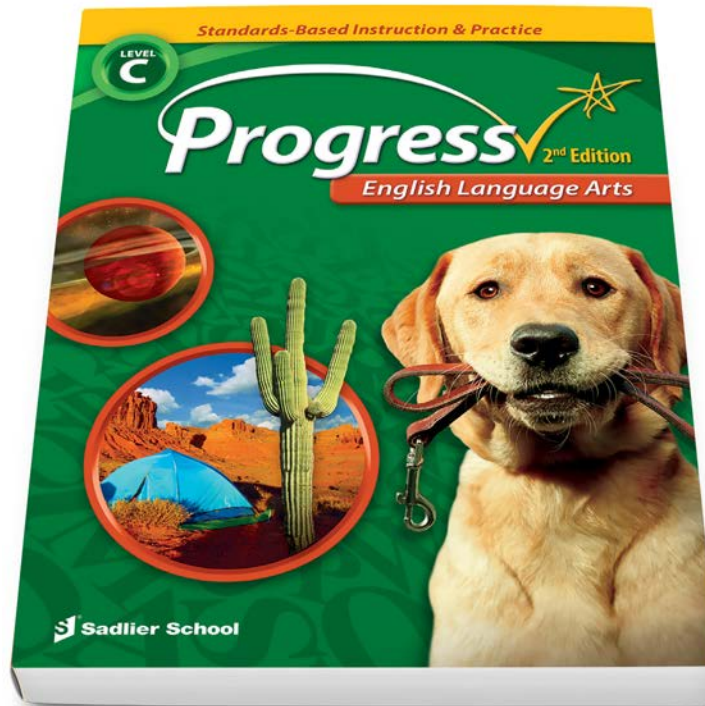# Progress

English Language Arts 2nd Edition

Correlation to the Common Core State Standards
for English Language Arts

Grade 3

Contents

READING: LITERATURE

Key Ideas and Details:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 1 Key Ideas and Details: Literary Texts
	• Progress Check/Home Connect—pp. 9–10
	  ○ Ask and answer questions to help me understand a story.
	• Asking and Answering Questions: "How the Rabbit Fooled the Elephant" (Fable from India)/"The Winning of Friends" (Fable from India)—pp. 12–17
	• Connect Across Texts
	  ○ Connect to the Essential Question (asking and answering questions)—p. 31
	• Chapter 1 Review: "The Daydreamer" (Folktale)—pp. 33–34
	GRADE 3 TEACHER'S EDITION
	Review
	• Asking and Answering Questions—TE p. 164
	GRADE 3 DIGITAL RESOURCES
	Chapter 1 Key Ideas and Details: Literary Texts
	• Instruction & Practice
	  ○ Chapter 1 Asking and Answering Questions
	• Additional Practice
	  ○ Chapter 1 Asking and Answering Questions: "Letting Kirsten Fly" (Adventure Story)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 1 Asking and Answering Questions: "Aladdin Becomes a Prince" – A Retelling of a Chinese Legend (Folktale)
	• Instructional Videos
	  ○ Asking and Answering Questions
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 1 "Heracles and Atlas" (Myth)
	• Parent Resources
	  ○ Chapter 1 Home Connect Activity: Questions and Answers (graphic organizer)

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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: LITERATURE

Key Ideas and Details:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 1 Key Ideas and Details: Literary Texts
	• Progress Check/Home Connect—pp. 9–10
	  ○ Retell important details to help determine a story's message.
	• Determining a Central Message: "Momotaro" (Folktale from Japan)—pp. 18–23
	• Connect Across Texts
	  ○ Connect to the Essential Question (determining the central message of a text)—p. 31
	• Chapter 1 Review: "The Daydreamer" (Folktale)—pp. 33–34
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 1 Key Ideas and Details: Literary Texts
	• Instruction & Practice
	  ○ Chapter 1 Determining a Central Message
	• Additional Practice
	  ○ Chapter 1 Determining a Central Message: "A Wave of Courage" (Realistic Fiction)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 1 Determining a Central Message: "The Wolf and the Young Man" – A Retelling of an Aesop Fable (Fable)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 1 "Heracles and Atlas" (Myth)
	• Parent Resources
	  ○ Chapter 1 Home Connect Conversation Starter: Characters' Words and Actions (identify central message or lesson) (graphic organizer)

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
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 1 Key Ideas and Details: Literary Texts
	• Progress Check/Home Connect—pp. 9–10
	  ○ Describe characters' traits and motives and explain how their actions move a story along.
	• Describing Characters: "Athena and Poseidon" (Greek Myth)—pp. 24–29
	• Connect Across Texts
	  ○ Connect to the Essential Question (describing characters)—p. 31
	• Chapter 1 Review: "The Daydreamer" (Folktale)—pp. 33–34
	
	continued

READING: LITERATURE

Key Ideas and Details:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 DIGITAL RESOURCES
	Chapter 1 Key Ideas and Details: Literary Texts
	• Instruction & Practice
	  ○ Chapter 1 Describing Characters
	• Additional Practice
	  ○ Chapter 1 Describing Characters: "Letters from Leo" (Letters)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 1 Describing Characters: "Jason and the Golden Fleece" – A Retelling of a Greek Myth (Myth)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 1 "Heracles and Atlas" (Myth)
	• Parent Resources
	  ○ Chapter 1 Home Connect On the Go: Hero of a Story/ Describe a Character (graphic organizer)

Craft and Structure:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Progress Check/Home Connect—pp. 61–63
	  ○ Understand literal and nonliteral language.
	• Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64–69
	• Connect Across Texts
	  ○ Connect to the Essential Question (figurative language)—p. 83
	• Chapter 3 Review: "Friendship—Yum" (Poem)—pp. 85–86
	
	Language
	• Literal and Nonliteral Meanings—p. 84
	• Shades of Meaning—p. 156
	
	GRADE 3 TEACHER'S EDITION
	Review
	• Distinguishing Literal/Nonliteral Language—TE p. 192
	
	continued

READING: LITERATURE

Craft and Structure:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 DIGITAL RESOURCES
	Chapter 3 Craft and Structure: Literary Texts
	• Instruction & Practice
	  ○ Chapter 3 Distinguishing Literal from Nonliteral Language
	• Additional Practice
	  ○ Chapter 3 Distinguishing Literal from Nonliteral Language: "Paul Bunyan and Babe the Blue Ox" (Tall Tale)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 3 Distinguishing Literal/Nonliteral Language: "How Toys Become Real" – Adopted excerpt from *The Velveteen Rabbit* by Margery Williams Bianco (Fantasy)
	• Instructional Videos
	  ○ Distinguishing Literal from Nonliteral Language
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 3 "We Must See the Queen!" (Historical Fiction)
	• Parent Resources
	  ○ Chapter 3 Home Connect On the Go: Idioms (graphic organizer)

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Progress Check/Home Connect—pp. 61–63
	  ○ Understand parts of a drama, including scenes, setting, character list, and stage directions.
	• Understanding Parts of a Drama: "Anne of Green Gables" (Drama)—pp. 70–75
	• Connect Across Texts
	  ○ Connect to the Essential Question (sections of a text)—p. 83
	• Chapter 3 Review: "Friendship—Yum" (Poem)—pp. 85–86
	
	GRADE 3 TEACHER'S EDITION
	Review
	• Understanding Parts of a Drama—TE p. 77
	GRADE 3 DIGITAL RESOURCES
	Chapter 3 Craft and Structure: Literary Texts
	• Instruction & Practice
	  ○ Chapter 3 Understanding Parts of a Drama
	• Additional Practice
	  ○ Chapter 3 Understanding Parts of a Drama: "My Funny Robot" (Science Fiction Script)
	
	continued

READING: LITERATURE

Craft and Structure:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 3 Understanding Parts of a Drama: "My Shadow" – by Robert Louis Stevenson (Poem/Drama)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 3 "We Must See the Queen!" (Historical Fiction)
	• Parent Resources
	  ○ Chapter 3 Home Connect Activity: Turn Story Events into Scenes (graphic organizer)

CCSS.ELA-LITERACY.RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Progress Check/Home Connect—pp. 61–63
	  ○ Understand the point of view of a narrator or character in a story and distinguish it from his or her own point of view.
	• Distinguishing Points of View: "Damon and Pythias" (Narrative Poem)—pp. 76–81
	• Connect Across Texts
	  ○ Connect to the Essential Question (point of view)—p. 83
	• Chapter 3 Review: "Friendship—Yum" (Poem)—pp. 85–86
	
	GRADE 3 TEACHER'S EDITION
	Review
	• Author's Point of View—TE p. 206
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 3 Craft and Structure: Literary Texts
	• Instruction & Practice
	  ○ Chapter 3 Distinguishing Points of View
	• Additional Practice
	  ○ Chapter 3 Distinguishing Points of View: "The Haunted Apple Tree" (Folktale/Drama)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 3 Distinguishing Points of View: "The Elephant and the Dog" – A Retelling of an Ancient Indian Folktale (Expository Nonfiction)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 3 "We Must See the Queen!" (Historical Fiction)
	• Parent Resources
	  ○ Chapter 3 Home Connect Conversation Starter: Point of View (graphic organizer)

READING: LITERATURE

Integration of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

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)
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
	• Progress Check/Home Connect—pp. 113–114
	  ○ Use illustrations to help better understand the meaning of the words in a story.
	• Connecting Illustrations and Text: "The Case of the Missing Fruit" (Mystery)—pp. 116–121
	• Connect Across Texts
	  ○ Connect to the Essential Question (making connections between illustrations and texts)—p. 129
	• Chapter 5 Review: "The Missing Pencil Sharpener" (Mystery)—pp. 131–132
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
	• Instruction & Practice
	  ○ Chapter 5 Connecting Illustrations and Text
	• Additional Practice
	  ○ Chapter 5 Connecting Illustrations and Text: "Searching for Warm Seasons" (Native American Folktale)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 5 Connecting Illustrations and Text: "Animal Language" – adapted excerpt from *The Story of Doctor Dolittle* by Hugh Lofting (Fantasy)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 5 "Treasure in the Desert" (Adventure Story)
	• Parent Resources
	  ○ Chapter 5 Home Connect Activity: Compare Comic Strips (graphic organizer)

CCSS.ELA-LITERACY.RL.3.8 Not applicable to literature.	

