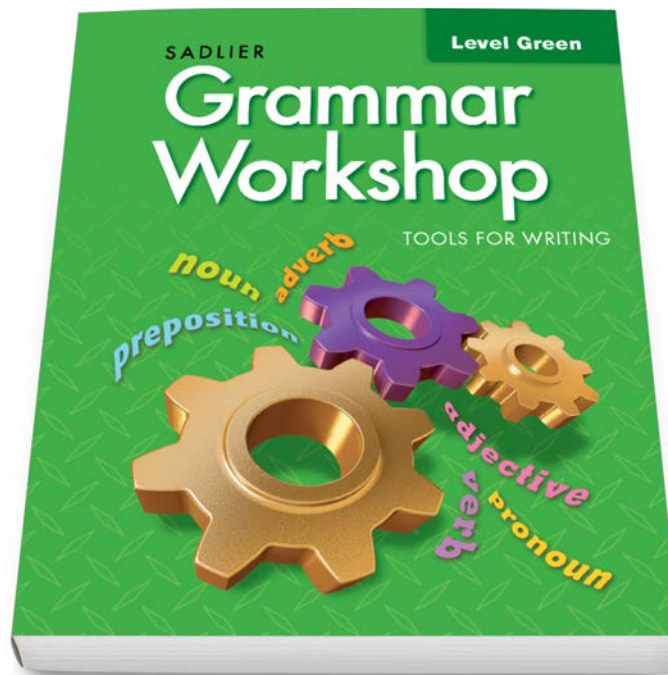


Grammar Workshop

Tools for Writing

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade 3



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Five Ways to Use *Grammar Workshop*

Flexible and versatile, *Grammar Workshop: Tools for Writing* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs. *Grammar Workshop: Tools for Writing* offers the following key features and support:

1. As a Complete Course

- Comprehensive coverage of language and writing conventions
- Research-based instructional approaches
- Thorough explanations and abundant examples
- Instruction, practice, assessment, and reteaching

2. As a Reference Tool

- Easy two-part organization of units and lessons
- Complete index of grammar and writing concepts
- Online reference tools

3. As a Source of Review and Practice

- Engaging and effective exercises for every lesson

- Meaningful student-centered practice and activities
- Writing exercises focused on real-life experiences and knowledge
- Unit Review activities

4. As a Guide for Independent and/or Small Group Learning

- Clarification of lesson topics
- Activities for working alone, with a partner, or in a small group of peers
- Talk About It: Discuss in every Unit Review
- Annotated Literary Models
- Strategic hints, tips, and reminders
- Interactive game for every lesson

5. As a Tool for Test Preparations

- Unit Tests in standardized-test formats
- Test-Taking Strategies
- Practice Quiz for every lesson
- Write About It in every Unit Review to practice for writing tests

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Key Aligned Content

LANGUAGE DOMAIN

Foundational Skills: Writing Language

Spelling

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p>	
<p>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</p>	<p>N/A</p>
<p>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</p>	<p>STUDENT EDITION Use a Dictionary <ul style="list-style-type: none"> SE pages 23, 27, 35, 91, 131, 147, 217, 220, 224, 227 TEACHER'S ANNOTATED EDITION Introduction <ul style="list-style-type: none"> Proven Instructional Approach <ul style="list-style-type: none"> Direct Instruction When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language, as well as the need to <u>consult a dictionary for help with spelling or clarification of word meaning.</u> <ul style="list-style-type: none"> TAE p. T4 </p>
<p>C. Identify language of word origin, as noted in dictionaries.</p>	<p>N/A</p>
<p>D. Spell singular and plural possessives (teacher's; teachers')</p>	<p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION Unit 2 Nouns <ul style="list-style-type: none"> Lesson 14 Possessive Nouns—SE pp. 64–67/TAE p. T25 Unit 2 Review—SE pp. 68–69/TAE p. T25 Unit 2 Grammar for Writing—SE pp. 70–71/TAE p. T25 DIGITAL RESOURCES* Unit 2 Nouns <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Lesson 14 Possessive Nouns Practice Quizzes <ul style="list-style-type: none"> Lesson 14 Possessive Noun Games <ul style="list-style-type: none"> Lesson 14: Solve It! </p>

