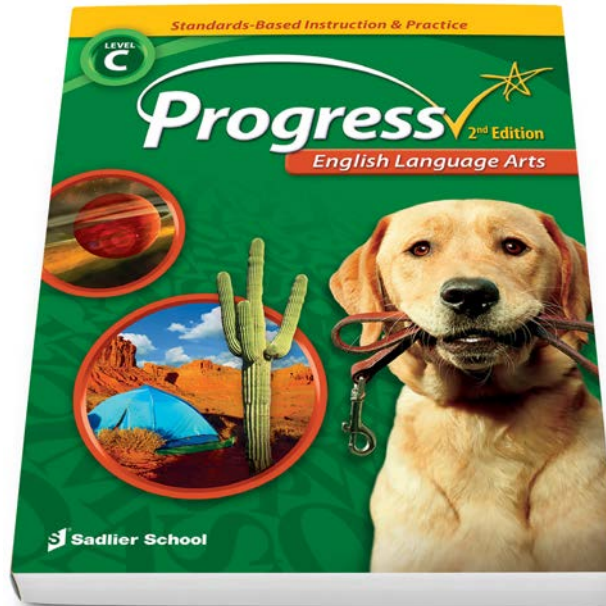


Progress

English Language Arts 2nd Edition

Correlation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

3rd Grade



Foundational Skills

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FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode 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 Florida's B.E.S.T. Standards for English Language Arts.

- a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)

GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language

- Prefixes and Suffixes—p. 110
- Roots—p. 130
- Suffixes—p. 197

GRADE 3 TEACHER'S EDITION

Support English Language Learners

- Affixes—TE p. 110

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/Instruction & Practice Lesson Plans
 - Base Words
 - Prefixes
 - Suffixes
 - Latin Suffixes

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).

GRADE 3 STUDENT EDITION/TEACHER'S EDITION
Language

- Prefixes and Suffixes—p. 110
- Suffixes—p. 197
- Adjectives (-er, -est)—p. 208

GRADE 3 TEACHER'S EDITION

Foundational Skill Review: Inflectional Endings

- Inflectional endings—TE p. 110

GRADE 3 DIGITAL RESOURCES

Chapter 4 Craft and Structure: Informational Texts

- Instruction & Practice
 - Language: Prefixes and Suffixes

Chapter 9 Text Types and Purposes: Write Nonfictional Narratives

- Instruction & Practice
 - Language: Suffixes
- Additional Practice
 - Suffixes
- Instructional Videos
 - Suffixes

Foundational Skills Handbook

- Instruction & Practice/Instruction & Practice Lesson Plans
 - Base Words
 - Suffixes (-ful, -ly, -er)
 - Latin Suffixes (-able, -ment, -ion)

- c. Decode multisyllabic words.

GRADE 3 DIGITAL RESOURCES
Foundational Skills Handbook

- Instruction & Practice/Instruction & Practice Lesson Plans
 - Multisyllable Words: VCV
 - Multisyllable Words: VCCV
 - Multisyllable Words: -/e

Benchmark Clarifications:

- Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.
Clarification 2: See Affixes and the Parts of Speech They Form.

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 TEACHER'S EDITION

Foundational Skills

- Fluency—TE pp. 15, 41, 73, 93, 119
- Fluency Practice—TE p. 139

GRADE 3 DIGITAL RESOURCES

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)
 - Fluency Practice Teaching Suggestions
 - Teacher’s Guide to Fluency
 - Phrasing
 - Expression and Intonation
 - Punctuation
 - Rate
 - Accuracy

Foundational Skills Handbook

- Instruction & Practice/Lesson Plans
 - Practicing Fluency
 - “The Fox and the Goat” (Aesop Fable)
- Additional Practice
 - Practicing Fluency
 - “Who Has Seen the Wind?” by Christina Rossetti (Poem)
- Teacher Resources
 - How to Use the Handbook

continued

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

See additional oral reading opportunities using grade-level text across a range of genres—

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter Reading Selections (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
 - 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)

continued

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- 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)
 - 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/Lesson Plan
 - 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)

Benchmark Clarifications:

Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

continued

FOUNDATIONAL SKILLS

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Fluency

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
 Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

READING

ELA.3.R.1 Reading Prose and Poetry

Literary Elements

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

GRADE 3 INSTRUCTIONAL GUIDE

Full Access*

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GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Describing Characters: "Athena and Poseidon" (Greek Myth)—pp. 24–29
- 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 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)

READING

ELA.3.R.1 Reading Prose and Poetry

Literary Elements

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- Parent Resources
 - Chapter 1 Home Connect
 - Chapter 1 Home Connect On the Go: Hero of a Story/ Describe a Character (graphic organizer)