READING: LITERATURE

Integration of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

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)

GRADE 3 INSTRUCTIONAL GUIDE
Full Access*
Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION
Chapter 5 Integration of Knowledge and Ideas: Literary Texts
- Progress Check/Home Connect—pp. 113–114
  - Learn how to compare and contrast the settings, plots, and themes of texts featuring the same characters.
- Comparing and Contrasting Stories: "A Camping Adventure" (Adventure Story)—pp. 122–127
- Connect Across Texts
  - Compare and Contrast Texts—p. 128
  - Connect to the Essential Question (compare and contrast setting, theme, and characters in different stories)—p. 129
- Chapter 5 Review: "The Missing Pencil Sharpener" (Mystery)—pp. 131–132

GRADE 3 TEACHER'S EDITION
Review
- Comparing and Contrasting Texts—TE p. 220

GRADE 3 DIGITAL RESOURCES
Chapter 5 Integration of Knowledge and Ideas: Literary Texts
- Instruction & Practice
  - Chapter 5 Comparing and Contrasting Stories
- Additional Practice
  - Chapter 5 Comparing and Contrasting Stories: "Dog Walkers" (Realistic Fiction)/"Annie and the New Dog" (Realistic Fiction)
- Assessments
  - Comprehension Check
    - Chapter 5 Comparing and Contrasting Stories: "The Foolish Rabbit" – A Retelling of an Ancient Indian Folktale (Folktale)/"The Stolen Plow" – A Retelling of an Ancient Indian Folktale (Folktale)
- Close Reading Practice/Lesson Plan
  - Chapter 5 "Treasure in the Desert" (Adventure Story)
- Parent Resources
  - Chapter 5 Home Connect Conversation Starter: Compare Similar Fables (graphic organizer)

READING: LITERATURE

Range of Reading and Level of Text Complexity:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ᴺᴰ ED., LEVEL C / GRADE 3

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Literature Reading Selections
	• Chapter 1 "How the Rabbit Fooled the Elephant" (Fable from India)/"The Winning of Friends" (Fable from India), pp. 12–17; "Momotaro" (Folktale from Japan), pp. 18–23; "Athena and Poseidon" (Greek Myth), pp. 24–29
	• Chapter 3 "The Secret Garden" (Fiction), pp. 64–69; "Anne of Green Gables" (Drama), pp. 70–75; "Damon and Pythias" (Narrative Poem), pp. 76–81
	• Chapter 5 "The Case of the Missing Fruit" (Mystery), pp. 116–121; "A Camping Adventure" (Adventure Story), pp. 122–127
	
	GRADE 3 DIGITAL RESOURCES
	Chapters 1, 3, 5
	• Additional Practice
	  ○ Chapter 1 "Letting Kirsten Fly" (Adventure Story); "A Wave of Courage" (Realistic Fiction); "Letters from Leo" (Letters)
	  ○ Chapter 3 "Paul Bunyan and Babe the Blue Ox" (Tall Tale); "My Funny Robot" (Science Fiction Script); "The Haunted Apple Tree" (Folktale/Drama)
	  ○ Chapter 5 "Searching for Warm Seasons" (Native American Folktale); "Dog Walkers" (Realistic Fiction)
	• Assessments: Comprehension Check
	  ○ Chapter 1 "Aladdin Becomes a Prince" – A Retelling of a Chinese Legend (Folktale); "The Wolf and the Young Man" – A Retelling of an Aesop Fable (Fable); "Jason and the Golden Fleece" – A Retelling of a Greek Myth (Myth)
	  ○ Chapter 3 "How Toys Become Real" – Adopted excerpt from *The Velveteen Rabbit* by Margery Williams Bianco (Fantasy); "My Shadow" – by Robert Louis Stevenson (Poem/Drama); "The Elephant and the Dog" – A Retelling of an Ancient Indian Folktale (Expository Nonfiction)
	  ○ Chapter 5 "Animal Language" – adapted excerpt from *The Story of Doctor Dolittle* by Hugh Lofting (Fantasy); "The Foolish Rabbit" – A Retelling of an Ancient Indian Folktale (Folktale)/"The Stolen Plow" – A Retelling of an Ancient Indian Folktale (Folktale)
	• Close Reading Practice
	  ○ Chapter 1 "Heracles and Atlas" (Myth)
	  ○ Chapter 3 "We Must See the Queen!" (Historical Fiction)
	  ○ Chapter 5 "Treasure in the Desert" (Adventure Story)
	
	continued

READING: LITERATURE

Range of Reading and Level of Text Complexity:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Fluency Practice
	  ○ Chapter 1 "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable)
	  ○ Chapter 3 "The Best Friend Possible" (Realistic Fiction)
	  ○ Chapter 5 "The Case of the Missing Fruit" (Mystery

READING: INFORMATIONAL TEXT

Key Ideas and Details:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 2 Key Ideas and Details: Informational Texts
	• Progress Check/Home Connect—pp. 35–36
	  ○ Ask questions and answer them to gain a better understanding of an informational text.
	• Asking and Answering Questions: "Rainforest Art" (Magazine Article)—pp. 38–43
	• Connect Across Texts
	  ○ Connect to the Essential Question (asking and answering questions)—p. 57
	• Chapter 2 Review: "Vikings in North America" (Textbook Article)—pp. 59–60
	
	GRADE 3 TEACHER'S EDITION
	Review
	• Asking and Answering Questions—TE p. 164
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 2 Key Ideas and Details: Informational Texts
	• Instruction & Practice
	  ○ Chapter 2 Asking and Answering Questions
	• Additional Practice
	  ○ Chapter 2 Asking and Answering Questions: "Black Gold Is So Green" (Magazine Article)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 2 Asking and Answering Questions: "Too Much of a Good Thing" (Folktale)
	
	continued

READING: INFORMATIONAL TEXT

Key Ideas and Details:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Close Reading Practice/Lesson Plan
	  ○ Chapter 2 "Howard Carter's Last Chance" (Biography)
	• Parent Resources
	  ○ Chapter 2 Home Connect Conversation Starter: Who-What-When-Where-Why-How? (graphic organizer)

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.
	GRADE 3 INSTRUCTIONAL GUIDE
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	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 2 Key Ideas and Details: Informational Texts
	• Progress Check/Home Connect—pp. 35–36
	  ○ Determine the main idea of a text, and explain how details in the text support the main idea.
	• Determining a Central Message: "Momotaro" (Folktale from Japan)—pp. 18–23
	• Connect Across Texts
	  ○ Connect to the Essential Question (determining main idea)—p. 57
	• Chapter 2 Review: "Vikings in North America" (Textbook Article)—pp. 59–60
	
	GRADE 3 TEACHER'S EDITION
	Review
	• Determining Main Idea and Key Details—TE p. 178
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 2 Key Ideas and Details: Informational Texts
	• Instruction & Practice
	  ○ Chapter 2 Determining Main Idea and Key Details
	• Additional Practice
	  ○ Chapter 2 Determining Main Idea and Key Details: "Digging for the Past" (Textbook Article)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 2 Determining Main Idea and Key Details: "World Heritage" (Expository Nonfiction)
	• Instructional Videos
	  ○ Determining Main Idea and Key Details
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 2 "Howard Carter's Last Chance" (Biography)
	• Parent Resources
	  ○ Chapter 2 Home Connect On the Go: Main Ideas and Details (graphic organizer)

READING: INFORMATIONAL TEXT

Key Ideas and Details:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
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	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 2 Key Ideas and Details: Informational Texts
	• Progress Check/Home Connect—pp. 35–36
	  ○ Describe relationships between events or ideas in a text using words and phrases that show time order, sequence, and cause and effect.
	• Describing Relationships Between Ideas: "The Mysteries of Easter Island" (Science Magazine Article)—pp. 50–55
	• Connect Across Texts
	  ○ Connect to the Essential Question (recognizing relationships in a text)—p. 57
	• Chapter 2 Review: "Vikings in North America" (Textbook Article)—pp. 59–60
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 2 Key Ideas and Details: Informational Texts
	• Instruction & Practice
	  ○ Chapter 2 Describing Relationships Between Ideas
	• Additional Practice
	  ○ Describing Relationships Between Ideas: "How to Hunt for Treasure in Your Own Backyard" (Procedural Text)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 2 Describing Relationships Between Ideas: "Machu Picchu: Theories of Use" (Expository Nonfiction)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 2 "Howard Carter's Last Chance" (Biography)
	• Parent Resources
	  ○ Chapter 2 Home Connect Activity: Cause and Effect (graphic organizer)

Craft and Structure:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.ELA-LITERACY.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.*	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized *continued*

READING: INFORMATIONAL TEXT

Craft and Structure:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION
Chapter 4 Craft and Structure: Informational Texts
- Progress Check/Home Connect—pp. 87–88
  - Use clues in a text to figure out the meaning of unfamiliar words and words with multiple meanings.
- Determining Word Meanings: "Water Everywhere" (Explanatory Text)—pp. 90–95
- Connect Across Texts
  - Connect to the Essential Question (word meanings)—p. 109
- Chapter 4 Review: "Lightning Strikes!" (Magazine Article)—pp. 111–112

GRADE 3 TEACHER'S EDITION
Words to Know
- General Academic Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152
- Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152
- Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152

GRADE 3 DIGITAL RESOURCES
Chapter 4 Craft and Structure: Informational Texts
- Instruction & Practice
  - Chapter 4 Determining Word Meanings
- Additional Practice
  - Chapter 4 Determining Word Meanings: "The National Weather Service" (Expository Text)
- Assessments
  - Comprehension Check
    - Chapter 4 Determining Word Meanings: "Hurricane Hunters" (Expository Nonfiction)
- Close Reading Practice
  - Chapter 4 "Dust Bowl Disaster" (Personal Narrative)
  - Chapter 4 Close Reading Lesson Plan
- Parent Resources
  - Chapter 4 Home Connect
  - Chapter 4 Home Connect Activity: Mystery Words, Clues, and Meanings (graphic organizer)

READING: INFORMATIONAL TEXT

Craft and Structure:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 4 Craft and Structure: Informational Texts
	• Progress Check/Home Connect—pp. 87–88
	  ○ Learn how text features such as headings or visuals (charts, photos, hyperlinks, etc.) help readers locate information within the text.
	• Using Text Features: "Watch Out for Weather!" (Journal Article)—pp. 96–101
	• Connect Across Texts
	  ○ Connect to the Essential Question (text features)—p. 109
	• Chapter 4 Review: "Lightning Strikes!" (Magazine Article)—pp. 111–112
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Chapter 4 Using Text Features
	• Additional Practice
	  ○ Chapter 4 Using Text Features: "El Niño" (Encyclopedia Article)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 4 Using Text Features: "Flash, Bang, and Rumble: Thunderstorms" (Explanatory Text)
	• Instructional Videos
	  ○ Chapter 4 Analyzing Text Structure
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 4 "Dust Bowl Disaster" (Personal Narrative)
	• Parent Resources
	  ○ Chapter 4 Home Connect Conversation Starter: Text Features (graphic organizer)

CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Craft and Structure:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION **Chapter 4 Craft and Structure: Informational Texts** • Progress Check/Home Connect—pp. 87–88 ○ Identify an author's point of view, or opinion about a topic, and decide whether or not he or she agrees with it. • Distinguishing Points of View: "Stop the Droughts!" (Editorial)—pp. 102–107 • Connect Across Texts ○ Connect to the Essential Question (point of view.)—p. 109 • Chapter 4 Review: "Lightning Strikes!" (Magazine Article)—pp. 111–112 **GRADE 3 TEACHER'S EDITION** **Review** • Author's Point of View—TE p. 206 **GRADE 3 DIGITAL RESOURCES** **Chapter 4 Craft and Structure: Informational Texts** • Instruction & Practice ○ Chapter 4 Distinguishing Points of View • Additional Practice ○ Chapter 4 Distinguishing Points of View: "Life in the Coldest Place on Earth" (Magazine Article) • Assessments ○ Comprehension Check ◦ Chapter 4 Distinguishing Points of View: "Tornado Chasers" (Expository Nonfiction) • Instructional Videos ○ Point of View • Close Reading Practice/Lesson Plan ○ Chapter 4 "Dust Bowl Disaster" (Personal Narrative) • Parent Resources ○ Chapter 4 Home Connect On the Go: Different Points of View (graphic organizer)

Integration of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
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).	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Integration of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Progress Check/Home Connect—pp. 133–134 ○ Connect photographs, illustrations, and other examples of visual information to text. • Connecting Visual Information and Text: "How to Make a Telescope" (Technical Text)—pp. 136–141 • Connect Across Texts ○ Connect to the Essential Question (text illustrations)—p. 155 • Chapter 6 Review: "Comets" (Scientific Text)—pp. 157–158 **GRADE 3 TEACHER'S EDITION** **Review** • Connecting Visual Information and Text—TE p. 143 **GRADE 3 DIGITAL RESOURCES** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Instruction & Practice ○ Chapter 6 Connecting Visual Information and Text • Additional Practice ○ Chapter 6 Connecting Visual Information and Text: "The Greek Zodiac" (Informational Text) • Assessments ○ Comprehension Check ◦ Chapter 6 Connecting Visual Information and Text: "Isaac Newton Describes Gravity" (Expository Nonfiction) • Close Reading Practice/Lesson Plan ○ Chapter 6 "Why the Solar System Moves" (Explanatory Text) • Parent Resources ○ Chapter 6 Home Connect On the Go: Compare Advertisements (graphic organizer)
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).	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Progress Check/Home Connect—pp. 133–134 ○ Understand the structure, such as causes and effects and sequence of events, of an informational text. *continued*

READING: INFORMATIONAL TEXT

Integration of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Describing Text Structures: "Pluto: Planet or Not?" (Magazine Article)—pp. 142–147
	• Connect Across Texts
	  ○ Connect to the Essential Question (text structures)—p. 155
	• Chapter 6 Review: "Comets" (Scientific Text)—pp. 157–158
	
	GRADE 3 TEACHER'S EDITION
	Review
	• Describing Text Structures—TE p. 149
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Instruction & Practice
	  ○ Chapter 6 Describing Text Structures
	• Additional Practice
	  ○ Chapter 6 Describing Text Structures: "Galileo Galilei" (Biography)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 6 Describing Text Structures: "Gravity Experiment" (Procedure)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 6 "Why the Solar System Moves" (Explanatory Text)
	• Parent Resources
	  ○ Chapter 6 Home Connect Conversation Starter: Common Events Causes and Effects (graphic organizer)

CCSS.ELA-LITERACY.RI.3.9
Compare and contrast the most important points and key details presented in two texts on the same topic.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Progress Check/Home Connect—pp. 133–134
	  ○ Compare and contrast important information in two informational texts.
	• Describing Text Structures: "Pluto: Planet or Not?" (Magazine Article)—pp. 142–147
	• Comparing and Contrasting Texts: "Pluto Is Our Planet!" (Editorial)—pp. 148–153
	• Connect Across Texts
	  ○ Compare and Contrast Texts (compare and contrast the two texts using a T-chart)—p. 154
	continued

Progress: English Language Arts 2nd **Edition Correlation to the Common Core State Standards for English Language Arts**

Sadlier School

READING: INFORMATIONAL TEXT

Integration of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	○ Connect to the Essential Question (comparing and contrasting texts)—p. 155 • Chapter 6 Review: "Comets" (Scientific Text)—pp. 157–158 **GRADE 3 TEACHER'S EDITION** **Review** • Comparing and Contrasting Texts—TE p. 220 **GRADE 3 DIGITAL RESOURCES** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Instruction & Practice ○ Chapter 6 Comparing and Contrasting Texts • Additional Practice ○ Chapter 6 Comparing and Contrasting Texts: "Don't Pack It—Print It!" (Explanatory Text)/"The Astronaut's Toolbox" (Informational Text) • Assessments ○ Comprehension Check ◦ Chapter 6 Comparing and Contrasting Texts: "Isaac Newton Describes Gravity" (Expository Nonfiction) • Close Reading Practice/Lesson Plan ○ Chapter 6 "Why the Solar System Moves" (Explanatory Text) • Parent Resources ○ Chapter 6 Home Connect Conversation Starter: Connections—Connecting Causes and Effects (graphic organizer)

Range of Reading and Level of Text Complexity:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Informational Text Reading Selections** • Chapter 2 "Rainforest Art" (Magazine Article), pp. 38–43; "King Tut: From Forgotten Pharaoh to Ancient Superstar" (Historical Text), pp. 44–49; "The Mysteries of Easter Island" (Science Magazine Article), pp. 50–55 *continued*

READING: INFORMATIONAL TEXT

Range of Reading and Level of Text Complexity:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	• Chapter 4 "Water Everywhere" (Explanatory Text), pp. 90–95; "Watch Out for Weather!" (Journal Article), pp. 96–101; "Stop the Droughts!" (Editorial), pp. 102–107; • Chapter 6 Connecting Visual Information and Text: "How to Make a Telescope" (Technical Text)—pp. 136–141, Describing Text Structures: "Pluto: Planet or Not?" (Magazine Article)—pp. 142–147, Comparing and Contrasting Texts: "Pluto Is Our Planet!" (Editorial)—pp. 148–153 **GRADE 3 DIGITAL RESOURCES** **Chapters 2, 4, 6** • Additional Practice ○ Chapter 2 "Black Gold Is So Green" (Magazine Article); "Digging for the Past" (Textbook Article); "How to Hunt for Treasure in Your Own Backyard" (Procedural Text) ○ Chapter 4 "The National Weather Service" (Expository Text); "El Niño" (Encyclopedia Article); "Life in the Coldest Place on Earth" (Magazine Article) ○ Chapter 6 "The Greek Zodiac" (Informational Text); "Galileo Galilei" (Biography); "Don't Pack It—Print It!" (Informational Text) • Assessments: Comprehension Check ○ Chapter 2 "Too Much of a Good Thing" (Folktale); "World Heritage" (Expository Nonfiction); "Machu Picchu: Theories of Use" (Expository Nonfiction) ○ Chapter 4 "Hurricane Hunters" (Expository Nonfiction); "Flash, Bang, and Rumble: Thunderstorms" (Explanatory Text); "Tornado Chasers" (Expository Nonfiction) ○ Chapter 6 "Isaac Newton Describes Gravity" (Expository Nonfiction); "Gravity Experiment" (Procedure); "Isaac Newton Describes Gravity" (Expository Nonfiction)"/"Earth and Moon" (Expository Nonfiction) • Close Reading Practice ○ Chapter 2 "Howard Carter's Last Chance" (Biography) ○ Chapter 4 "Dust Bowl Disaster" (Personal Narrative) ○ Chapter 6 "Why the Solar System Moves" (Explanatory Text)

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Suffixes—p. 197 **GRADE 3 TEACHER'S EDITION** **Apply to Reading** • Prefixes and Suffixes—TE p. 110 • Word Roots—TE p. 130 **Support English Language Learners** • Affixes—TE p. 110 • Manipulate Word Roots—TE p. 130 **GRADE 3 DIGITAL RESOURCES** **Chapter 4 Craft and Structure: Informational Texts** • Instruction & Practice/Lesson Plans/Additional Practice 　○ Language: Prefixes and Suffixes **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Instruction & Practice 　○ Language: Roots **Chapter 9 Text Types and Purposes: Write Nonfictional Narratives** • Instruction & Practice 　○ Language: Suffixes • Additional Practice 　○ Suffixes • Instructional Videos 　○ Suffixes **Foundational Skills Handbook** • Instruction & Practice/Lesson Plans/Additional Practice 　○ Base Words 　○ Prefixes

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

CCSS.ELA-LITERACY.RF.3.3.B
Decode words with common Latin suffixes.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Prefixes and Suffixes—p. 110
	• Roots—p. 130
	• Suffixes—p. 197
	
	GRADE 3 TEACHER'S EDITION
	Apply to Reading
	• Prefixes and Suffixes—TE p. 110
	• Word Roots—TE p. 130
	
	Support English Language Learners
	• Affixes—TE p. 110
	• Manipulate Word Roots—TE p. 130
	
	Differentiate Instruction
	• Adding Suffixes: Rules for Spelling—TE p. 1197
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Language: Prefixes and Suffixes
	
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
	• Instruction & Practice
	  ○ Language: Roots
	
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Suffixes
	• Additional Practice
	  ○ Suffixes
	• Instructional Videos
	  ○ Suffixes
	
	Foundational Skills Handbook
	• Instruction & Practice/Lesson Plans/Additional Practice
	  ○ Base Words
	  ○ Prefixes
	  ○ Suffixes
	  ○ Latin Suffixes
	
	See also Sadlier From Phonics to Reading, *Level C/Grade 3*
	GRADE 3 STUDENT BOOK/TEACHER'S EDITION
	Lessons
	Unit 3 Prefixes and Suffixes
	• Lesson 22 Suffixes (*-er, -or*)—SB pp. 181–232/TE pp. T224–T232
	• Lesson 23 Suffixes (*-able, -ful, -less, -ness, -y, -ly*)—SB pp. 189–242/TE pp. T234–T242
	
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21
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Progress: English Language Arts 2nd **Edition Correlation to the Common Core State Standards for English Language Arts**