LANGUAGE DOMAIN

Foundational Skills: Writing Language

Spelling

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>E. Change y to i (cried) in words with suffixes, when required</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 2 Nouns</p> <ul style="list-style-type: none"> Lesson 12 Singular and Plural Nouns (change the y to i)—SE pp. 56–59/A TE p. T24 <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 17 More Present-Tense Verbs (change the y to i)—SE pp. 80–83/TAE p. T27 Lesson 18 Past-Tense Verbs (change the y to i)—SE pp. 84–87/TAE p. T27 <p>Unit 4 Adjectives and Adverbs</p> <ul style="list-style-type: none"> Lesson 29 More Comparing with Adjectives (change the y to i)—SE pp. 132–135/TAE p. T33 <p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> Lesson 35 Subject Pronouns (change the y to i before adding -es)—SE pp. 160–163/TAE p. T37 <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> Lesson 48 Spelling Rules—SE pp. 216–219/TAE p. T44 For most words ending in a consonant and y, change the y to an i before adding any suffix, except suffixes that begin with i. Unit 6 Review—SE pp. 228–227/TAE p. T46 Unit 6 Grammar for Writing—SE pp. 228–229/TAE p. T46 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Lesson 48 Spelling Rules Practice Quizzes <ul style="list-style-type: none"> Lesson 48 Spelling Rules Games <ul style="list-style-type: none"> Lesson 48: Solve It!
<p>F. Spell regular two- and three-syllable words that:</p> <ol style="list-style-type: none"> Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, consonant -le. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful) and suffix -tion. 	<p><i>Suffixes</i></p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> Lesson 48 Spelling Rules (spell words with suffixes)—SE pp. 216–219/TAE p. T44 Unit 6 Review—SE pp. 228–227/TAE p. T46 Unit 6 Grammar for Writing—SE pp. 228–229/TAE p. T46

LANGUAGE DOMAIN

Foundational Skills: Writing Language

Spelling

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>G. Spell common words in English, including regular and irregular forms.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 13 Irregular Plural Nouns—SE pp. 60–63/TAE p. T24 • Unit 2 Review—SE pp. 68–69/TAE p. T25 • Unit 2 Grammar for Writing—SE pp. 70–71/TAE p. T25 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 2 Nouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 13 Irregular Plural Nouns • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 13 Irregular Plural Nouns • Games <ul style="list-style-type: none"> ◦ Lesson 13: Match It! <hr/> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 23 Irregular Verbs—SE pp. 104–107/TAE p. T30 • Lesson 24 More Irregular Verbs—SE pp. 108–111/TAE p. T30 • Unit 3 Review—SE pp. 116–117/TAE p. T31 • Unit 3 Grammar for Writing—SE pp. 118–119/TAE p. T31 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 23 Irregular Verbs ◦ Lesson 24 More Irregular Verbs • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 23 Irregular Verbs ◦ Lesson 24 More Irregular Verbs • Games <ul style="list-style-type: none"> ◦ Lesson 23: Solve It! ◦ Lesson 24: Solve It! <hr/> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 48 Spelling Rules—SE pp. 216–219/TAE p. T44 • Lesson 49 Words Often Misspelled (homophones)—SE pp. 220–223/TAE p. T44 • Lesson 50 Words Often Confused—SE pp. 224–227/TAE p. T45 • Unit 6 Review—SE pp. 228–227/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 228–229/TAE p. T46 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing Language

Spelling

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p style="text-align: center;"><i>continued</i></p> <p>G. Spell common words in English, including regular and irregular forms.</p>	<p style="text-align: center;"><i>continued</i></p> <p>DIGITAL RESOURCES* Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 48: Spelling Rules ○ Lesson 49: Words Often Misspelled ○ Lesson 50: Words Often Confused • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 48: Spelling Rules ○ Lesson 49: Words Often Misspelled ○ Lesson 50: Words Often Confused • Games <ul style="list-style-type: none"> ○ Lesson 48: Solve It! ○ Lesson 49: What’s the Word? ○ Lesson 50: Solve It! <p>STUDENT EDITION Writing Process Handbook</p> <ul style="list-style-type: none"> • Editing <ul style="list-style-type: none"> ○ Editing Questions: Usage <ul style="list-style-type: none"> ▪ Is every word spelled correctly? ▪ SE p. 242

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p>	
<p>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</p>	<p>STUDENT EDITION Writing Process Handbook</p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ○ Steps for Revising <ul style="list-style-type: none"> ○ Improve your word choice by replacing weak words with stronger ones. <ul style="list-style-type: none"> ▪ SE p. 241 ○ B. Revising a Draft <ul style="list-style-type: none"> ○ Revising Checklist: Did I change any of my words to make my writing more interesting, precise, or powerful? <ul style="list-style-type: none"> ▪ SE p. 242