Benchmark Clarifications:

Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

Theme

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

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GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Chapter Opener
 - Theme: It Takes a Hero—p. 11
- Asking and Answering Questions: “How the Rabbit Fooled the Elephant” (Fable from India)/“The Winning of Friends” (Fable from India)—pp. 12-17
- Determining a Central Message: “Momotaro” (explain the central message, lesson, or moral of a story using key details from the text) (Folktale from Japan)—pp. 18-23

GRADE 3 TEACHER'S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Extend Thinking: Create (brainstorm morals)—TE p. 17
- Connect Across Texts
 - Theme Wrap-Up—TE p. 31

GRADE 3 DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Chapter 1 Asking and Answering Questions
 - Chapter 1 Determining a Central Message
- Additional Practice
 - Chapter 1 Asking and Answering Questions: “Letting Kirsten Fly” (Adventure Story)

continued

READING

ELA.3.R.1 Reading Prose and Poetry

Theme

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- Chapter 1 Determining a Central Message: “A Wave of Courage” (Realistic Fiction)
- Assessments
 - Comprehension Check
 - Chapter 1 Asking and Answering Questions: “Aladdin Becomes a Prince” – A Retelling of a Chinese Legend (Folktale)
 - 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 Activity: Questions and Answers (graphic organizer)
 - Chapter 1 Home Connect Conversation Starter: Characters’ Words and Actions (identify central message or lesson) (graphic organizer)

Perspective and Point of View

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.1.3: Explain different characters’ perspectives in a literary text.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 STUDENT EDITION/TEACHER’S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Describing Characters: “Athena and Poseidon” (Greek Myth)—pp. 24–29

Chapter 3 Craft and Structure: Literary Texts

- Distinguishing Points of View: “Damon and Pythias” (Narrative Poem)—pp. 76–81

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”

continued

READING

ELA.3.R.1 Reading Prose and Poetry

Perspective and Point of View

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- 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)
- 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)

Benchmark Clarifications:

Clarification 1: The term *perspective* means "a particular attitude toward or way of regarding something." The term *point of view* is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.1.4: Identify types of poems: free verse, rhymed verse, haiku, and limerick.

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continued

READING

ELA.3.R.1 Reading Prose and Poetry

Poetry

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 3 Craft and Structure: Literary Texts

- Distinguishing Points of View: "Damon and Pythias" (Narrative Poem)—pp. 76–81
- Chapter 3 Review: "Friendship—Yum" (Poem)—pp. 85–86

GRADE 3 DIGITAL RESOURCES

Chapter 3 Craft and Structure: Literary Texts

- Assessments
 - Comprehension Check
 - Chapter 3—"My Shadow" – by Robert Louis Stevenson (Poem/Drama)

Foundational Skills Handbook

- Additional Practice
 - Practicing Fluency
 - "Who Has Seen the Wind?" by Christina Rossetti (Poem)

GRADE 4 DIGITAL RESOURCES

Chapter 3 Craft and Structure: Literary Texts

- Additional Practice
 - Chapter 3 "I Cannot Tell a Lie" (Poem)/"Dear Mr. Armstrong" (Poem)
- Assessments
 - Comprehension Check
 - Chapter 3 "Excerpt from "William Tell" – by Reverend J.H. Gurney (Poem, adapted excerpt)

GRADE 5 DIGITAL RESOURCES

Chapter 3 Craft and Structure: Literary Texts

- Analyzing Point of View: "If—" (Poetry)
- Assessments
 - Comprehension Check
 - Chapter 3—"My Shadow" – by Robert Louis Stevenson (Poem/Drama)

Benchmark Clarifications:

Clarification 1: For examples of these forms, see Appendix B.

READING

ELA.3.R.2 Reading Informational Text

Structure

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 4 Craft and Structure: Informational Texts

- Using Text Features: "Watch Out for Weather!" (Journal Article)—pp. 96–101

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Describing Text Structures: "Pluto: Planet or Not?" (problem/solution essay)—pp. 142–147
- Comparing and Contrasting Texts: "Pluto Is Our Planet!" (cause and effect essay)—pp. 148–153

GRADE 3 TEACHER'S EDITION

Connect Across Texts

- Short-Answer Questions: Rubric (ways authors use text structure to connect ideas and information)—TE p. 155

GRADE 3 DIGITAL RESOURCES

Chapters 1–6

- Close Reading Practice
 - Close Reading
 - Annotation Notes—pp. 2, 4
 - 2nd Read: Language and Text Structure