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READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	• Lesson 25 Related Words (shared base words)—SB pp. 205–262/TE pp. T254–T262 Lesson Activities **Word Study** • Adding Suffixes (double final consonant)—SB p. 103/TE p. T124 • Adding Suffixes (drop *e*, change *y* to *i*)—SB p. 111/TE p. T134 • Adding Suffixes with Spelling Changes—SB p. 143/TE p. T174 • Related Words: Suffixes (*-ed, -ing*)—SB p. 161/TE p. T198 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Related Words: Prefixes and Suffixes—SB p. 209/TE p. T258
CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.	**GRADE 3 DIGITAL RESOURCES** **Foundational Skills Handbook** • Instruction & Practice/Lesson Plans ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: *-le* • Additional Practice ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: *-le* • Teacher Resources ○ How to Use the Handbook *See also* Sadlier From Phonics to Reading, *Level C/Grade 3* **GRADE 3 STUDENT BOOK/TEACHER'S EDITION** **Unit 1 Transition to Multisyllabic Words** • Lesson 1 Short Vowels (*a, e, ea, i, o, u*)—SB pp. 9–16/TE pp. T5–T14 • Lesson 2 Long a (*a, ai, a_e, ay, ea, ei, eigh*)—SB pp. 17–24/TE pp. T15–T24 • Lesson 3 Long o (*oa, ow, o_e, oe, o*)—SB pp. 25–32/TE pp. T25–T34 • Lesson 4 Long e (*e, e_e, ee, ea, y, ey, ie, ei*)—SB pp. 33–40/TE pp. T35–T44 • Lesson 5 Long i (*i, i_e, igh, y, ie*)—SB pp. 41–48/TE pp. T45–T54 • Lesson 6 Long u (*u, u_e, ue, ew, iew*)—SB pp. 49–56/TE pp. T55–T64 • Lesson 7 r-Controlled Vowels /är/, /ôr/ (*ar, or, ore, oar*)—SB pp. 57–64/TE pp. T65–T74 • Lesson 8 r-Controlled Vowel /ûr/ (*er, ir, ur*)—SB pp. 65–72/TE pp. T75–T84 *continued*

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	• Lesson 9 Short oo and Long oo (*oo, u, oui; oo, ou, o, u_e, u, ue, ui, ew, ough*)—SB pp. 73–80/TE pp. T85–T94 • Lesson 10 Diphthongs /ou/, /oi/ (*ou, ow, oi, oy*)—SB pp. 81–88/TE pp. T95–T104 • Lesson 11 Complex Vowel /ô/ (*au, aw, a(lk), a(lt), a(ll), ough, augh*)—SB pp. 89–96/TE pp. T105–T114

CCSS.ELA-LITERACY.RF.3.3.D
Read grade-appropriate irregularly spelled words
	GRADE 3 DIGITAL RESOURCES
	Foundational Skills Handbook
	• Instruction & Practice/Lesson Plans
	  ○ Reading Irregularly Spelled Words
	• Additional Practice
	  ○ Reading Irregularly Spelled Words
	• Teacher Resources
	  ○ How to Use the Handbook
	
	See also Sadlier From Phonics to Reading, *Level C/Grade 3*
	
	GRADE 3 STUDENT BOOK/TEACHER'S EDITION
	Unit 3 Prefixes and Suffixes
	• Lesson 19 Inflectional Endings with Spelling Changes (-ed; -ing)—SB pp. 157–164/TE pp. T193–T202
	• Lesson 2 Long a (*a, ai, a_e, ay, ea, ei, eigh*)—SB pp. 17–24/TE pp. T15–T24

Fluency:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Each Chapter** (Chapters 1–6) • Chapter Reading Selections ○ Chapter 1 "How the Rabbit Fooled the Elephant" (Fable from India)/"The Winning of Friends" (Fable from India), pp. 12–17; "Momotaro" (Folktale from Japan), pp. 18–23; "Athena and Poseidon" (Greek Myth), pp. 24–29 *continued*

Progress: English Language Arts 2ⁿᵈ **Edition Correlation to the Common Core State Standards for English Language Arts**

Sadlier School

READING: FOUNDATIONAL SKILLS

Fluency:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ᴺᴰ ED., LEVEL C / GRADE 3
	○ Chapter 2 "Rainforest Art" (Magazine Article), pp. 38–43; "King Tut: From Forgotten Pharaoh to Ancient Superstar" (Historical Text), pp. 44–49; "The Mysteries of Easter Island" (Science Magazine Article), pp. 50–55 ○ Chapter 3 "The Secret Garden" (Fiction), pp. 64–69; "Anne of Green Gables" (Drama), pp. 70–75; "Damon and Pythias" (Narrative Poem), pp. 76–81 ○ Chapter 4 "Water Everywhere" (Explanatory Text), pp. 90–95; "Watch Out for Weather!" (Journal Article), pp. 96–101; "Stop the Droughts!" (Editorial), pp. 102–107; ○ Chapter 5 "The Case of the Missing Fruit" (Mystery), pp. 116–121; "A Camping Adventure" (Adventure Story), pp. 122–127 ○ Chapter 6 "How to Make a Telescope" (Technical Text), pp. 136–141; "Pluto: Planet or Not?" (Magazine Article), pp. 142–147 **GRADE 3 DIGITAL RESOURCES** **Each Chapter** (Chapters 1–6) • Additional Practice ○ Chapter 1 "Letting Kirsten Fly" (Adventure Story); "A Wave of Courage" (Realistic Fiction); "Letters from Leo" (Letters) ○ Chapter 2 "Black Gold Is So Green" (Magazine Article); "Digging for the Past" (Textbook Article); "How to Hunt for Treasure in Your Own Backyard" (Procedural Text) ○ Chapter 3 "Paul Bunyan and Babe the Blue Ox" (Tall Tale); "My Funny Robot" (Science Fiction Script); "The Haunted Apple Tree" (Folktale/Drama) ○ Chapter 4 "The National Weather Service" (Expository Text); "El Niño" (Encyclopedia Article); "Life in the Coldest Place on Earth" (Magazine Article) ○ Chapter 5 "Searching for Warm Seasons" (Native American Folktale); "Dog Walkers" (Realistic Fiction) ○ Chapter 6 "The Greek Zodiac" (Informational Text); "Galileo Galilei" (Biography); "Don't Pack It—Print It!" (Informational Text) • Assessments ○ Comprehension Check ◦ Chapter 1 "Aladdin Becomes a Prince" – A Retelling of a Chinese Legend (Folktale); "The Wolf and the Young Man" – A Retelling of an Aesop Fable (Fable); "Jason and the Golden Fleece" – A Retelling of a Greek Myth (Myth) ◦ Chapter 2 "Too Much of a Good Thing" (Folktale); "World Heritage" (Expository Nonfiction); "Machu Picchu: Theories of Use" (Expository Nonfiction) *continued*

READING: FOUNDATIONAL SKILLS

Fluency:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	◦ Chapter 3 "How Toys Become Real" – Adopted excerpt from *The Velveteen Rabbit* by Margery Williams Bianco (Fantasy); "My Shadow" – by Robert Louis Stevenson (Poem/Drama); "The Elephant and the Dog" – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) Chapter 4 "Hurricane Hunters" (Expository Nonfiction); "Flash, Bang, and Rumble: Thunderstorms" (Explanatory Text); "Tornado Chasers" (Expository Nonfiction)
	◦ Chapter 5 "Animal Language" – adapted excerpt from *The Story of Doctor Dolittle* by Hugh Lofting (Fantasy); "The Foolish Rabbit" – A Retelling of an Ancient Indian Folktale (Folktale)/"The Stolen Plow" – A Retelling of an Ancient Indian Folktale (Folktale)
	◦ Chapter 6 "Isaac Newton Describes Gravity" (Expository Nonfiction); "Gravity Experiment" (Procedure); "Isaac Newton Describes Gravity" (Expository Nonfiction)"/"Earth and Moon" (Expository Nonfiction)
	• Close Reading Practice
	  ○ Close Reading
	    ◦ Chapter 1 "Heracles and Atlas" (Myth)
	    ◦ Chapter 2 "Howard Carter's Last Chance" (Biography)
	    ◦ Chapter 3 "We Must See the Queen!" (Historical Fiction)
	    ◦ Chapter 4 "Dust Bowl Disaster" (Personal Narrative)
	    ◦ Chapter 5 "Treasure in the Desert" (Adventure Story)
	    ◦ Chapter 6 "Why the Solar System Moves" (Explanatory Text)

CCSS.ELA-LITERACY.RF.3.4.B
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	GRADE 3 TEACHER'S EDITION
	Foundational Skills
	Use expression when reading dialogue. Record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks.
	• Fluency—TE pp. 15, 41, 73, 93, 119
	• Fluency Practice—TE p. 139
	
	GRADE 3 DIGITAL RESOURCES
	Each Chapter (Chapters 1–6)
	• Fluency Practice
	  ○ Chapter Fluency Practice
	    ◦ Chapter 1 "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable)
	    ◦ Chapter 2 "The 40,000-Year-Old Baby" (Magazine Article)
	    ◦ Chapter 3 "The Best Friend Possible" (Realistic Fiction)
	    ◦ Chapter 4 "Water Everywhere" (Explanatory Text)
	    ◦ Chapter 5 "The Case of the Missing Fruit" (Mystery
	    ◦ Chapter 6 "How to Make a Telescope" (Technical Text)
	
	continued

READING: FOUNDATIONAL SKILLS

Fluency:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	○ Fluency Practice Teaching Suggestions 　◦ Teacher's Guide to Fluency 　　• Phrasing 　　• Expression and Intonation 　　• Punctuation 　　• Rate 　　• Accuracy **Foundational Skills Handbook** • Instruction & Practice 　○ Practicing Fluency—p. 10 　　◦ "The Fox and the Goat" (Aesop Fable) • Instruction & Practice Lesson Plans 　○ Practicing Fluency—p. 10 　　◦ Reading "Aloud" to Yourself 　　◦ Fluency Skills 　　　• Attend to punctuation 　　　• Read in phrases 　　　• Read with emotion 　　　• Reflect change in characters while reading dialogue 　　　• Use context to self-correct or reread as necessary 　　◦ Speaking and Listening 　　　• Audio recordings 　　◦ Partner Practice • Additional Practice 　○ Practicing Fluency 　　◦ "Who Has Seen the Wind?" by Christina Rossetti (Poem) • Teacher Resources 　○ How to Use the Handbook
CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Context Clues—p. 32 **Chapter 3 Craft and Structure: Literary Texts** • Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64–69 　○ Cite Evidence (context clues)—p. 65 **Chapter 4 Craft and Structure: Informational Texts** • Determining Word Meanings: "Water Everywhere" (Explanatory Text)—pp. 90–95 　○ Set the Purpose 　　◦ To determine the meaning of a word, readers can use context clues located in the same sentence as the word or in nearby sentences—p. 90 　○ Cite Evidence (context clues)—pp. 90, 91 　○ Comprehension Check (context clues)—p. 95 *continued*

