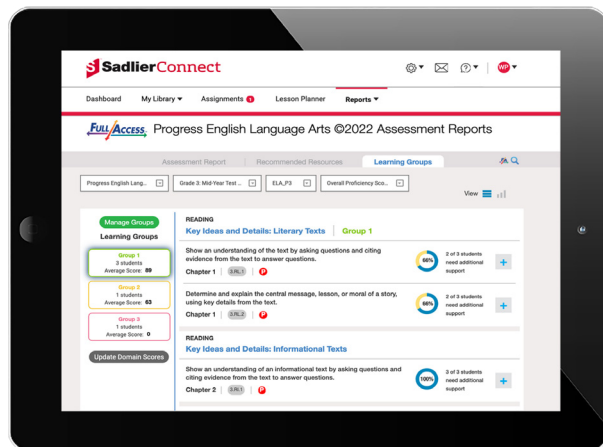
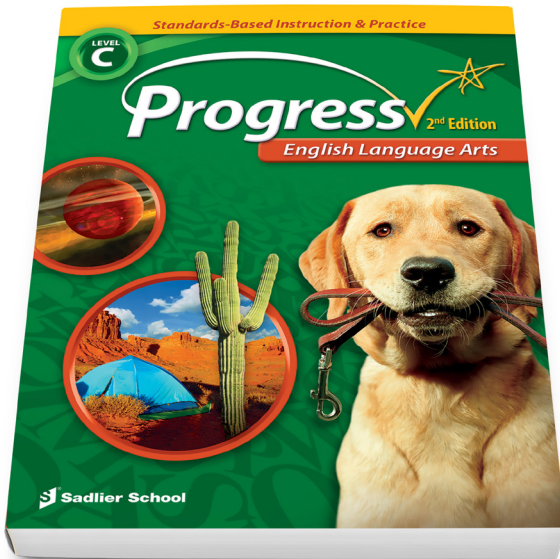


Progress

English Language Arts 2nd Edition

Correlation to the New Jersey Student Learning Standards for English Language Arts

Grade 3



Progress English Language Arts Full Access Bundle*

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*Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the New Jersey Student Learning Standards for English Language Arts.

Progress Indicators for Reading Literature

Key Ideas and Details

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Ask and answer questions to help me understand a story. • Asking and Answering Questions: “How the Rabbit Fooled the Elephant” (Fable from India)/“The Winning of Friends” (Fable from India)—pp. 12–17 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (asking and answering questions)—p. 31 • Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34 <p><u>GRADE 3 TEACHER’S EDITION</u> Review</p> <ul style="list-style-type: none"> • Asking and Answering Questions—TE p. 164 <p><u>GRADE 3 DIGITAL RESOURCES*</u> 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 Asking and Answering Questions • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Asking and Answering Questions: “Letting Kirsten Fly” (Adventure Story) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Asking and Answering Questions: “Aladdin Becomes a Prince” – A Retelling of a Chinese Legend (Folktale) • Instructional Videos <ul style="list-style-type: none"> ◦ Asking and Answering Questions • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “Heracles and Atlas” (Myth) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect Activity: Questions and Answers (graphic organizer)
<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Retell important details to help determine a story’s message. • Determining a Central Message: “Momotaro” (Folktale from Japan)—pp. 18–23 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (determining the central message of a text)—p. 31 • Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Key Ideas and Details

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 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 a Central Message • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Determining a Central Message: “A Wave of Courage” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Determining a Central Message: “The Wolf and the Young Man” – A Retelling of an Aesop Fable (Fable) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “Heracles and Atlas” (Myth) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect Conversation Starter: Characters’ Words and Actions (identify central message or lesson) (graphic organizer)
<p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Describe characters’ traits and motives and explain how their actions move a story along. • Describing Characters: “Athena and Poseidon” (Greek Myth)—pp. 24–29 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (describing characters)—p. 31 • Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34 <p>GRADE 3 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 Describing Characters • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters: “Letters from Leo” (Letters) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters: “Jason and the Golden Fleece” – A Retelling of a Greek Myth (Myth) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “Heracles and Atlas” (Myth) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect On the Go: Hero of a Story/ Describe a Character (graphic organizer)

