp. 40-41
- Collaboration: Partner Discussion, TE pp. 54-55
- Classroom Management: Partner Work, TE pp. 58-59
- Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 70-71
- Collaboration: Small Groups, TE pp. 74-75
- Productive Conversation: Reasoning, TE pp. 100-101
- Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 102-103
- Think-Aloud Modeling: Conversation, TE pp. 106-107
- Collaboration: Whole Class, TE pp. 112-113
- Collaboration: Purposeful Partner Talk, TE pp. 118-119
- Productive Conversation: Revoicing Students' Responses, TE pp. 122-123
- Productive Conversation: Examples, TE pp. 132-133
- Productive Conversation: Clear Up Confusions, TE pp. 136-137

SPEAKING & LISTENING	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
<p>CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TEACHER'S EDITION Visual Text Analysis</p> <ul style="list-style-type: none"> • Record and discuss first impressions/main ideas and details (whole class, small group, or partner), TE pp. 16, 32, 48, 64, 80, 96, 112, 128 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <p>VISUAL LITERACY</p> <ul style="list-style-type: none"> • Close Reading of Visual Texts, TE p. 14 <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text: Visual Learners, pp. 32-33 • Visual Text: ELL, pp. 48-49, 64-65 • Intertextual Analysis: Incorporating Information from a Visual Text, pp. 80-81
<p>CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Interview an Expert/Conduct an Interview, TE pp. 29, 45, 125
<p>Presentation of Knowledge and Ideas</p>	
<p>CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research (make a presentation to the class), TE p. 109

LANGUAGE	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
Vocabulary Acquisition and Use	
CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Meaning from Context, TE p. 25 • Multiple-Meaning Words (words in context), TE pp. 36, 52, 68, 100, 116, 132
CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Figurative Language, TE p. 20
CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	<p>TEACHER'S EDITION 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions (use of language/ identify and define academic terms/contextual meanings of words), TE pp. 20, 25, 41, 52, 116, 121 • Partner Talk (use of language/meaning of words/ academic language), TE pp. 20, 25, 41, 52, 116, 121 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Scaffolding: Sentence Frames, pp. 18-19 • Academic Language: ELL (academic and domain-specific language), TE pp. 24-25 • Visual Text: ELL (academic language and content-specific vocabulary (sentence frames), TE p. 49 • Academic Language: Language Frames (academic language/domain-specific language), TE pp. 96-97 • Text Complexity: High-Knowledge Demands (domain-specific language), TE p. 104 • Collaboration: Purposeful Partner Talk (academic language/use language frames), TE pp. 118-119 • Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 124-125