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>B. Capitalize appropriate words in titles.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 44 Book Titles—SE pp. 200–203/TAE p. T42 • Unit 6 Review—SE pp. 228–227/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 228–229/TAE p. T46 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 44 Book Titles • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 44 Book Titles • Games <ul style="list-style-type: none"> ◦ Lesson 44: Solve It!
<p>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 16 Present-Tense Verbs—SE pp. 76–79/TAE p. T26 • Lesson 17 More Present-Tense Verbs—SE pp. 80–83/TAE p. T27 • Lesson 20 Linking Verbs—SE pp. 92–95/TAE p. T28 • Lesson 22 Using <i>Has, Have, Had</i>—SE pp. 100–103/TAE p. T29 • Unit 3 Review—SE pp. 116–117/TAE p. T31 • Unit 3 Grammar for Writing—SE pp. 118–119/TAE p. T31 <p><u>DIGITAL RESOURCES*</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 16 Present-Tense Verbs ◦ Lesson 17 More Present-Tense Verbs ◦ Lesson 20 Linking Verbs ◦ Lesson 22 Using <i>Has, Have, Had</i> • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 16 Present-Tense Verbs ◦ Lesson 17 More Present-Tense Verbs ◦ Lesson 20 Linking Verbs ◦ Lesson 22 Using <i>Has, Have, Had</i> • Games <ul style="list-style-type: none"> ◦ Lesson 16: What's the Word? ◦ Lesson 17: Crossword ◦ Lesson 20: Solve It! ◦ Lesson 22: Sort It! <p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Editing <ul style="list-style-type: none"> ◦ Editing Questions: Grammar <ul style="list-style-type: none"> Is the verb tense the same throughout the writing? <ul style="list-style-type: none"> ▪ SE p. 242

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LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 2 Noun</p> <ul style="list-style-type: none"> • Lesson 12 Singular and Plural Nouns—SE pp. 56–59/TAE p. T24 • Lesson 13 Irregular Plural Nouns—SE pp. 60–63/TAE p. T24 • Unit 2 Review—SE pp. 68–69/TAE p. T25 • Unit 2 Grammar for Writing—SE pp. 70–71/TAE p. T25 <p><u>DIGITAL RESOURCES*</u> Unit 2 Noun</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 12 Singular and Plural Nouns ○ Lesson 13 Irregular Plural Nouns • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 12 Singular and Plural Nouns ○ Lesson 13 Irregular Plural Nouns • Games <ul style="list-style-type: none"> ○ Lesson 12: Crossword ○ Lesson 13: Match It! <hr/> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 16 Present-Tense Verbs—SE pp. 76–79/TAE p. T26 When the noun in the subject is plural, do not add -s to the verb. • Lesson 17 More Present-Tense Verbs—SE pp. 80–83/TAE p. T27 When the noun in the subject is plural, do not add -es. • Lesson 20 Linking Verbs—SE pp. 92–95/TAE p. T28 • Lesson 22 Using <i>Has, Have, Had</i>—SE pp. 100–103/TAE p. T29 • Unit 3 Review—SE pp. 116–117/TAE p. T31 • Unit 3 Grammar for Writing—SE pp. 118–119/TAE p. T31 <p><u>DIGITAL RESOURCES*</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 16 Present-Tense Verbs ○ Lesson 17 More Present-Tense Verbs ○ Lesson 20 Linking Verbs ○ Lesson 22 Using <i>Has, Have, Had</i> • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 16 Present-Tense Verbs ○ Lesson 17 More Present-Tense Verbs ○ Lesson 20 Linking Verbs ○ Lesson 22 Using <i>Has, Have, Had</i> • Games <ul style="list-style-type: none"> ○ Lesson 16: What's the Word? ○ Lesson 17: Crossword ○ Lesson 20: Solve It! ○ Lesson 22: Sort It!

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>E. Use appropriate pronouns with clear referents.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Lesson 39 Pronoun-Antecedent Agreement—SE pp. 176-179/TAE p. T39 • Unit 5 Review—SE pp. 184-185/TAE p. T39 • Unit 5 Grammar for Writing—SE pp. 186-187/TAE p. T40 <p><u>DIGITAL RESOURCES*</u> Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 39 Pronoun-Antecedent Agreement • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 39 Pronoun-Antecedent Agreement • Games <ul style="list-style-type: none"> ○ Lesson 39: Solve It!
<p>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 44 Book Titles—SE pp. 200-203/TAE p. T42 • Lesson 45 Commas in a Series—SE pp. 204-207/TAE p. T42 • Lesson 46 Parts of a Letter—SE pp. 208-211/TAE p. T43 • Lesson 47 Quotations—SE pp. 212-215/TAE p. T43 • Unit 6 Review—SE pp. 228-227/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 228-229/TAE p. T46 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 44 Book Titles ○ Lesson 45 Commas in a Series ○ Lesson 46 Parts of a Letter ○ Lesson 47 Quotations • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 44 Book Titles ○ Lesson 45 Commas in a Series ○ Lesson 46 Parts of a Letter ○ Lesson 47 Quotations • Games <ul style="list-style-type: none"> ○ Lesson 44: Solve It! ○ Lesson 45: Sort It! ○ Lesson 46: Solve It! ○ Lesson 47: Sort It! <p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Editing <ul style="list-style-type: none"> ○ Editing Questions: Mechanics <ul style="list-style-type: none"> Does every sentence start with a capital letter and end with the right punctuation mark? Are punctuation marks, such as commas and quotations, used correctly? ▪ SE p. 242