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 61–63 <ul style="list-style-type: none"> ◦ Understand literal and nonliteral language. • Distinguishing Literal from Nonliteral Language: “The Secret Garden” (Fiction)—pp. 64–69 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (figurative language)—p. 83 • Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86 <p>Language</p> <ul style="list-style-type: none"> • Literal and Nonliteral Meanings—p. 84 • Shades of Meaning—p. 156 <p>GRADE 3 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Distinguishing Literal/Nonliteral Language—TE p. 192 <p>GRADE 3 DIGITAL RESOURCES* Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Literal from Nonliteral Language • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Literal from Nonliteral Language: “Paul Bunyan and Babe the Blue Ox” (Tall Tale) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Distinguishing Literal/Nonliteral Language: “How Toys Become Real” – Adopted excerpt from <i>The Velveteen Rabbit</i> by Margery Williams Bianco (Fantasy) • Instructional Videos <ul style="list-style-type: none"> ◦ Distinguishing Literal from Nonliteral Language • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “We Must See the Queen!” (Historical Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect On the Go: Idioms (graphic organizer)
<p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 61–63 <ul style="list-style-type: none"> ◦ Understand parts of a drama, including scenes, setting, character list, and stage directions. • Understanding Parts of a Drama: “Anne of Green Gables” (Drama)—pp. 70–75 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (sections of a text)—p. 83 • Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 TEACHER'S EDITION Review</p> <ul style="list-style-type: none"> Understanding Parts of a Drama—TE p. 77 <p>GRADE 3 DIGITAL RESOURCES* Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 3 Understanding Parts of a Drama Additional Practice <ul style="list-style-type: none"> Chapter 3 Understanding Parts of a Drama: “My Funny Robot” (Science Fiction Script) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 3 Understanding Parts of a Drama: “My Shadow” – by Robert Louis Stevenson (Poem/Drama) Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> Chapter 3 “We Must See the Queen!” (Historical Fiction) Parent Resources <ul style="list-style-type: none"> Chapter 3 Home Connect Activity: Turn Story Events into Scenes (graphic organizer)
<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Progress Check/Home Connect—pp. 61–63 <ul style="list-style-type: none"> Understand the point of view of a narrator or character in a story and distinguish it from his or her own point of view. Distinguishing Points of View: “Damon and Pythias” (Narrative Poem)—pp. 76–81 Connect Across Texts <ul style="list-style-type: none"> Connect to the Essential Question (point of view)—p. 83 Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86 <p>GRADE 3 TEACHER'S EDITION Review</p> <ul style="list-style-type: none"> Author's Point of View—TE p. 206 <p>GRADE 3 DIGITAL RESOURCES* Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 3 Distinguishing Points of View Additional Practice <ul style="list-style-type: none"> Chapter 3 Distinguishing Points of View: “The Haunted Apple Tree” (Folktale/Drama) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 3 Distinguishing Points of View: “The Elephant and the Dog” – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “We Must See the Queen!” (Historical Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Conversation Starter: Point of View (graphic organizer)

Integration of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 113–114 <ul style="list-style-type: none"> ◦ Use illustrations to help better understand the meaning of the words in a story. • Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 116–121 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (making connections between illustrations and texts)—p. 129 • Chapter 5 Review: “The Missing Pencil Sharpener” (Mystery)—pp. 131–132 <p>GRADE 3 DIGITAL RESOURCES* Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Connecting Illustrations and Text • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Connecting Illustrations and Text: “Searching for Warm Seasons” (Native American Folktale) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Connecting Illustrations and Text: “Animal Language” – adapted excerpt from <i>The Story of Doctor Dolittle</i> by Hugh Lofting (Fantasy) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 “Treasure in the Desert” (Adventure Story) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect Activity: Compare Comic Strips (graphic organizer)
<p>RL.3.8. (Not applicable to literature)</p>	

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Progress Indicators for Reading Literature

Integration of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 113–114 <ul style="list-style-type: none"> ◦ Learn how to compare and contrast the settings, plots, and themes of texts featuring the same characters. • Comparing and Contrasting Stories: “A Camping Adventure” (Adventure Story)—pp. 122–127 • Connect Across Texts <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—p. 128 ◦ Connect to the Essential Question (compare and contrast setting, theme, and characters in different stories)—p. 129 • Chapter 5 Review: “The Missing Pencil Sharpener” (Mystery)—pp. 131–132 <p>GRADE 3 TEACHER'S EDITION Review</p> <ul style="list-style-type: none"> • Comparing and Contrasting Texts—TE p. 220 <p>GRADE 3 DIGITAL RESOURCES* Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Stories • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Stories: “Dog Walkers” (Realistic Fiction)/“Annie and the New Dog” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Stories: “The Foolish Rabbit” – A Retelling of an Ancient Indian Folktale (Folktale)/“The Stolen Plow” – A Retelling of an Ancient Indian Folktale (Folktale) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 “Treasure in the Desert” (Adventure Story) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect Conversation Starter: Compare Similar Fables (graphic organizer)