WRITING

Fluency:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	GRADE 3 TEACHER'S EDITION **Support English Language Learners** • Using context clues—TE pp. 13, 32 **Guided Instruction** • Cite Evidence (context clues)—TE p. 32 **Guided Practice** • Comprehension Check (use context clues to determine the meanings of the boldface words)—TE p. 93 **GRADE 3 DIGITAL RESOURCES** **Chapter 1 Key Ideas and Details: Literary Texts** • Instruction & Practice ○ Language: Context Clues

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 10 Text Types and Purposes: Write Opinion Pieces** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–203 • Analyze a student model then outline and write a first draft—pp. 204–207 • Assignment: Write the final draft—p. 214 **GRADE 3 TEACHER'S EDITION** **Chapter 10 Text Types and Purposes: Write Opinion Pieces** • Learning Progressions—TE p. 203A • Genre: Opinion Piece—TE p. 203 • Analyze a Student Model—TE pp. 204–206 • Evaluate a Writer's Work—TE p. 206 *continued*

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	GRADE 3 DIGITAL RESOURCES **Chapter 10 Text Types and Purposes: Write Opinion Pieces** • Parent Resources ○ Chapter 10 Home Connect On the Go: Opinion and Supporting Reasons (graphic organizer) Additional online instructional support for Chapter 10— • Instruction & Practice • Additional Practice • Instructional Videos
CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Creating an Organizational Structure—pp. 204, 207 • Introduction (introduce the topic/give background/state the opinion)—pp. 204, 207 **GRADE 3 DIGITAL RESOURCES** **Writing Handbook** • Instruction & Practice Lesson Plan ○ Peer Collaboration—pp. 6 and 7 ◦ What is another way to draw the reader in from the beginning?

CCSS.ELA-LITERACY.W.3.1.B
Provide reasons that support the opinion.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Reason 1, Reason 2, Reason 3—pp. 205, 207
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	 ○ Step 3 Revising: Revising Checklist—p. 5
	  ◦ Ideas and Voice
	   • Do all of my ideas support my topic?
	   • Have I developed my ideas by including enough details?

CCSS.ELA-LITERACY.W.3.1.C
Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Linking Phrase (use linking words and phrases to link reasons that support the opinion)—pp. 205, 207
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	 ○ Step 3 Revising: Revising Checklist—p. 5
	  ◦ Organization and Coherence
	   • Have I used clue words to help readers follow the sequence or order of my ideas?

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

CCSS.ELA-LITERACY.W.3.1.D
Provide a concluding statement or section.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Conclusion—pp. 206, 207
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Peer Collaboration—pp. 6 and 7
	      • How can the conclusion provide a better sense of closure?

CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *INFORMATIVE/EXPLANATORY TEXTS* **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175 • Analyze a student model then outline and write a first draft—pp. 176–179 • Assignment: Write the final draft—p. 186 **GRADE 3 TEACHER'S EDITION** • Learning Progressions—TE p. 175A • Genre: Informative/Explanatory Text—TE p. 176 • Analyze a Student Model—TE pp. 176–178 • Evaluate a Writer's Work—TE p. 178 **GRADE 3 DIGITAL RESOURCES** **Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts** • Parent Resources ○ Chapter 8 Home Connect Activity: Organize Steps for a Recipe (graphic organizer) Additional online instructional support for Chapter 8— • Instruction & Practice • Additional Practice • Instructional Videos *RESEARCH REPORTS* **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 11 Research to Build and Present Knowledge: Write Research Reports** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217 *continued*

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	• Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–223 • Assignment: Write the final draft—p. 228 **GRADE 3 TEACHER'S EDITION** • Learning Progressions—TE p. 217A • Genre: Research Report—TE p. 218 • Analyze a Student Model—TE pp. 218–221 • Evaluate a Writer's Work—TE p. 220 **GRADE 3 DIGITAL RESOURCES** **Chapter 11 Research to Build and Present Knowledge: Write Research Reports** • Parent Resources ○ Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (graphic organizer) Additional online instructional support for Chapter 11— • Instruction & Practice • Additional Practice • Instructional Videos

CCSS.ELA-LITERACY.W.3.2.A
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Creating an Organizational Structure—pp. 176, 179, 218, 222
	• Introduction—pp. 176, 179, 218, 222
	• Organization—pp. 177, 179, 219, 222
	
	GRADE 3 TEACHER'S EDITION
	Extend Thinking
	• Create (create artwork)—TE p. 69
	• Create (create a visual of a flood-control solution)—TE p. 95
	• Investigate (use a visual)—TE p. 143
	• Create (create a visual of a planet)—TE p. 154
	
	Digital Connection
	• Online Publishing (add illustrations or photos)—TE p. 200
	
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 5 Producing, Publishing, and Presenting—p. 9
	    ◦ Use images to add interest
	    ◦ Use text features to make ideas easier to understand

CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Develop the Topic (use researched facts and details that to help build readers' knowledge about the topic)—pp. 176, 179, 219, 222 *continued*

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ᴺᴰ ED., LEVEL C / GRADE 3

	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	 ○ Step 3 Revising: Revising Checklist—p. 5
	  ◦ Ideas and Voice
	   • Have I developed my ideas by including enough details?

CCSS.ELA-LITERACY.W.3.2.C
Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Linking Words (linking words—such as *and, also,* and *but*—and phrases help connect the ideas)—pp. 177, 179
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	 ○ Step 3 Revising: Revising Checklist—p. 5
	  ◦ Organization and Coherence
	   • Have I used clue words to help readers follow the sequence or order of my ideas?

CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Conclusion—pp. 178, 179 • Concluding Statement—pp. 219, 222 **GRADE 3 DIGITAL RESOURCES** **Writing Handbook** • Instruction & Practice Lesson Plan ○ Peer Collaboration—pp. 6 and 7 ◦ How can the conclusion provide a better sense of closure?
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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *FICTIONAL NARRATIVES* **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 7 Text Types and Purposes: Write Fictional Narratives** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161 *continued*

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Analyze a student model then outline and write a first draft—pp. 162–165
	• Assignment: Write the final draft—p. 172
	GRADE 3 TEACHER'S EDITION
	• Learning Progressions—TE p. 161A
	• Genre: Nonfictional Narrative—TE p. 162
	• Analyze a Student Model—TE pp. 162–164
	• Evaluate a Writer's Work—TE p. 164
	GRADE 3 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Fictional Narratives
	• Parent Resources
	  ○ Chapter 7 Home Connect Conversation Starter: Retell Story and Complete the Timeline (graphic organizer)
	Additional online instructional support for Chapter 7—
	• Instruction & Practice
	• Additional Practice
	• Instructional Videos
	NONFICTIONAL NARRATIVES
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
	• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189
	• Analyze a student model then outline and write a first draft—pp. 190–193
	• Assignment: Write the final draft—p. 200
	GRADE 3 TEACHER'S EDITION
	• Learning Progressions—TE p. 189A
	• Genre: Evidence-Based Essays—TE p. 190
	• Analyze a Student Model—TE pp. 190–192
	• Evaluate a Writer's Work—TE p. 192
	GRADE 3 DIGITAL RESOURCES
	Chapter 9 Text Types and Purposes: Write Evidence-Based Essays
	• Parent Resources
	  ○ Chapter 9 Home Connect Activity: Descriptive Details, Time-Order Words, Write Dialogue (graphic organizer)
	Additional online instructional support for Chapter 9—
	• Instruction & Practice
	• Additional Practice
	• Instructional Videos

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

CCSS.ELA-LITERACY.W.3.3.A
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Creating an Organizational Structure—pp. 162, 165, 190, 193
	• Introduction/Event Sequence (the beginning of the story gives information about the events and introduces the characters)—pp. 162, 165
	• Event Sequence (the beginning of the narrative introduces the event and the narrator)—pp. 190, 193
	
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 1: Planning—p. 3
	    ◦ Add characters, setting, and plot events to your outline.

CCSS.ELA-LITERACY.W.3.3.B
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Dialogue—pp. 163, 165
	• Descriptions of Actions, Thoughts, Feelings—pp. 163, 165
	• Dialogue and Descriptions—pp. 191, 193
	
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Word Choice
	    ◦ Step 3 Revising: Revising Checklist—p. 5
	      • Do my words bring my ideas to life?

CCSS.ELA-LITERACY.W.3.3.C
Use temporal words and phrases to signal event order.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Sequence Words (use words and phrases to signal event order and make the event sequence clear)—pp. 163, 165
	• Time-Order Words and Phrases—pp. 191, 193
	
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Organization and Coherence
	      • Have I used clue words to help readers follow the sequence or order of my ideas?

CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Event Sequence (the ending completes the story for the reader/it shows how the problem is solved)—pp. 164, 165 • Provide a Strong Ending—pp. 192, 193 *continued*

WRITING

Text Types and Purposes:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice Lesson Plan
	  ○ Peer Collaboration—pp. 6 and 7
	    ◦ How can the conclusion provide a better sense of closure?

Production and Distribution of Writing:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
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.)	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 7 Text Types and Purposes: Write Fictional Narratives** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161 • Analyze a student model then outline and write a first draft—pp. 162–165 • Assignment: Write the final draft—p. 172 **Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175 • Analyze a student model then outline and write a first draft—pp. 176–179 • Assignment: Write the final draft—p. 186 **Chapter 9 Text Types and Purposes: Write Nonfictional Narratives** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189 • Analyze a student model then outline and write a first draft—pp. 190–193 • Assignment: Write the final draft—p. 200 **Chapter 10 Text Types and Purposes: Write Opinion Pieces** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–203 *continued*

Sadlier School

WRITING

Production and Distribution of Writing:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	• Analyze a student model then outline and write a first draft—pp. 204–207 • Assignment: Write the final draft—p. 214 **Chapter 11 Research to Build and Present Knowledge: Write Research Reports** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217 • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–223 • Assignment: Write the final draft—p. 228

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.)
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 TEACHER'S EDITION
	Writing Handbook
	Direct students to the online *Writing Handbook* for detailed instruction on planning, drafting, revising, editing, and producing, publishing, and presenting their writing.
	• Chapter 7, TE p. 161; Chapter 8, TE p. 175; Chapter 9, TE p. 189; Chapter 10, TE p. 203; Chapter 11, TE p. 217
	
	Evaluate a Writer's Work
	Students work in pairs/group discussions.
	• Chapter 7, TE p. 164; Chapter 8, TE p. 178; Chapter 9, TE p. 192; Chapter 10, TE p. 206; Chapter 11, TE p. 220
	
	Create: Organizational Structure
	Brainstorming, Planning, Drafting.
	• Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222
	