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)
- Parent Resources
 - Chapter 4 Home Connect Conversation Starter: Text Features (graphic organizer)

continued

READING

ELA.3.R.2 Reading Informational Text

Structure

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Instruction & Practice
 - Chapter 6 Describing Text Structures
 - Chapter 6 Comparing and Contrasting Texts
- Additional Practice
 - Chapter 6 Describing Text Structures: “Galileo Galilei” (Biography)
 - 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 Describing Text Structures: “Gravity Experiment” (Procedure)
 - Chapter 6 Comparing and Contrasting Texts: “Isaac Newton Describes Gravity” (Expository Nonfiction)
- Parent Resources
 - Chapter 6 Home Connect Conversation Starter: Connections—Connecting Causes and Effects (graphic organizer)

Central Idea

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 2 Key Ideas and Details: Informational Texts

- Determining Main Idea and Key Details: “King Tut: From Forgotten Pharaoh to Ancient Superstar” (Historical Text)—pp. 44–49
- Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60

continued

READING

ELA.3.R.2 Reading Informational Text

Central Idea

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

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)

Purpose and Perspective

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 4 Craft and Structure: Informational Texts

- Distinguishing Points of View: "Stop the Droughts!" (express a point of view) (Editorial)—pp. 102–107
 - Cite Evidence (identify the author's opinion/point of view about the topic)—pp. 102, 103, 104
- Connect Across Texts
 - Connect to the Essential Question (author's point of view)—p. 109

continued

READING

ELA.3.R.2 Reading Informational Text

Purpose and Perspective

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<p>GRADE 3 TEACHER'S EDITION Review: Author's Point of View</p> <ul style="list-style-type: none"> • Look for evidence used to support the author's point of view—TE p. 206 <p>GRADE 3 DIGITAL RESOURCE Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Distinguishing Points of View • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Distinguishing Points of View: "Life in the Coldest Place on Earth" (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Distinguishing Points of View: "Tornado Chasers" (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Point of View • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 4 "Dust Bowl Disaster" (Personal Narrative) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect On the Go: Different Points of View (graphic organizer)
<p>Benchmark Clarifications: Clarification 1: The term <i>perspective</i> means "a particular attitude toward or way of regarding something."</p>	

Argument

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
<p>ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.</p>	<p>GRADE 3 INSTRUCTIONAL GUIDE Full Access* <i>Full Access</i> 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 Florida's B.E.S.T. Standards for English Language Arts.</p> <p style="text-align: right;"><i>continued</i></p>

READING

ELA.3.R.2 Reading Informational Text

Argument

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 4 Craft and Structure: Informational Texts

- Distinguishing Points of View: "Stop the Droughts!" (persuade the reader to share the author's opinion) (Editorial)—pp. 102–107
 - Cite Evidence (identify the author's opinion/supporting evidence/call to action)—pp. 102, 103, 104

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Comparing and Contrasting Texts: "Pluto Is Our Planet!" (Editorial)—pp. 148–153

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Read a Student Model (identify writer's opinion and supporting evidence)
 - "Any Pet in a Storm!"—pp. 204–206

GRADE 3 TEACHER'S EDITION

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Analyze a Student Model
 - Evaluate a Writer's Work (analyze support for the opinion statement)—TE p. 206

GRADE 4 DIGITAL RESOURCES

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Instruction & Practice
 - Analyzing Reasons and Evidence
- Additional Practice
 - Analyzing Reasons and Evidence: "Step Up to End Hunger" (Announcement)
- Assessments
 - Comprehension Check
 - Chapter 6 Analyzing Reasons and Evidence: "Gold Mountain" (Expository Nonfiction)
- Parent Resources
 - Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)

READING

ELA.3.R.3 Reading Across Genres

Interpreting Figurative Language

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s).

GRADE 3 INSTRUCTIONAL GUIDE

Full Access*

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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

Language

- Literal and Nonliteral Meanings—p. 84

GRADE 3 TEACHER'S EDITION

Support English Language Learners

- Idiomatic and figurative language—TE pp. 13, 65, 77, 84

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)

continued

READING

ELA.3.R.3 Reading Across Genres

Interpreting Figurative Language

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

GRADE 4 DIGITAL RESOURCES

Chapter 3 Craft and Structure: Literary Texts

- Instruction & Practice
 - Language: Figurative Language (similes, metaphors)

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Instruction & Practice
 - Language: Idioms, Adages, and Proverbs

GRADE 7 DIGITAL RESOURCES

Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts

- Instruction & Practice
 - Figurative Language: Hyperbole and Personification

Benchmark Clarifications:

- Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.
- Clarification 2: See Elementary Figurative Language.