Range of Reading and Complexity of Text

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Literature Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 “How the Rabbit Fooled the Elephant” (Fable from India)/“The Winning of Friends” (Fable from India), pp. 12–17; <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Range of Reading and Complexity of Text

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • “Momotaro” (Folktale from Japan), pp. 18–23; “Athena and Poseidon” (Greek Myth), pp. 24–29 • Chapter 3 “The Secret Garden” (Fiction), pp. 64–69; “Anne of Green Gables” (Drama), pp. 70–75; “Damon and Pythias” (Narrative Poem), pp. 76–81 • Chapter 5 “The Case of the Missing Fruit” (Mystery), pp. 116–121; “A Camping Adventure” (Adventure Story), pp. 122–127 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 “Letting Kirsten Fly” (Adventure Story); “A Wave of Courage” (Realistic Fiction); “Letters from Leo” (Letters) ○ Chapter 3 “Paul Bunyan and Babe the Blue Ox” (Tall Tale); “My Funny Robot” (Science Fiction Script); “The Haunted Apple Tree” (Folktale/Drama) ○ Chapter 5 “Searching for Warm Seasons” (Native American Folktale); “Dog Walkers” (Realistic Fiction) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “Aladdin Becomes a Prince” – A Retelling of a Chinese Legend (Folktale); “The Wolf and the Young Man” – A Retelling of an Aesop Fable (Fable); “Jason and the Golden Fleece” – A Retelling of a Greek Myth (Myth) ○ Chapter 3 “How Toys Become Real” – Adopted excerpt from <i>The Velveteen Rabbit</i> by Margery Williams Bianco (Fantasy); “My Shadow” – by Robert Louis Stevenson (Poem/Drama); “The Elephant and the Dog” – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) ○ Chapter 5 “Animal Language” – adapted excerpt from <i>The Story of Doctor Dolittle</i> by Hugh Lofting (Fantasy); “The Foolish Rabbit” – A Retelling of an Ancient Indian Folktale (Folktale)/“The Stolen Plow” – A Retelling of an Ancient Indian Folktale (Folktale) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “Heracles and Atlas” (Myth) ○ Chapter 3 “We Must See the Queen!” (Historical Fiction) ○ Chapter 5 “Treasure in the Desert” (Adventure Story) • Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable) ○ Chapter 3 “The Best Friend Possible” (Realistic Fiction) ○ Chapter 5 “The Case of the Missing Fruit” (Mystery)

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Progress Indicators for Reading Informational Text

Key Ideas and Details

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 35–36 <ul style="list-style-type: none"> ◦ Ask questions and answer them to gain a better understanding of an informational text. • Asking and Answering Questions: “Rainforest Art” (Magazine Article)—pp. 38–43 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (asking and answering questions)—p. 57 • Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60 <p>GRADE 3 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Asking and Answering Questions—TE p. 164 <p>GRADE 3 DIGITAL RESOURCES* 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 Asking and Answering Questions • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Asking and Answering Questions: “Black Gold Is So Green” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Asking and Answering Questions: “Too Much of a Good Thing” (Folktale) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Howard Carter’s Last Chance” (Biography) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect Conversation Starter: Who-What-When-Where-Why-How? (graphic organizer)
<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 35–36 <ul style="list-style-type: none"> ◦ Determine the main idea of a text, and explain how details in the text support the main idea. • Determining a Central Message: “Momotaro” (Folktale from Japan)—pp. 18–23 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (determining main idea)—p. 57 • Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60 <p>GRADE 3 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Determining Main Idea and Key Details—TE p. 178 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Key Ideas and Details

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES*</p> <p>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 Main Idea and Key Details • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Main Idea and Key Details: “Digging for the Past” (Textbook Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Determining Main Idea and Key Details: “World Heritage” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Determining Main Idea and Key Details • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Howard Carter’s Last Chance” (Biography) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect On the Go: Main Ideas and Details (graphic organizer)
<p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 35–36 <ul style="list-style-type: none"> ◦ Describe relationships between events or ideas in a text using words and phrases that show time order, sequence, and cause and effect. • Describing Relationships Between Ideas: “The Mysteries of Easter Island” (Science Magazine Article)—pp. 50–55 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (recognizing relationships in a text)—p. 57 • Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>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 Describing Relationships Between Ideas • Additional Practice <ul style="list-style-type: none"> ◦ Describing Relationships Between Ideas: “How to Hunt for Treasure in Your Own Backyard” (Procedural Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Describing Relationships Between Ideas: “Machu Picchu: Theories of Use” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Howard Carter’s Last Chance” (Biography) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect Activity: Cause and Effect (graphic organizer)