	Introduce the Writing Process
	Good writing happens in stages.
	• Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222
	
	Writing Process Summary
	Planning, Drafting, Rubrics.
	• Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228
	
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice/Lesson Plans
	  ○ Step 1: Planning
	  ○ Step 2: Drafting
	
	continued

WRITING

Production and Distribution of Writing:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	○ Step 3: Revising ○ Step 4: Editing ○ Step 5: Producing, Publishing, and Presenting

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.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 TEACHER'S EDITION
	Digital Connection
	• Post to a Website—TE p. 21
	• Hyperlinks—TE p. 97
	• Storybooks (use a computer to write and edit stories/add illustrations)—TE p. 172
	• Digital Slide Presentation—TE p. 186
	• Online Publishing—TE p. 200
	• Multimedia Presentation—TE p. 214
	• Social Media—TE p. 228
	
	GRADE 3 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice/Instruction & Practice Lesson Plans
	  ○ Step 1: Planning
	    ◦ Digital Integration: Research Tip—pp. 2 and 3
	    ◦ Digital Integration—pp. 2 and 3
	      • Use precise search words or phrases.
	  ○ Step 2: Drafting
	    ◦ Digital Integration pp. 4 and 5
	      • Use a word processing program to easily add, move, and delete content.
	  ○ Step 3: Revising—p. 5
	    ◦ Make changes on your computer.
	  ○ Step 4: Editing—pp. 6 and 7
	    ◦ Digital Integration
	      • Students using a computer should understand that a spellchecker will not catch every mistake.
	  ○ Step 5: Producing, Publishing, and Presenting
	    ◦ Digital Connection—pp. 8 and 9
	      • Think of ways to use social media before or after a presentation.
	    ◦ Assignment: Digital Presentation—pp. 8 and 9
	      • Encourage students to use digital technology to present and publish their work. Read their work aloud in a video conference to another class or make digital recordings of their readings. Tablet users can use apps to create eBooks.

WRITING

Research to Build and Present Knowledge:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

CCSS.ELA-LITERACY.W.3.7
Conduct short research projects that build knowledge about a topic.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Chapter Opener—pp. 215–217
	  ○ Progress Check
	    ◦ Conduct a research project.
	• Graphic organizer and outline
	  ○ Plan and organize a research project—p. 222
	
	GRADE 3 TEACHER'S EDITION
	Digital Connection
	• Online Research (conduct research using a search engine)—TE p. 47
	• Online Reference Resources (use an online dictionary or thesaurus)—TE p. 67
	• Using Online Resources (compare and contrast photographs and illustrations)—TE p. 123
	
	Conduct Research
	• Finding Sources—TE p. 221
	
	Create Organizational Structure
	• Brainstorming/Planning (select a topic)—TE p. 222
	
	DIGITAL RESOURCES
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Parent Resources
	  ○ Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (finding good sources of information/appropriate Internet sources) (graphic organizer)

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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

WRITING

Research to Build and Present Knowledge:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 11 Research to Build and Present Knowledge:
	Write Research Reports
	• Progress Check—p. 215
	  ○ Gather and take notes on information from print and digital sources.
	  ○ Group related information together.
	• Use a graphic organizer (summarize or paraphrase information)—p. 221
	
	GRADE 3 TEACHER'S EDITION
	Learning Progressions
	• Gathering Information (take brief notes on sources/sort evidence into provided categories)—TE p. 217A
	
	Write Research Reports
	• Genre: Research Report (grouping related information)—TE p. 218
	
	Conduct Research
	• Finding Sources—TE p. 221
	• Taking Notes—TE p. 221
	  ○ Quote directly
	  ○ Summarize or paraphrase
	• Citing Sources—TE p. 221
	
	DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice/Instruction & Practice Lesson Plans
	  ○ Step 1: Planning
	    ◦ Digital Integration: Research Tip—p. 2
	      • Use print and digital sources
	      • Take notes
	      • Sort information

CCSS.ELA-LITERACY.W.3.9 Begins in grade 4.	

Range of Writing:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and *continued*

WRITING

Range of Writing:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION
Chapters 1–6
- Comprehension Check
  In addition to multi-choice questions, Comprehension Check activities include a comprehension question requiring a thoughtful, written answer.
  - Chapter 1, pp. 13, 15, 17, 19, 21, 23, 25, 27, 29; Chapter 2, pp. 39, 41, 43, 45, 47, 49, 51, 53, 55; Chapter 3, pp. 65, 67, 69, 71, 73, 75, 77, 79, 81; Chapter 4, pp. 91, 93, 95, 97, 99, 101, 103, 105, 107; Chapter 5, pp. 117, 119, 121, 123, 125, 127; Chapter 6, pp., 137, 139, 141, 143, 145, 147, 149, 151, 153

Connect Across Texts
- Connect to the Essential Question/Connect to the Theme (answer short essay questions, drawing evidence from chapter texts)—Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155

Write About It
- Write a short response to the Chapter Review reading selection(s)—Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158

Speaking and Listening
- Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226

Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
- Analyze a student model then outline and write a first draft—pp. 162–165
- Assignment: Write the final draft—p. 172

Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
- Analyze a student model then outline and write a first draft—pp. 176–179
- Assignment: Write the final draft—p. 186

Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
- Analyze a student model then outline and write a first draft—pp. 190–193
- Assignment: Write the final draft—p. 200

continued

SPEAKING & LISTENING

Range of Writing:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	Chapter 10 Text Types and Purposes: Write Opinion Pieces • Analyze a student model then outline and write a first draft—pp. 204–207 • Assignment: Write the final draft—p. 214 **Chapter 11 Research to Build and Present Knowledge: Write Research Reports** • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–223 • Assignment: Write the final draft—p. 228 **GRADE 3 TEACHER'S EDITION** **Extend Thinking** • Create (write a fable)—TE p. 17 **Writearound** • Students in a group of four complete sentence starters to produce summaries of the text—TE p. 21 **Write About It Rubric** • Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158 **Digital Connection: Posting an Historical Drama** • Storybooks (use a computer to write and edit stories/add illustrations or create own artwork)—TE p. 172

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 TEACHER'S EDITION** **Discussion Skills** • Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 121; Chapter 6, TE p. 151 **Theme Wrap-Up** • Lead students in a group discussion on the chapter theme—Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155 **Peer Collaboration** • Chapter 1, p. 15; Chapter 2, p. 41; Chapter 3, p. 67; Chapter 4, p. 96; Chapter 5, p. 119; Chapter 6, p. 139 **Turn and Talk** • Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223

CCSS.ELA-LITERACY.SL.3.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Speaking and Listening
	• Discuss/Return to the Essential Question (prepare for a class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
	• Good Speaker/Good Listener Checklist
	  ○ Did I? Come to the discussion prepared and stay on the topic?—p. 170
	GRADE 3 DIGITAL RESOURCES
	Chapters 7–10
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)

CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Connect Across Texts** • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 **Speaking and Listening** • Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 *continued*

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ᴺᴰ ED., LEVEL C / GRADE 3

	Speaking and Listening
	• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
	• Good Speaker/Good Listener Checklist—p. 170
	  ○ Did I:
	    ◦ Follow agreed-upon rules for discussion?
	    ◦ Listen carefully to others and answer questions?
	
	GRADE 3 TEACHER'S EDITION
	Discussion Skills
	• Follow rules/speak one at a time/listen respectfully/avoid over-talking or monopolizing—TE p. 27
	• Be respectful/avoid interrupting—TE p. 53
	
	GRADE 3 DIGITAL RESOURCES
	Chapters 7–10
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (follow agreed-upon rules for discussion/choose discussion leader)

CCSS.ELA-LITERACY.SL.3.1.C
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155
	
	Speaking and Listening
	• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
	  ○ Good Speaker/Good Listener Checklist—p. 170
	    ◦ Did I?
	      • Revise my own views when presented with new evidence or information?
	      • Stay on topic?
	  ○ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
	    ◦ Ideas I Agree or Disagree With
	    ◦ New Ideas I Had During Discussion
	    ◦ Questions I Asked
	    ◦ Questions I Answered
	
	GRADE 3 TEACHER'S EDITION
	Discussion Skills
	• Building on Ideas (add to another student's ideas)—TE p. 53
	• Listen carefully/add to the ideas of others—TE p. 105
	
	continued

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	• Ask for clarification/build on the ideas of others—TE p. 170 • Build on each other's reasoning/encourage participation—TE p. 198 **GRADE 3 DIGITAL RESOURCES** **Chapters 7–10** • Instructional Videos ○ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions to check understanding)

CCSS.ELA-LITERACY.SL.3.1.D
Explain their own ideas and understanding in light of the discussion.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155
	
	Speaking and Listening
	• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
	
	GRADE 3 TEACHER'S EDITION
	Peer Collaboration
	Ask students to think independently about each Comprehension Check question and form their own ideas for answering them. Then have students discuss their responses to the questions with a partner, adjusting their ideas when warranted.
	• Chapter 1, p. 15; Chapter 2, p. 41; Chapter 3, p. 67; Chapter 4, p. 96; Chapter 5, p. 119; Chapter 6, p. 139
	
	Discussion Skills
	• Apply own ideas and reasoning to agree or disagree—TE p. 151
	
	Speaking and Listening
	  ○ Graphic Organizer (use the organizer below to record what you heard and how you participated)—Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
	    ◦ Ideas I Agree or Disagree With
	    ◦ New Ideas I Had During Discussion
	    ◦ Questions I Asked
	    ◦ Questions I Answered

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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION **Chapter Reading Selections** The teacher reads aloud each chapter reading selection as students follow along in their books, identify supporting details (see Cite Evidence), and examine key ideas (see Comprehension Check). **Cite Evidence** Students cite evidence from complex texts to respond to text-dependent questions. • Details in the text—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 **Comprehension Check** Discussion-based Comprehension Checks provide students an opportunity to engage in collaborative and meaningful discourse concerning key ideas in the text. • Key ideas—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 **Connect Across Texts** In small groups or as a class, answer the Essential Question using evidence from the chapter texts. • Connect to the Essential Question—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 **GRADE 3 TEACHER'S EDITION** **Model and Teach** The teacher reads aloud each chapter reading selection as students follow along in their books. • Chapter 1, TE pp. 12, 18, 24; Chapter 2, TE pp. 38, 44, 50; Chapter 3, TE pp. 64, 70, 76; Chapter 4, TE pp. 90, 96, 102; Chapter 5, TE pp. 116, 122; Chapter 6, TE pp. 136, 142, 148 *See also discussion of selections emphasizing diverse media and formats.* **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Connecting Illustrations and Text: "The Case of the Missing Fruit" (Mystery)—pp. 116–121 **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Connecting Visual Information and Text: "How to Make a Telescope" (Technical Text)—pp. 136–141