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LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 6 Compound Sentences—SE pp. 28-31/TAE p. T20 • Lesson 8 Run-on Sentences (correct a run-on sentence by rewriting it as a compound sentence)—SE pp. 36-39/TAE p. T21 • Unit 1 Review—SE pp. 40-41/TAE p. T22 • Unit 1 Grammar for Writing—SE pp. 42-43/TAE p. T22 <p><u>DIGITAL RESOURCES*</u> Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 6 Compound Sentences ○ Lesson 8 Run-on Sentences • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 6 Compound Sentences ○ Lesson 8 Run-on Sentences • Games <ul style="list-style-type: none"> ○ Lesson 6: Sort It! ○ Lesson 8: Sort It!
<p>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</p>	<p>N/A</p>
<p>I. Organize ideas into paragraphs with main ideas and supporting details.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Drafting <ul style="list-style-type: none"> ○ Plan the structure of your draft For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion. <ul style="list-style-type: none"> ▪ SE p. 238 ○ Drafting Checklist Did I support my main point? Have I selected the important details and evidence in my planning notes? <ul style="list-style-type: none"> ▪ SE p. 240 • Revising <ul style="list-style-type: none"> ○ Steps for revising Start with structure. Be sure that the order of your paragraphs makes sense. Add or remove details and evidence to make your writing clearer. <ul style="list-style-type: none"> ▪ SE p. 241

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>STUDENT EDITION Academic Words and Phrases Throughout the program, boldface lesson vocabulary defines key academic terms. <i>Examples:</i> An adverb is a word that generally describes, or tells about, a verb. Adverbs tell <i>how, when, or where</i> an action happens. (SE p. 140) A pronoun is a word that takes the place of a noun. The noun the pronoun refers to is called the pronoun's antecedent. (SE p. 176)</p>
<p>B. Choose words and phrases for effect.</p>	<p>STUDENT EDITION Writing Process Handbook</p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ○ Steps for revising Improve your word choice by replacing weak words with stronger ones. <ul style="list-style-type: none"> ▪ SE p. 241 ○ Revising Checklist Did I change any of my words to make my writing more interesting, precise, or powerful? <ul style="list-style-type: none"> ▪ SE p. 242
<p>C. Recognize and observe differences between the conventions of spoken and written English.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 7 Complex Sentences—SE pp. 32–35/TAE p. T21 • Unit 1 Review—SE pp. 40–41/TAE p. T22 • Unit 1 Grammar for Writing—SE pp. 42–43/TAE p. T22 <p>Unit 4 Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Lesson 27 <i>A, An, The</i>—SE pp. 124–127/TAE p. T32 • Lesson 32 Comparing with Adverbs—SE pp. 144–147/TAE p. T35 • Unit 4 Review—SE pp. 152–153/TAE p. T36 • Unit 4 Grammar for Writing—SE pp. 154–155/TAE p. T36 <p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Lesson 39 Pronoun-Antecedent Agreement—SE pp. 176–179/TAE p. T39 • Lesson 40 Contractions with Pronouns—SE pp. 180–183/TAE p. T39 • Unit 5 Review—SE pp. 184–185/TAE p. T39 • Unit 5 Grammar for Writing—SE pp. 186–187/TAE p. T40 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p style="text-align: center;"><i>continued</i></p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 47 Quotations—SE pp. 212–215/TAE p. T43 • Lesson 49 Words Often Misspelled—SE pp. 220–223/TAE p. T44 • Unit 6 Review—SE pp. 228–227/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 228–229/TAE p. T46 <p>TEACHER’S ANNOTATED EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Proven Instructional Approach <ul style="list-style-type: none"> ○ Direct Instruction <p><u>When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language,</u> as well as the need to consult a dictionary for help with spelling or clarification of word meaning.</p> <ul style="list-style-type: none"> ▪ TAE p. T4 • Best Practices for Teaching Grammar <ul style="list-style-type: none"> 4. Analyze the differences between formal and informal writing. You might encourage students to write informally to a close friend and then write the same message formally to a different audience. Then reverse the process by having students write formally first, then rewrite informally. By encouraging students to code-switch, you help them understand how purpose, audience, and genre influence a writer’s decisions about language and conventions. You can also help students explore the relationship between oral and written language. ▪ TAE p. T10

Additional Aligned Content

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3

GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3

- W.AW.3.1.** Write opinion texts to present an idea with reasons and information.
- Introduce an opinion clearly.
 - Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
 - Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
 - Provide a conclusion related to the opinion presented.

continued

STUDENT EDITION / TEACHER'S ANNOTATED EDITION

Write Your Own

Write Your Own encourages students to be creative as they apply what they learned by expressing an opinion based on an interesting, grade-appropriate writing prompt.