Paraphrasing and Summarizing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.R.3.2: Summarize a text to enhance comprehension.

GRADE 3 INSTRUCTIONAL GUIDE

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a. Include plot and theme for a literary text.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 3 Craft and Structure: Literary Texts

- Understanding Parts of a Drama: "Anne of Green Gables" (discuss major plot points) (Drama)—pp. 70–75

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Comparing and Contrasting Stories: "A Camping Adventure" (analyze plots and theme) (Adventure Story)—pp. 122–127

continued

READING

ELA.3.R.3 Reading Across Genres

Paraphrasing and Summarizing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

	<p>GRADE 3 TEACHER'S EDITION</p> <p>Reciprocal Teaching Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/ Summarizers say what they have learned so far.</p> <ul style="list-style-type: none"> • Chapter 3, TE p. 73; Chapter 5, TE p. 125 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> • Summarize/recap selection/recall details in literary texts— Chapter 1, TE pp. 14, 16, 20, 22, 26; Chapter 3, TE pp. 66, 68, 72, 74, 78, 80; Chapter 5, TE pp. 118, 120, 124, 126 <p>GRADE 3 DIGITAL RESOURCES</p> <p>Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Turn and Talk (work in pairs to review and discuss summaries of literary text)—p. 5 <p>GRADE 4 DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Determining Theme and Summarizing: “A New Home” (Historical Fiction) • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Determining Theme and Summarizing: “Journey to the Bottom of the World” (Fictional Journal) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (determining theme and summarizing) (Realistic Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect Activity: Story, Key Events, and Summary (graphic organizer)
<p>b. Include the central idea and relevant details for an informational text.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Main Idea and Key Details: “King Tut: From Forgotten Pharaoh to Ancient Superstar” (Historical Text)— pp. 44–49 <p>GRADE 3 TEACHER'S EDITION</p> <p>Reciprocal Teaching Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/ Summarizers say what they have learned so far.</p> <ul style="list-style-type: none"> • Chapter 4, p. 99; Chapter 6, TE p. 145 <p style="text-align: right;"><i>continued</i></p>

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READING

ELA.3.R.3 Reading Across Genres

Paraphrasing and Summarizing

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<p>Recap Reading Selection</p> <ul style="list-style-type: none"> Summarize/recap selection/recall details in informational texts—Chapter 2, TE pp. 40, 42, 46, 48, 52, 54; Chapter 4, TE pp. 92, 94, 98, 100, 104, 106; Chapter 6, TE pp. 138, 140, 144, 146, 150, 152 <p><u>GRADE 3 DIGITAL RESOURCES</u> Chapters 2, 4, 6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading Lesson Plans <ul style="list-style-type: none"> Turn and Talk (work in pairs to review and discuss summaries of informational text)—p. 5 <p><u>GRADE 4 DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (Scientific Journal Article) Additional Practice <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing: “Could Mount Nyiragongo Erupt Again?” (Newspaper Article) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction) Close Reading Practice/Lesson Plans <ul style="list-style-type: none"> Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article) Parent Resources <ul style="list-style-type: none"> Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)
<p>Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>	

Comparative Reading

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
<p>ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.</p>	<p><u>GRADE 3 INSTRUCTIONAL GUIDE</u> Full Access* <i>Full Access</i> is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and</p> <p style="text-align: right;"><i>continued</i></p>

READING

ELA.3.R.3 Reading Across Genres

Comparative Reading

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Comparing and Contrasting Stories: "A Camping Adventure" (Adventure Story)—pp. 122-127

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Comparing and Contrasting Texts: "Pluto Is Our Planet!" (Editorial)—pp. 148-153

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)
- Parent Resources
 - Chapter 5 Home Connect Conversation Starter: Compare Similar Fables (graphic organizer)

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)/Earth and Moon (Genre: Expository Nonfiction)

COMMUNICATION

■ ELA.3.C.1 Communicating Through Writing

Handwriting

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.1.1: Write in cursive all upper- and lowercase letters.

Teacher observation

Narrative Writing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

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 Florida's B.E.S.T. 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 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 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)

Chapter 9 Text Types and Purposes: Write Nonfictional Narratives

- Parent Resources
 - Chapter 9 Home Connect Activity: Descriptive Details, Time-Order Words, Write Dialogue (graphic organizer)

continued

COMMUNICATION

■ ELA.3.C.1 Communicating Through Writing

Narrative Writing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

Additional online instructional support for Chapters 7 and 9 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos

Benchmark Clarifications:

Clarification 1: See Writing Types.