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ᴺᴰ ED., LEVEL C / GRADE 3

CCSS.ELA-LITERACY.SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	GRADE 3 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155
	
	Speaking and Listening
	• Discuss the Essential Question (small group/class discussion)
	  ○ Good Speaker/Good Listener Checklist—Chapter 7, p. 170
	    ◦ Did I: Ask questions to check my understanding?
	  ○ Graphic Organizer (use the organizer below to record what you heard and how you participated)—Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
	    ◦ Ideas I Agree or Disagree With
	    ◦ New Ideas I Had During Discussion
	    ◦ Questions I Asked
	    ◦ Questions I Answered
	
	GRADE 3 TEACHER'S EDITION
	Speaking and Listening Presentation
	• Answer qustions in complete sentences, giving elaboration and detail; listeners should listen attentively and ask questions to better understand the information—Chapter 1, TE p. 29; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153
	
	Discussion Skills
	• Give students sentence starters to use when asking for clarification—TE p. 212
	• Give students questions to ask when they want a speaker to clarify or explain a point—TE p. 226
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 1 Key Ideas and Details: Literary Texts
	• Instructional Videos
	  ○ Asking and Answering Questions
	• Parent Resources
	  ○ Chapter 1 Home Connect Activity: Questions and Answers (graphic organizer)
	
	Chapter 2 Key Ideas and Details: Informational Texts
	• Parent Resources
	  ○ Chapter 2 Home Connect Conversation Starter: Who-What-When-Where-Why-How? (graphic organizer)
	
	continued

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45
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SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	Writing Handbook
	• Instruction & Practice
	  ○ Step 5: Producing, Publishing, and Presenting
	    ◦ Oral Presentation—p. 9
	      • Be prepared to answer questions after your presentation.
	    ◦ Listening Tip—p. 9
	      • Take notes. Include questions you want to ask.
	  ○ Step 5: Producing, Publishing, and Presenting Lesson Plan
	    ◦ Speaking and Listening Presentation—pp. 8 and 9
	      • Ask questions after—not during—a presentation.

Presentation of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Speaking and Listening** • Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 • Good Speaker/Good Listener Checklist ○ Did I? Stay on topic?—p. 170 **GRADE 3 TEACHER'S EDITION** **Speaking and Listening Presentation** • Prepare and make a formal presentation (state topic clearly/present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153 **Extend Thinking** • Create (create and present fables to the class)—TE p. 17 • Compare and Contrast (make a Venn diagram/present ideas in small groups)—TE p. 30 • Develop a Logical Argument (present argument to the class)—TE p. 49 • Hypothesize (summarize in class presentation)—TE p. 56 *continued*

Progress: English Language Arts 2nd **Edition Correlation to the Common Core State Standards for English Language Arts**

Sadlier School

SPEAKING & LISTENING

Presentation of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Create (present a flood-control solution to the class)—TE p. 95
	• Create (present short graphic novel to the class)—TE p. 128
	• Investigate (research an astronomer/use a visual to support their presentation to the class)—TE p. 143
	• Create (create a visual of a planet to present to the class)—TE p. 154
	
	GRADE 3 DIGITAL RESOURCES
	Chapters 1–6
	• Fluency Practice (Chapters 1 6)
	  ○ Fluency Practice: Teaching Suggestions
	    ◦ Teacher's Guide to Fluency
	      • Phrasing
	      • Expression and Intonation
	      • Punctuation
	      • Rate
	      • Accuracy
	
	Chapters 7–11
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner)
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 5: Producing, Publishing, and Presenting
	    ◦ Oral Presentation—p. 9
	      • Speak clearly and loudly enough for everyone to hear.
	      • Speak slowly enough so that everyone can understand you.
	      • Make your gestures and facial expressions match your words.
	      • Change your voice at times, just as when you speak in real life.

CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 TEACHER'S EDITION** **Foundational Skills** Use expression when reading dialogue. Students record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks. • Fluency—TE pp. 15, 41, 73, 93, 119 • Fluency Practice—TE p. 139 *continued*

SPEAKING & LISTENING

Presentation of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	Extend Thinking
	• Compare and Contrast (make a Venn diagram)—TE p. 30
	• Create (create artwork)—TE p. 69
	• Create (create a visual of a flood-control solution)—TE p. 95
	• Create (create a short graphic novel)—TE p. 128
	• Investigate (research an astronomer/use a visual to support their presentation)—TE p. 143
	• Create (create a visual of a planet to present to the class)—TE p. 154
	
	Digital Connection
	• Digital Slide Presentation (visuals)—TE p. 186
	• Multimedia Presentation—TE p. 214
	• Social Media (add photographs)—TE p. 228
	
	GRADE 3 DIGITAL RESOURCES
	Foundational Skills Handbook
	• Instruction & Practice
	  ○ Practicing Fluency—p. 10
	    ◦ "The Fox and the Goat" (Aesop Fable)
	• Instruction & Practice Lesson Plans
	  ○ Practicing Fluency—p. 10
	    ◦ Reading "Aloud" to Yourself
	    ◦ Fluency Skills
	      • Attend to punctuation
	      • Read in phrases
	      • Read with emotion
	      • Reflect change in characters while reading dialogue
	      • Use context to self-correct or reread as necessary
	    ◦ Speaking and Listening
	      • Audio recordings
	    ◦ Partner Practice
	
	Writing Handbook
	• Instruction & Practice
	  ○ Speaking Tips (giving an oral presentation)—p. 9
	    ◦ Use visuals as needed to support what you say.
	• Instruction & Practice Lesson Plans —pp. 8 and 9
	  ○ Assignment: Digital Presentation

CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

SPEAKING & LISTENING

Presentation of Knowledge and Ideas:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Speaking and Listening
	• Good Speaker/Good Listener Checklist
	   ○ Did I? Speak in complete sentences?—p. 170
	
	GRADE 3 TEACHER'S EDITION
	Extend Thinking
	• Speak clearly, in complete sentences, and at a reasonable rate—Chapter 1, TE p. 17; Chapter 2, TE p. 49; Chapter 4, TE p. 95; Chapter 5, TE p. 128; Chapter 6, TE p. 143
	
	Speaking and Listening Presentation
	• Speak clearly, in complete sentences, and at a reasonable rate—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153
	
	GRADE 3 DIGITAL RESOURCES
	Chapters 7–12
	• Instructional Videos
	• Speaking and Listening: Presentation of Knowledge and Ideas (express ideas clearly/speak in complete sentences)
	
	Other grade
	
	GRADE 4 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Fictional Narratives
	• Instruction & Practice
	   ○ Language: Complete Sentences
	• Additional Practice

SPEAKING & LISTENING

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.3.1.A
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Nouns—p. 166
	• Pronouns—p. 180
	• Verbs and Verb Tenses—p. 194
	• Adjectives—p. 208
	• Adverbs—p. 209
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Fictional Narratives
	• Instruction & Practice
	  ○ Language: Nouns
	• Additional Practice
	  ○ Nouns
	• Instructional Videos
	  ○ Nouns
	
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Pronouns
	• Additional Practice
	  ○ Pronouns
	• Instructional Videos
	  ○ Pronouns
	
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Verbs and Verb Tenses
	• Additional Practice
	  ○ Verbs and Verb Tenses
	• Instructional Videos
	  ○ Verbs and Verb Tenses
	
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Adjectives
	  ○ Language: Adverbs
	
	continued

LANGUAGE

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Additional Practice
	  ○ Adjectives
	  ○ Adverbs
	• Instructional Videos
	  ○ Adjectives
	  ○ Adverbs

CCSS.ELA-LITERACY.L.3.1.B
Form and use regular and irregular plural nouns.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Regular and Irregular Plural Nouns—p. 167
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Fictional Narratives
	• Instruction & Practice
	  ○ Language: Regular and Irregular Plural Nouns
	• Additional Practice
	  ○ Regular and Irregular Plural Nouns
	• Instructional Videos
	  ○ Regular and Irregular Plural Nouns

CCSS.ELA-LITERACY.L.3.1.C
Use abstract nouns (e.g., *childhood*).
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Nouns (abstract nouns)—p. 166
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Fictional Narratives
	• Instruction & Practice
	  ○ Language: Nouns (abstract nouns)
	• Additional Practice
	  ○ Nouns (abstract nouns)
	• Instructional Videos
	  ○ Nouns (abstract nouns)

CCSS.ELA-LITERACY.L.3.1.D
Form and use regular and irregular verbs.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Regular and Irregular Verbs—p. 195
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Regular and Irregular Verbs
	• Additional Practice
	  ○ Regular and Irregular Verbs
	• Instructional Videos
	  ○ Regular and Irregular Verbs

LANGUAGE

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

CCSS.ELA-LITERACY.L.3.1.E
Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Verbs and Verb Tenses—p. 194
	GRADE 3 DIGITAL RESOURCES
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Verbs and Verb Tenses
	• Additional Practice
	  ○ Verbs and Verb Tenses
	• Instructional Videos
	  ○ Verbs and Verb Tenses

CCSS.ELA-LITERACY.L.3.1.F
Ensure subject-verb and pronoun-antecedent agreement.*
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Pronoun-Antecedent Agreement—p. 181
	• Subject-Verb Agreement—p. 196
	GRADE 3 DIGITAL RESOURCES
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Pronoun-Antecedent Agreement
	• Additional Practice
	  ○ Pronoun-Antecedent Agreement
	• Instructional Videos
	  ○ Pronoun-Antecedent Agreement
	
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Subject-Verb Agreement
	• Additional Practice
	  ○ Subject-Verb Agreement
	• Instructional Videos
	  ○ Subject-Verb Agreement

CCSS.ELA-LITERACY.L.3.1.G
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Adjectives—p. 208
	• Adverbs—p. 209
	GRADE 3 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Adjectives
	  ○ Language: Adverbs
	
	continued

LANGUAGE

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Additional Practice
	  ○ Adjectives
	  ○ Adverbs
	• Instructional Videos
	  ○ Adjectives
	  ○ Adverbs

CCSS.ELA-LITERACY.L.3.1.H
Use coordinating and subordinating conjunctions.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Compound Sentences (use coordinating conjunctions as necessary)—p. 223
	• Complex Sentences (use subordinating conjunctions)—p. 224
	
	GRADE 3 TEACHER'S EDITION
	Turn and Talk
	• Play a compound sentence game (using conjunction index cards)—TE p. 223
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Compound Sentences
	  ○ Language: Complex Sentences
	• Additional Practice
	  ○ Language: Compound Sentences
	  ○ Language: Complex Sentences