Example:

Write a brief report to give your opinion about recycling. Is it a good idea? Why or why not? (SE p. 83)

- Lesson 17, SE p. 83/TAE p. T27; Lesson 24, SE p. 111/TAE p. T30; Lesson 30, SE p. 139/TAE p. T34

STUDENT EDITION

Writing Process Handbook

- Planning
 - B Choosing a Genre
 - Persuasive: Writing that tells your opinion about a specific topic and tries to convince readers to have that same opinion
 - SE p. 235
 - C Choosing a Purpose
 - To persuade: Convince your readers through argument to agree with your idea or to act in a certain way.
 - SE p. 236
 - D Choosing an Audience
 - When you write, think about your audience, the specific readers you want to read your work.
 - SE p. 236
 - Planning Checklist
 - Do I know what genre I am writing?
 - Do I know my purpose for writing?
 - SE p. 237
- Drafting
 - Learn
 - Plan the structure of your draft**
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - SE p. 238
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did I support my main point?
 - SE p. 240
- Revising
 - Learn
 - Steps for revising**
 - Review every paragraph and every sentence to be sure the ideas flow.
 - Add or remove details and evidence to make your writing clearer.
 - Add transitional words and phrases to make your writing flow better.
 - SE p. 241

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p style="text-align: center;"><i>continued</i></p> <p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <ul style="list-style-type: none"> A. Introduce an opinion clearly. B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic. C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion related to the opinion presented. 	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> ○ Revising Checklist <ul style="list-style-type: none"> • Did I change how I organized my ideas to make my writing clearer? • Did I add or remove details and evidence to improve my writing? • Did I add transitional words and phrases to make my writing flow better? <ul style="list-style-type: none"> ○ SE p. 242
<p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore). E. Provide a conclusion related to the information or explanation presented. <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Write Your Own</p> <p>Write Your Own encourages students to apply what they learned by explaining an idea or activity described in an interesting, grade-appropriate writing prompt.</p> <p><i>Examples:</i></p> <p>Write some facts comparing people, places, or things in your neighborhood. Use four adjectives from each box in your facts. Check a dictionary if you need help spelling a word. (SE p. 131)</p> <p>Write a short description of an invention you enjoy. You could write about a new electronic device, for example. Include at least five pronouns in your sentences. Make sure that the pronouns agree with their antecedents. (SE p. 179)</p> <ul style="list-style-type: none"> ○ Lesson 2, SE p. 15/TAE p. T18; Lesson 5, SE p. 27/TAE p. T20; Lesson 7, SE p. 35/TAE p. T21; Lesson 10, SE p. 51/TAE p. T23; Lesson 20, SE p. 95/TAE p. T28; Lesson 21, SE p. 99/TAE p. T29; Lesson 28, SE p. 131/TAE p. T33; Lesson 29, SE p. 135/TAE p. T33; Lesson 33, SE p. 151/TAE p. T35; Lesson 39, SE p. 179/TAE p. T39; Lesson 40, SE p. 183/TAE p. T39; Lesson 42, SE p. 195/TAE p. T41; Lesson 43, SE p. 199/TAE p. T41; Lesson 49, SE p. 223/TAE p. T44 <p style="text-align: center;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3

GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3

continued

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly.
- B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- E. Provide a conclusion related to the information or explanation presented.

continued

continued

Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

Example:

Write an article about the block party for the school newspaper. Use details from the text on page 118. Include a variety of verbs and contractions in your description. Use the **Writing Process Handbook** on pages 232–247 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 119)

- Unit 3 Review: Write About It (newspaper article)—SE p. 119/TAE p. T31

TEACHER’S ANNOTATED EDITION

Lesson Plans

- Follow-Up: Writing
Many lesson plans feature a multi-sentence, informative or explanatory text writing activity that applies the lesson skill.