Argumentative Writing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

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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 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 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos

Benchmark Clarifications:

Clarification 1: See Writing Types.

COMMUNICATION

ELA.3.C.1 Communicating Through Writing

Expository Writing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 STUDENT EDITION/TEACHER'S EDITION

For the following writing lessons, students select a topic, create an organizational structure, link supporting evidence using a variety of transitional words and phrases, and provide a concluding statement.

Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts

For this assignment, students use relevant facts, definitions, details, and quotations to develop a topic.

- 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 11 Research to Build and Present Knowledge: Write Research Reports

Students summarize and paraphrase information in their notes and their finished work. They hone research skills, developing a topic by gathering, organizing, and citing relevant facts and details from print and digital sources.

- 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

GRADE 3 DIGITAL RESOURCES

Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts

- Parent Resources
 - Chapter 8 Home Connect Activity: Organize Steps for a Recipe (graphic organizer)

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)

continued

COMMUNICATION

■ ELA.3.C.1 Communicating Through Writing

Expository Writing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

Additional online instructional support for Chapters 8 and 11 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos

Benchmark Clarifications:

Clarification 1: See Writing Types and Elaborative Techniques.

Improve Writing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 TEACHER'S EDITION

Writing Handbook

- 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

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

Plan, Draft, Revise, Edit

- 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

continued

COMMUNICATION

ELA.3.C.1 Communicating Through Writing

Improve Writing

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

GRADE 3 DIGITAL RESOURCES

Writing Handbook

- Instruction & Practice/Lesson Plans
 - Step 1: Planning
 - Step 2: Drafting
 - Step 3: Revising
 - Step 4: Editing
 - Step 5: Producing, Publishing, and Presenting

Benchmark Clarifications:

Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

ELA.3.C.2 Communicating Orally

Oral Presentation

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

GRADE 3 INSTRUCTIONAL GUIDE

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GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Connect Across Texts

- Compare and Contrast Texts (class discussion)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154
- Connect to the Essential Question (small group or 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/ follow agreed-upon rules for 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? Stay on topic?/Speak in complete sentences?—p. 170

continued

COMMUNICATION

ELA.3.C.1 Communicating Through Writing

Oral Presentation

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

GRADE 3 TEACHER'S EDITION

Peer Collaboration

- Chapter 1, TE p. 15, Chapter 2, TE p. 41, Chapter 3, TE p. 67, Chapter 4, TE p. 93, Chapter 5, TE p. 119, Chapter 6, TE p. 139

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
- 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

Listening and Viewing Skills

- Chapter 1, TE p. 25; Chapter 2, TE p. 51; Chapter 3, TE p. 65; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 7, TE p. 149

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, Chapter 7, TE p. 170, Chapter 8, TE p. 184, Chapter 9, TE p. 198, Chapter 10, TE p. 212, Chapter 11, TE p. 226

Turn and Talk

- Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223

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. 127; Chapter 6, TE p. 153

GRADE 3 DIGITAL RESOURCES

Writing Handbook

- Instruction & Practice
 - Step 5: Producing, Publishing, and Presenting
 - Oral presentation—p. 9
 - Speak clearly and loudly enough for everyone to hear.

continued

COMMUNICATION

■ ELA.3.C.1 Communicating Through Writing

Oral Presentation

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- 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.

Related content

Fluency Practice (Chapters 1–6)

Develop oral presentation skills.

- 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)
- Fluency Practice: Teaching Suggestions
The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.

Benchmark Clarifications:

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation.
Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