CCSS.ELA-LITERACY.L.3.1.I
Produce simple, compound, and complex sentences.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Simple Sentences—p. 211
	• Compound Sentences—p. 223
	• Complex Sentences—p. 224
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Simple Sentences
	• Additional Practice
	  ○ Simple Sentences
	• Instructional Videos
	  ○ Sentences: Compound, and Complex
	
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Compound Sentences
	  ○ Language: Complex Sentences
	
	continued

LANGUAGE

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Additional Practice
	  ○ Compound Sentences
	  ○ Complex Sentences

CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.3.2.A
Capitalize appropriate words in titles.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Capitalization (titles)—p. 225
	GRADE 3 DIGITAL RESOURCES
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Capitalization
	• Additional Practice
	  ○ Capitalization
	• Instructional Videos
	  ○ Capitalization

CCSS.ELA-LITERACY.L.3.2.B
Use commas in addresses.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Commas in Addresses—p. 183
	GRADE 3 DIGITAL RESOURCES
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Commas in Addresses
	• Additional Practice
	  ○ Commas in Addresses
	• Instructional Videos
	  ○ Commas in Addresses

CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Commas and Quotation Marks in Dialogue—p. 169 **GRADE 3 DIGITAL RESOURCES** **Chapter 7 Text Types and Purposes: Write Fictional Narratives** • Instruction & Practice ○ Language: Commas and Quotation Marks in Dialogue *continued*

LANGUAGE

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	• Additional Practice
	   ○ Commas and Quotation Marks in Dialogue
	• Instructional Videos
	   ○ Commas and Quotation Marks in Dialogue

CCSS.ELA-LITERACY.L.3.2.D
Form and use possessives.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Possessives—p. 168
	GRADE 3 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Fictional Narratives
	• Instruction & Practice
	   ○ Language: Possessives
	• Additional Practice
	   ○ Possessives
	• Instructional Videos
	   ○ Possessives

CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Guided Instruction/Guided Practice/Independent Practice** • Words to Know (studied words)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 **Language** • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Spelling High-Frequency Words—p. 182 • Suffixes—p. 197 **GRADE 3 TEACHER'S EDITION** **Vocabulary Overview** • General Academic Vocabulary/Domain-Specific Vocabulary—TE pp. 11, 37, 63, 89, 115, 135 **Words to Know** • General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 • Domain-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152 **Foundational Skill Review** • Inflectional Endings—TE p. 23 *continued*

LANGUAGE

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Language: Prefixes and Suffixes
	
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
	• Instruction & Practice
	  ○ Language: Roots
	
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Spelling High-Frequency Words
	• Additional Practice
	  ○ Spelling High-Frequency Words
	
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Suffixes
	• Additional Practice
	  ○ Suffixes
	• Instructional Videos
	  ○ Suffixes

CCSS.ELA-LITERACY.L.3.2.F
Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Correct Spelling (word families/syllable patterns/ending rules/ use a dictionary)—p. 210
	GRADE 3 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Correct Spelling (word families/syllable patterns/ending rules/use a dictionary)
	• Additional Practice
	  ○ Correct Spelling

CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Context Clues (use a dictionary)—p. 32 • Real-Life Word Connections (use a dictionary)—p. 58 • Roots (use a dictionary)—p. 130 • Correct Spelling (use a dictionary)—p. 210 **Chapter Review** • Use a dictionary—pp. 199, 213

continued

LANGUAGE

Conventions of Standard English:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	End-of-Book Resource
	• Glossary—pp. 229–232
	GRADE 3 TEACHER'S EDITION
	Digital Connection
	• Online Reference Resources (use an online dictionary or thesaurus)—TE p. 67
	Independent Practice
	• Use a dictionary—TE p. 110
	Review
	• Distinguishing Literal/Nonliteral Language (use a dictionary)—TE p. 192
	Glossary
	• How to Use the Glossary: Guided Instruction/Guided Practice/Independent Practice (consult a print or online dictionary)—TE pp. 229 and 230, 231 and 232
	GRADE 3 DIGITAL RESOURCES
	Student Resources (each chapter)
	• Glossary
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Correct Spelling (use a dictionary)
	• Additional Practice
	  ○ Correct Spelling (use a dictionary)

Knowledge of Language:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.*	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Chapter 7 Text Types and Purposes: Write Fictional Narratives** • Progress Check—p. 159 ○ Choose words and phrases for effect. *continued*

LANGUAGE

Knowledge of Language:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	• Dialogue and Descriptions (words such as *shivered* and *softly* help show characters' responses)—p. 163 **Chapter 9 Text Types and Purposes: Write Nonfictional Narratives** • Event Sequence (use words for effect and to get the reader's attention)—p. 190 • Dialogue and Descriptions (give details about how things look, smell, sound, or feel)—p. 191 **GRADE 3 TEACHER'S EDITION** **Speaking and Listening Presentation** • Use precise words for effect—TE pp. 29, 81 • Choose words for effect—TE pp. 107, 153

CCSS.ELA-LITERACY.L.3.3.B
Recognize and observe differences between the conventions of spoken and written standard English.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64–69
	  ○ Cite Evidence (idioms are figurative language phrases that are usually used in informal writing and speech)—p. 65
	
	GRADE 3 TEACHER'S EDITION
	Speaking and Listening Presentation
	• Use formal language suitable for an academic presentation—TE pp. 29, 55, 81, 107, 153
	
	GRADE 3 DIGITAL RESOURCES
	Foundational Skills Handbook
	• Instruction & Practice
	  ○ Step 5: Producing, Publishing, and Presenting: Oral Presentation—p. 9
	    ◦ If you are changing a written essay into an oral presentation, make changes in words and in sentences that will help you talk to your audience. The language used for writing and speaking is not always the same.

Vocabulary Acquisition and Use:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
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.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

Progress: English Language Arts 2nd **Edition Correlation to the Common Core State Standards for English Language Arts**

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LANGUAGE

Vocabulary Acquisition and Use:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

CCSS.ELA-LITERACY.L.3.4.A
Use sentence-level context as a clue to the meaning of a word or phrase.
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Context Clues—p. 32
	
	Chapter 3 Craft and Structure: Literary Texts
	• Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64–69
	  ○ Cite Evidence (context clues)—p. 65
	
	Chapter 4 Craft and Structure: Informational Texts
	• Determining Word Meanings: "Water Everywhere" (Explanatory Text)—pp. 90–95
	  ○ Set the Purpose
	    ◦ To determine the meaning of a word, readers can use context clues located in the same sentence as the word or in nearby sentences—p. 90
	  ○ Cite Evidence (context clues)—pp. 90, 91
	  ○ Comprehension Check (context clues)—p. 95
	
	GRADE 3 TEACHER'S EDITION
	Support English Language Learners
	• Using context clues—TE pp. 13, 32
	
	Guided Instruction
	• Cite Evidence (context clues)—TE p. 32
	
	Guided Practice
	• Comprehension Check (use context clues to determine the meanings of the boldface words)—TE p. 93
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 1 Key Ideas and Details: Literary Texts
	• Instruction & Practice
	  ○ Language: Context Clues

CCSS.ELA-LITERACY.L.3.4.B
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat*).
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Prefixes and Suffixes—p. 110
	• Roots—p. 130
	• Suffixes—p. 197
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Language: Prefixes and Suffixes
	
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
	• Instruction & Practice
	  ○ Language: Roots
	
	continued

LANGUAGE

Vocabulary Acquisition and Use:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ○ Language: Suffixes • Additional Practice ○ Suffixes • Instructional Videos ○ Suffixes **Foundational Skills Handbook** • Base Words • Prefixes • Suffixes • Latin Suffixes
CCSS.ELA-LITERACY.L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Roots—p. 130 • Correct Spelling (use base words)—p. 210 **GRADE 3 DIGITAL RESOURCES** **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Instruction & Practice ○ Language: Roots **Foundational Skills Handbook** • Base Words
CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Context Clues (use a dictionary)—p. 32 • Real-Life Word Connections (use a dictionary)—p. 58 • Roots (use a dictionary)—p. 130 • Correct Spelling (use a dictionary)—p. 210 **End-of-Book Resource** • Glossary—pp. 229–232 **Digital Connection** • Online Reference Resources (Use an online dictionary or thesaurus)—TE p. 67 **Independent Practice** • Check the meaning of the words in a dictionary—TE p. 110 • Review: Distinguishing Literal/Nonliteral Language • Use a dictionary—TE p. 192 **GRADE 3 TEACHER'S EDITION** **Glossary** • How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230, 231 and 232 *continued*

LANGUAGE

Vocabulary Acquisition and Use:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3

	GRADE 3 DIGITAL RESOURCES
	Student Resources (each chapter)
	• Glossary
	
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Correct Spelling (use a dictionary)
	• Additional Practice
	  ○ Correct Spelling (use a dictionary)

CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.3.5.A
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
	GRADE 3 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64–69
	  ○ Cite Evidence (nonliteral words and phrases)—p. 64
	
	Language
	• Literal and Nonliteral Meanings—p. 84
	GRADE 3 TEACHER'S EDITION
	Support English Language Learners
	• Nonliteral phrases—TE p. 65
	
	Digital Connection
	• Online Reference Resources (use an online dictionary or thesaurus to determine the difference between literal and nonliteral language)—TE p. 67
	
	Review
	• Distinguishing Literal/Nonliteral Language—TE pp. 71, 192
	GRADE 3 DIGITAL RESOURCES
	Chapter 3 Craft and Structure: Literary Texts
	• Instruction & Practice
	  ○ Language: Literal and Nonliteral Meanings

CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Real-Life Word Connections—p. 58 **GRADE 3 DIGITAL RESOURCES** **Chapter 2 Key Ideas and Details: Informational Texts** • Instruction & Practice ○ Language: Real-Life Word Connections

LANGUAGE

Vocabulary Acquisition and Use:

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL C / GRADE 3
CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	**GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Language** • Shades of Meaning—p. 156 **GRADE 3 DIGITAL RESOURCES** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Instruction & Practice ○ Language: Shades of Meaning
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., *After dinner that night we went looking for them*).	**GRADE 3 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 3 STUDENT EDITION/TEACHER'S EDITION** **Words to Know** • General academic and domain-specific words—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 **Language** • Context Clues—p. 32 • Real-Life Word Connections—p. 58 • Literal and Nonliteral Meanings—p. 84 • Shades of Meaning—p. 156 • Adverbs—p. 209 **GRADE 3 TEACHER'S EDITION** **Vocabulary Overview** • General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, TE p. 11; Chapter 2, TE p. 43; Chapter 3, TE p. 75; Chapter 4, TE p. 107; Chapter 5, TE p. 139; Chapter 6, TE p. 163 **Words to Know** • General Academic Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152 • Domain-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152 • Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152