Examples:

Ask students to write four sentences about different kinds of weather. Have them underline the subject of each sentence. (Lesson 4, TAE p. T19)

Have students write four sentences that tell playground rules; they should use a contraction from the lesson in each sentence. (Lesson 25, TAE p. T31)

Have students write four sentences using more and most with adjectives to compare classroom objects. (Lesson 30, TAE p. T34)

- Lesson 2, TAE p. T18; Lesson 3, TAE p. T19; Lesson 4, TAE p. T19; Lesson 5, TAE p. T20; Lesson 7, TAE p. T21; Lesson 12, TAE p. T24; Lesson 16, TAE p. T26; Lesson 22, TAE p. T29; Lesson 25, TAE p. T31; Lesson 30, TAE p. T34; Lesson 32, TAE p. T35; Lesson 34, TAE p. T36; Lesson 35, TAE p. T37; Lesson 39, TAE p. T39; Lesson 42, TAE p. T41; Lesson 43, TAE p. T41; Lesson 44, TAE p. T42; Lesson 45, TAE p. T42; Lesson 49, TAE p. T44

STUDENT EDITION

Writing Process Handbook

- Drafting
 - Learn
Plan the structure of your draft
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - SE p. 238
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did I support my main point?
 - SE p. 240

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p style="text-align: center;"><i>continued</i></p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore). E. Provide a conclusion related to the information or explanation presented. 	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ◦ Learn <p>Steps for revising</p> <ul style="list-style-type: none"> • Start with structure. Be sure that the order of your paragraphs makes sense. • Review every paragraph and every sentence to be sure the ideas flow. • Add or remove details and evidence to make your writing clearer. • Add transitional words and phrases to make your writing flow better. <ul style="list-style-type: none"> ◦ SE p. 241 ◦ Revising Checklist <ul style="list-style-type: none"> • Did I change how I organized my ideas to make my writing clearer? • Did I add or remove details and evidence to improve my writing? • Did I add transitional words and phrases to make my writing flow better? <ul style="list-style-type: none"> ◦ SE p. 242
<p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events. E. Provide a conclusion or sense of closure that follows the narrated experiences or events. <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Write Your Own</p> <p>Write Your Own encourages students to be creative as they apply what they learned by writing narratives based on an interesting, grade-appropriate writing prompt.</p> <p><i>Examples:</i></p> <p>Imagine that you were on a camping trip that did not go well. Use the sentence starters below to write to a friend about the trip. Write a contraction for the words in dark print. (SE p. 115)</p> <p>Imagine you are at an amusement park. Write sentences about your experience at the park. In your sentences, include some of the frequently used words in Learn on page 216 and some of the words with suffixes in Practice B on page 217. (SE p. 219)</p> <ul style="list-style-type: none"> ◦ Lesson 3, SE p. 19/TAE p. T19; Lesson 4, SE p. 23/TAE p. T19; Lesson 8, SE p. 39/TAE p. T21; Lesson 12, SE p. 59/TAE p. T24; Lesson 13, SE p. 63/TAE p. T24; Lesson 14, SE p. 67/TAE p. T25; Lesson 18, SE p. 87/TAE p. T27; Lesson 19, SE p. 91/TAE p. T28; Lesson 22, SE p. 103/TAE p. T29; Lesson 23, SE p. 107/TAE p. T30; Lesson 25, SE p. 115/TAE p. T31; Lesson 27, SE p. 127/TAE p. T32; Lesson 32, SE p. 147/TAE p. T35; Lesson 35, SE p. 163/TAE p. T37; Lesson 38, SE p. 175/TAE p. T38; Lesson 44, SE p. 203/TAE p. T42; Lesson 46, SE p. 211/TAE p. T43; Lesson 47, SE p. 215/TAE p. T43; Lesson 48, SE p. 219/TAE p. T44; Lesson 50, SE p. 227/TAE p. T45 <p style="text-align: center;"><i>continued</i></p>

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WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3

GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3

continued

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

continued

continued

Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

For Example:

Write a story about the talent show from the point of view of one of the contestants. Use details from the text on page 154. Include a variety of adjectives and adverbs in your story. Use the **Writing Process Handbook** on pages 232–247 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 155)

- Unit 1 Review: Write About It (story), SE p. 43/TAE p. T22
- Unit 2 Review: Write About It (story), SE p. 71/TAE p. T25
- Unit 4 Review: Write About It (story), SE p. 155/TAE p. T36
- Unit 5 Review: Write About It (story), SE p. 187/TAE p. T40
- Unit 6 Review: Write About It (friendly letter), SE p. 231/TAE p. T46

TEACHER'S ANNOTATED EDITION

Lesson Plans

- Follow-Up: Writing
Many lesson plans feature a multi-sentence, narrative writing activity that applies the lesson skill.