■ ELA.3.C.3 Following Conventions

Conventions

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

GRADE 3 INSTRUCTIONAL GUIDE

Full Access*

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COMMUNICATION

ELA.3.C.3 Following Conventions

Conventions

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

<ul style="list-style-type: none"> Conjugate regular and irregular verb tenses. 	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Verbs and Verb Tenses—p. 194 Regular and Irregular Verbs—p. 195 <p><u>GRADE 3 DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Verbs and Verb Tenses Language: Regular and Irregular Verbs Additional Practice <ul style="list-style-type: none"> Verbs and Verb Tenses Regular and Irregular Verbs Instructional Videos <ul style="list-style-type: none"> Verbs and Verb Tenses Regular and Irregular Verbs
<ul style="list-style-type: none"> Form and use regular and frequently occurring irregular plural nouns. 	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Regular and Irregular Plural Nouns—p. 167 <p><u>GRADE 3 DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Regular and Irregular Plural Nouns Additional Practice <ul style="list-style-type: none"> Regular and Irregular Plural Nouns Instructional Videos <ul style="list-style-type: none"> Regular and Irregular Plural Nouns
<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. 	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Regular and Irregular Verbs (the spelling of irregular verbs changes when they shift from present tense to past tense)—p. 195 <p><u>GRADE 3 DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Regular and Irregular Verbs <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Regular and Irregular Verbs • Instructional Videos <ul style="list-style-type: none"> ○ Regular and Irregular Verbs
<ul style="list-style-type: none"> • Maintain consistent verb tense across paragraphs. 	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verbs and Verb Tenses—p. 194 <p><u>GRADE 3 DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verbs and Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verbs and Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verbs and Verb Tenses <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 24 Inappropriate Shifts in Verb Tense—SE pp. 108-111/TAE p. T30
<ul style="list-style-type: none"> • Form and use irregular plural nouns. 	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Regular and Irregular Plural Nouns—p. 167 <p><u>GRADE 3 DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Regular and Irregular Plural Nouns • Additional Practice <ul style="list-style-type: none"> ○ Regular and Irregular Plural Nouns • Instructional Videos <ul style="list-style-type: none"> ○ Regular and Irregular Plural Nouns
<ul style="list-style-type: none"> • Form and use the progressive and perfect verb tenses. 	<p><u>GRADE 4 DIGITAL RESOURCES</u> Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language Progressive Forms of Verbs <p style="text-align: right;"><i>continued</i></p>

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ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Progressive Forms of Verbs • Instructional Videos <ul style="list-style-type: none"> ○ Progressive Forms of Verbs <p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Perfect Verb Tenses—p. 180 <p><u>GRADE 5 DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Perfect Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Perfect Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Perfect Verb Tenses
<ul style="list-style-type: none"> • Use simple modifiers. 	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Adjectives—p. 208 • Adverbs—p. 209 <p><u>GRADE 3 DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Adjectives ○ Language: Adverbs • Additional Practice <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs
<ul style="list-style-type: none"> • Use prepositions and prepositional phrases. 	<p><u>GRADE 4 DIGITAL RESOURCES</u> Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositional Phrases <p style="text-align: right;"><i>continued</i></p>

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ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<p>See also Sadlier Grammar Workshop: Tools for Writing, <i>Level Green/Grade 3</i></p> <p>GRADE 4 STUDENT EDITION/TEACHER'S EDITION Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> Lesson 34 Prepositions and Prepositional Phrases—SE pp. 152-155/TAE p. T36
<ul style="list-style-type: none"> Form and use compound sentences. 	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Compound Sentences—p. 223 <p>GRADE 3 DIGITAL RESOURCES Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Compound Sentences Additional Practice <ul style="list-style-type: none"> Compound Sentences <p>GRADE 4 DIGITAL RESOURCES Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Commas in Compound Sentences Additional Practice <ul style="list-style-type: none"> Commas in Compound Sentences Instructional Videos <ul style="list-style-type: none"> Commas in Compound Sentences
<ul style="list-style-type: none"> Use quotation marks with dialogue and direct quotations. 	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Read a Student Model <ul style="list-style-type: none"> Use quotation marks with dialogue—p. 163 <p>Language</p> <ul style="list-style-type: none"> Commas and Quotation Marks in Dialogue—p. 169 <p>GRADE 3 TEACHER'S EDITION Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Conduct Research <ul style="list-style-type: none"> Taking Notes (use quotation marks with a direct quote)—p. TE p. 221 <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

■ ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas and Quotation Marks in Dialogue • Additional Practice <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue • Instructional Videos <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue
<ul style="list-style-type: none"> • Use commas to indicate direct address. 	<p>GRADE 5 DIGITAL RESOURCES Chapter Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas (direct address) • Additional Practice <ul style="list-style-type: none"> ○ Commas (direct address) • Instructional Videos <ul style="list-style-type: none"> ○ Commas (direct address)
<p>Skills to be implemented but not yet mastered are as follows:</p>	
<ul style="list-style-type: none"> • Use subject-verb agreement with intervening clauses and phrases. 	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Subject-Verb Agreement—p. 196 <p>GRADE 3 DIGITAL RESOURCES Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Subject-Verb Agreement • Additional Practice <ul style="list-style-type: none"> ○ Subject-Verb Agreement • Instructional Videos <ul style="list-style-type: none"> ○ Subject-Verb Agreement <p>See also <i>Sadlier Grammar for Writing, Grade 6</i></p> <p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Chapter 10 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 10.2 Phrases Between Subject and Verb—SE pp. 203–204/TE p. T38

COMMUNICATION

ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<p>GRADE 4 DIGITAL RESOURCES Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Complete Sentences Language: Fragments Language: Run-on Sentences Additional Practice <ul style="list-style-type: none"> Complete Sentences Fragments Run-on Sentences Instructional Videos <ul style="list-style-type: none"> Complete Sentences Fragments Run-on Sentences
<ul style="list-style-type: none"> Use conjunctions. 	<p>GRADE 5 DIGITAL RESOURCES Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Conjunctions Additional Practice <ul style="list-style-type: none"> Conjunctions Instructional Videos <ul style="list-style-type: none"> Conjunctions <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</p> <ul style="list-style-type: none"> Lesson 37 Three Kinds of Conjunctions—SE pp. 164–167/ TAE p. T37
<ul style="list-style-type: none"> Use principal modals to indicate the mood of a verb. 	<p>GRADE 4 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Modal Auxiliaries—p. 210 <p>GRADE 4 DIGITAL RESOURCES Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Modal Auxiliaries <p style="text-align: right;"><i>continued</i></p>

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ELA.3.C.3 Following Conventions

Conventions

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Modal Auxiliaries • Instructional Videos <ul style="list-style-type: none"> ○ Modal Auxiliaries
<ul style="list-style-type: none"> • Use appositives, main clauses, and subordinate clauses. 	<p><u>GRADE 7 DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Function of Phrases and Clauses (independent/main clauses, dependent/subordinate clauses) • Additional Practice <ul style="list-style-type: none"> ○ Function of Phrases and Clauses • Instructional Videos <ul style="list-style-type: none"> ○ Function of Phrases and Clauses <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 14 Appositives—SE pp. 64–67/TAE p. T25
<p>Benchmark Clarifications: Clarification 2: See Convention Progression by Grade Level for more information.</p>	

ELA.3.C.4 Researching

Researching and Using Information

3 RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
<p>ELA.3.C.4.1: Conduct research to answer a question, organizing information about the topic, using multiple valid sources.</p>	<p><u>GRADE 3 INSTRUCTIONAL GUIDE</u> Full Access* <i>Full Access</i> 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 Florida's B.E.S.T. Standards for English Language Arts.</p> <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

ELA.3.C.4 Researching

Researching and Using Information

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

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
- 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

- Critical Response (research droughts)—TE p. 108
- Analyze and Compare (research telescopes)—TE p. 141
- Investigate (research an astronomer)—TE p. 143
- Create (research and create a visual of a planet)—TE p. 154

Digital Connection: Online Research

- Online Research—TE p. 47
- Online Reference Resources—TE p. 67
- Hyperlinks—TE p. 97
- Using Online Resources—TE p. 123

Genre: Research Report

- Conduct research to gather information about several aspects of a topic of interest—TE p. 218

Differentiate Instruction

- Review finding sources, taking notes, and citing sources with students, asking questions—TE p. 222

GRADE 3 DIGITAL RESOURCES

Chapter 11 Text Types and Purposes: Write Research Reports

- Instruction & Practice
 - Writing Research Reports
- Additional Practice
 - Writing 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)

Writing Handbook

- Instruction & Practice
 - Step 1: Planning
 - Research Tips (gather information by reading and evaluating multiple sources/use print materials and online sources)—p. 2

continued

COMMUNICATION

ELA.3.C.4 Researching

Researching and Using Information

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- Instruction & Practice Lesson Plans
 - Step 1: Planning
 - Digital Integration: Research Tip (conducting research online)—pp. 2 and 3

Benchmark Clarifications:

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.3.C.5 Creating and Collaborating

Multimedia

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

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 Florida's B.E.S.T. Standards for English Language Arts.

GRADE 3 TEACHER'S EDITION

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

Speaking and Listening Presentation

- Provide engaging visuals to enhance presentations to the class—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153

Digital Connection

- Storybooks—TE p. 172
- Digital Slide Presentation—TE p. 186

continued

COMMUNICATION

ELA.3.C.5 Creating and Collaborating

Multimedia

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- Online Publishing—TE p. 200
- Multimedia Presentation—TE p. 214
- Social Media—TE p. 228

GRADE 3 DIGITAL RESOURCES

Writing Handbook

- Step 5: Producing, Publishing, and Presenting—p. 9
 - Include photographs and illustrations to add interest.
 - Follow suggestions for making your oral presentation effective.
 - Use visuals to support what you say.

Related content

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

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)
- Parent Resources
 - Chapter 5 Home Connect Activity: Compare Comic Strips (graphic organizer)

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Instruction & Practice
 - Chapter 6 Connecting Visual Information and Text

continued

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COMMUNICATION

■ ELA.3.C.5 Creating and Collaborating

Multimedia

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- 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)
- Parent Resources
 - Chapter 6 Home Connect On the Go: Compare Advertisements (graphic organizer)

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

Technology in Communication

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

GRADE 4 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 Florida's B.E.S.T. Standards for English Language Arts.