Examples:

Have students write four sentences about a dinner with family or friends, using a different object pronoun in each sentence. (Lesson 36, TAE p. T37)

Have students write dialogue between two characters in a scene from a favorite movie or play. The dialogue should consist of at least six lines. (Lesson 47, TAE p. T43)

- Lesson 9, TAE p. T22; Lesson 10, TAE p. T23; Lesson 13, TAE p. T24; Lesson 14, TAE p. T25; Lesson 23, TAE p. T30; Lesson 24, TAE p. T30; Lesson 27, TAE p. T32; Lesson 36, TAE p. T37; Lesson 37, TAE p. T38; Lesson 38, TAE p. T38; Lesson 40, TAE p. T39; Lesson 41, TAE p. T40; Lesson 46, TAE p. T43; Lesson 47, TAE p. T43; Lesson 48, TAE p. T44

STUDENT EDITION

Writing Process Handbook

- Planning
 - Learn
 - A Choosing a Topic
When she was asked to write about an important event in her life, Kate made this web to begin to list her ideas. From this list, she chose the topic “Learned how to ride a bike.”
 - SE p. 234
 - B Choosing a Genre
Narrative: Writing that tells a story, real or imaginary
 - SE p. 235

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3

GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3

continued

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

continued

- C Choosing a Purpose
 - To entertain: Share an experience or an idea with your readers.
 - SE p. 236
- D Choosing an Audience
 - SE p. 236
- E Collecting Details and Evidence
 - To write about the important event in her life, Kate put the details of her narrative in order by using a graphic organizer.
 - SE p. 237
- Planning Checklist
 - SE p. 237
- Drafting
 - Learn
 - Plan the structure of your draft**
 - For narratives create a beginning, a middle, and an end.
 - SE p. 238
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did drafting spark some additional ideas that I used in my writing?
 - SE p. 240
- Revising
 - Learn
 - Steps for revising**
 - Start with structure. Be sure that the order of your paragraphs makes sense.
 - Review every paragraph and every sentence to be sure the ideas flow.
 - Improve your word choice by replacing weak words with stronger ones.
 - Add transitional words and phrases to make your writing flow better.
 - SE p. 241
 - Revising Checklist
 - Did I change any of my words to make my writing more interesting, precise, or powerful?
 - Did I add transitional words and phrases to make my writing flow better?
 - SE p. 242

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3

GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/ or spell checker, find and correct errors and improve word choice.

STUDENT EDITION / TEACHER'S ANNOTATED EDITION

Lesson 1-50

- Practice C (proofreading exercise)
The Practice C exercise provides an opportunity for students to apply lesson skills using proofreading marks to correct mistakes in the writing sample.
 - SE pp. 10, 14, 18, 22, 26, 30, 34, 38, 46, 50, 54, 58, 62, 66, 74, 78, 82, 86, 90, 94, 98, 102, 106, 110, 114, 122, 126, 130, 134, 138, 142, 146, 150, 158, 162, 166, 170, 174, 178, 182, 190, 194, 198, 202, 206, 210, 214, 218, 222, 226

Grammar for Writing

- Proofreading Practice
 - Unit 1 Review, SE p. 43/TAE p. T22
 - Unit 2 Review, SE p. 71/TAE p. T25
 - Unit 3 Review, SE p. 119/TAE p. T31
 - Unit 4 Review, SE p. 155/TAE p. T36
 - Unit 5 Review, SE p. 187/TAE p. T40
 - Unit 6 Review, SE p. 231/TAE p. T46

STUDENT EDITION

Writing Process Handbook

- Planning, SE p. 233-237
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
 - Planning Checklist
- Drafting, SE pp. 238-240
 - A. Planning a Draft
 - B. Writing a Draft
 - Drafting Checklist
- Revising, SE pp. 240-242
 - A. Doing a Peer Review
 - B. Revising a Draft
 - Revising Checklist
- Editing, SE pp. 243-245
 - Editing Questions
 - Grammar
 - Mechanics
 - Usage
 - A. Checking Your Draft
 - Editing Checklist

How to Use Proofreading Marks

- SE p. 256

DIGITAL RESOURCES*

Units 1-6

- Proofreading Practice
 - Proofreading Passage
- Student Resources
 - Proofreading Checklist

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3	GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3
<p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning, SE p. 233–237 <ul style="list-style-type: none"> ○ A. Choosing a Topic ○ C. Choosing a Purpose ○ E. Collecting Details and Evidence ○ Planning Checklist
<p>W.WR.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Write About It</p> <p>Before students begin the end-of-unit Write About It activity, review the Check It Out questions together. These questions serve as a rubric for completing the activity. <u>You may wish to have students work with partners to plan their writing.</u></p> <ul style="list-style-type: none"> ○ Unit 1 Review: Write About It (story), SE p. 43/TAE p. T22 ○ Unit 2 Review: Write About It (story), SE p. 71/TAE p. T25 ○ Unit 3 Review: Write About It (newspaper article), SE p. 119/TAE p. T31 ○ Unit 4 Review: Write About It (story), SE p. 155/TAE p. T36 ○ Unit 5 Review: Write About It (story), SE p. 187/TAE p. T40 ○ Unit 6 Review: Write About It (letter), SE p. 231/TAE p. T46 <p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning, SE p. 233–237 <ul style="list-style-type: none"> ○ Learn Collect and organize details and evidence to include in your writing. ○ E. Collecting Details and Evidence On a sheet of paper, jot down a list of details and evidence, or complete a graphic organizer to collect ideas about your topic. ○ Planning Checklist

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3

GRAMMAR WORKSHOP, LEVEL GREEN / GRADE 3

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

WRITE ROUTINELY OVER SHORT PERIODS OF TIME

STUDENT EDITION

Write Your Own

Shorter **Write Your Own** exercises involve writing one or two sentences.

- Lesson 2, SE p. 15/TAE p. T18; Lesson 3, SE p. 19/TAE p. T19; Lesson 4, SE p. 23/TAE p. T19; Lesson 5, SE p. 27/TAE p. T20; Lesson 7, SE p. 35/TAE p. T21; Lesson 10, SE p. 51/TAE p. T23; Lesson 14, SE p. 67/TAE p. T25; Lesson 19, SE p. 91/TAE p. T28; Lesson 20, SE p. 95/TAE p. T28; Lesson 21, SE p. 99/TAE p. T29; Lesson 23, SE p. 107/TAE p. T30; Lesson 25, SE p. 115/TAE p. T31; Lesson 27, SE p. 127/TAE p. T32; Lesson 28, SE p. 131/TAE p. T33; Lesson 29, SE p. 135/TAE p. T33; Lesson 30, SE p. 139/TAE p. T34; Lesson 32, SE p. 147/TAE p. T35; Lesson 35, SE p. 163/TAE p. T37; Lesson 38, SE p. 175/TAE p. T38; Lesson 40, SE p. 183/TAE p. T39; Lesson 44, SE p. 203/TAE p. T42; Lesson 47, SE p. 215/TAE p. T43; Lesson 50, SE p. 227/TAE p. T45

WRITE ROUTINELY OVER EXTENDED PERIODS OF TIME

STUDENT EDITION

Write Your Own

Longer **Write Your Own** exercises require students to write multiple sentences or paragraphs.

- Lesson 8, SE p. 39/TAE p. T21; Lesson 12, SE p. 59/TAE p. T24; Lesson 13, SE p. 63/TAE p. T24; Lesson 17, SE p. 83/TAE p. T27; Lesson 18, SE p. 87/TAE p. T27; Lesson 22, SE p. 103/TAE p. T29; Lesson 24, SE p. 111/TAE p. T30; Lesson 33, SE p. 151/TAE p. T35; Lesson 39, SE p. 179/TAE p. T39; Lesson 42, SE p. 195/TAE p. T41; Lesson 43, SE p. 199/TAE p. T41; Lesson 46, SE p. 211/TAE p. T43; Lesson 48, SE p. 219/TAE p. T44; Lesson 49, SE p. 223/TAE p. T44

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Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

For Example:

Write a story about the talent show from the point of view of one of the contestants. Use details from the text on page 154. Include a variety of adjectives and adverbs in your story. Use the **Writing Process Handbook** on pages 232–247 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 155)

- Unit 1 Review: Write About It (story)—SE p. 43/TAE p. T22
- Unit 2 Review: Write About It (story)—SE p. 71/TAE p. T25
- Unit 3 Review: Write About It (newspaper article)—SE p. 119/TAE p. T31

continued

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 3

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continued

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

continued

- Unit 4 Review: Write About It (story)—SE p. 155/TAE p. T36
- Unit 5 Review: Write About It (story)—SE p. 187/TAE p. T40
- Unit 6 Review: Write About It (letter)—SE p. 231/TAE p. T46

TEACHER'S ANNOTATED EDITION

Lesson Plans

- Follow-Up: Writing
Many lesson plans feature a multi-sentence writing activity that applies the lesson skill.

For Example:

Have students write seven sentences about a family that moves to a new place. Ask them to use each contraction in the first column of the chart on page 180 in their sentences. (Lesson 40, TAE p. T39)

- Lesson 9, TAE p. T22; Lesson 10, TAE p. T23; Lesson 13, TAE p. T24; Lesson 14, TAE p. T25; Lesson 23, TAE p. T30; Lesson 24, TAE p. T30; Lesson 27, TAE p. T32; Lesson 36, TAE p. T37; Lesson 37, TAE p. T38; Lesson 38, TAE p. T38; Lesson 40, TAE p. T39; Lesson 41, TAE p. T40; Lesson 46, TAE p. T43; Lesson 47, TAE p. T43; Lesson 48, TAE p. T44