GRADE 3 DIGITAL RESOURCE

Writing Handbook

- Instruction & Practice/Lesson Plans
 - Step 1: Planning
 - Digital Integration: Research Tip
 - Use precise search words and phrases in order to conduct online research efficiently.
 - Step 2: Drafting
 - Digital Integration
 - Word processing on a computer allows them to focus on fluency of ideas, ordering of information, and connecting thoughts from sentence to sentence.
 - Step 3: Revising
 - Revising Together
 - Work in pairs or small groups to revise your draft; then make changes on your computer.

continued

COMMUNICATION

■ ELA.3.C.5 Creating and Collaborating

Technology in Communication

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

- Step 4: Editing
 - Digital Integration
 - Understand the limitations of using a spellchecker when working on computers.
- Step 5: Producing, Publishing, and Presenting
 - Digital Integration
 - Think of ways to use social media before or after a presentation, especially if you have a classroom site..
 - Assignment: Digital Presentation
 - Use digital technology to present and publish student work; read work aloud during a videoconference; create eBooks with text and images.

VOCABULARY

■ ELA.3.V.1 Finding Meaning

Academic Vocabulary

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and 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 Florida's B.E.S.T. Standards for English Language Arts.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Academic and domain-specific vocabulary are introduced in a text-based context with the appropriate standards-based instruction.

Words to Know

- General Academic Vocabulary/Domain-Specific Vocabulary— 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

continued

VOCABULARY

■ ELA.3.V.1 Finding Meaning

Academic Vocabulary

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

Language

- Precise Words and Phrases—p. 182

GRADE 3 TEACHER'S EDITION

Vocabulary Overview

- General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135

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

Speaking and Listening Presentation

- Use precise words— TE pp. 29, 81

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.V.1.2 Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

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 Florida's B.E.S.T. Standards for English Language Arts.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Language

- Prefixes and Suffixes—p. 110
- Roots—p. 130
- Suffixes—p. 197

continued

VOCABULARY

■ ELA.3.V.1 Finding Meaning

Morphology

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Language

- Prefixes and Suffixes—p. 110
- Roots—p. 130
- Suffixes—p. 197

GRADE 3 TEACHER'S EDITION

Foundational Skill Review: Inflectional Endings

- Inflectional endings—TE p. 110

Support English Language Learners

- Affixes—TE p. 110

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/Instruction & Practice Lesson Plans
 - Base Words
 - Prefixes
 - Suffixes
 - Latin Suffixes

Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

VOCABULARY

■ ELA.3.V.1 Finding Meaning

Context and Connotation

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

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 Florida's B.E.S.T. Standards for English Language Arts.

GRADE 3 STUDENT EDITION/TEACHER'S EDITION

Progress Check/Home Connect

- Use context clues to define words that are unknown or that have multiple meanings—pp. 9-10

Language

- Context Clues—p. 32
- Real-Life Word Connections (use a dictionary)—p. 58
- Literal and Nonliteral Meanings—p. 84
- Roots (use a dictionary)—p. 130
- Shades of Meaning—p. 156
- Correct Spelling (use a dictionary)—p. 210

Chapter 3 Craft and Structure: Literary Texts

- Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64-69
 - Cite Evidence (figurative language)—pp. 64, 65, 68
- Connect Across Texts
 - Connect to the Essential Question (figurative language)—p. 83

Guided Instruction

- Cite Evidence (context clues/restatement)—pp. 65, 91
- Objective: Use context clues—p. 90

Guided Practice

- Cite Evidence (underline context clue)—p. 92

Independent Practice

- Comprehension Check—p. 95
- Objective: Use context clues—p. 90
- Use a dictionary—p. 110

Chapter 9 Review

- Use a dictionary—p. 199

Chapter 10 Review

- Use a dictionary—p. 213

End-of-Book Resource

- Glossary—pp. 229-232

continued

VOCABULARY

■ ELA.3.V.1 Finding Meaning

Context and Connotation

3RD GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3

GRADE 3 TEACHER'S EDITION

Support English Language Learners

- Using context clues—TE pp. 13, 32

Digital Connection: Online Reference Resources

- Use an online dictionary or thesaurus—TE p. 67

Guided Practice

- Comprehension Check (use context clues)—TE p. 93

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 230–232 and 232

GRADE 3 DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Language: Context Clues

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)

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.3.R.3.1 and Elementary Figurative Language.