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Progress Indicators for Reading Informational Text

Craft and Structure

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ◦ Use clues in a text to figure out the meaning of unfamiliar words and words with multiple meanings. • Determining Word Meanings: “Water Everywhere” (Explanatory Text)—pp. 90–95 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (word meanings)—p. 109 • Chapter 4 Review: “Lightning Strikes!” (Magazine Article)—pp. 111–112 <p>GRADE 3 TEACHER’S EDITION Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152 • Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152 • Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p>GRADE 3 DIGITAL RESOURCES* Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “The National Weather Service” (Expository Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Hurricane Hunters” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Dust Bowl Disaster” (Personal Narrative) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Activity: Mystery Words, Clues, and Meanings (graphic organizer)

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Progress Indicators for Reading Informational Text

Craft and Structure

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ◦ Learn how text features such as headings or visuals (charts, photos, hyperlinks, etc.) help readers locate information within the text. • Using Text Features: “Watch Out for Weather!” (Journal Article)—pp. 96–101 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (text features)—p. 109 • Chapter 4 Review: “Lightning Strikes!” (Magazine Article)—pp. 111–112 <p>GRADE 3 DIGITAL RESOURCES* Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Using Text Features • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Using Text Features: “El Niño” (Encyclopedia Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Using Text Features: “Flash, Bang, and Rumble: Thunderstorms” (Explanatory Text) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • 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 Conversation Starter: Text Features (graphic organizer)
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ◦ Identify an author’s point of view, or opinion about a topic, and decide whether or not he or she agrees with it. • Distinguishing Points of View: “Stop the Droughts!” (Editorial)—pp. 102–107 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (point of view.)—p. 109 • Chapter 4 Review: “Lightning Strikes!” (Magazine Article)—pp. 111–112 <p>GRADE 3 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Author’s Point of View—TE p. 206 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Craft and Structure

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES*</p> <p>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)

Integration of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 133–134 <ul style="list-style-type: none"> ◦ Connect photographs, illustrations, and other examples of visual information to text. • Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 136–141 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (text illustrations)—p. 155 • Chapter 6 Review: “Comets” (Scientific Text)—pp. 157–158 <p>GRADE 3 TEACHER’S EDITION</p> <p>Review</p> <ul style="list-style-type: none"> • Connecting Visual Information and Text—TE p. 143 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Connecting Visual Information and Text • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Connecting Visual Information and Text: “The Greek Zodiac” (Informational Text) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Connecting Visual Information and Text: “Isaac Newton Describes Gravity” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Why the Solar System Moves” (Explanatory Text) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect On the Go: Compare Advertisements (graphic organizer)
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 133–134 <ul style="list-style-type: none"> ◦ Understand the structure, such as causes and effects and sequence of events, of an informational text. • Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 142–147 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (text structures)—p. 155 • Chapter 6 Review: “Comets” (Scientific Text)—pp. 157–158 <p>GRADE 3 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Describing Text Structures—TE p. 149 <p>GRADE 3 DIGITAL RESOURCES* Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Describing Text Structures • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Describing Text Structures: “Galileo Galilei” (Biography) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Describing Text Structures: “Gravity Experiment” (Procedure) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Why the Solar System Moves” (Explanatory Text) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect Conversation Starter: Common Events Causes and Effects (graphic organizer)

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 133–134 <ul style="list-style-type: none"> ◦ Compare and contrast important information in two informational texts. • Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 142–147 • Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 148–153 • Connect Across Texts <ul style="list-style-type: none"> ◦ Compare and Contrast Texts (compare and contrast the two texts using a T-chart)—p. 154 ◦ Connect to the Essential Question (comparing and contrasting texts)—p. 155 • Chapter 6 Review: “Comets” (Scientific Text)—pp. 157–158 <p>GRADE 3 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Comparing and Contrasting Texts—TE p. 220 <p>GRADE 3 DIGITAL RESOURCES* Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Texts • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Texts: “Don’t Pack It—Print It!” (Explanatory Text)/“The Astronaut’s Toolbox” (Informational Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Texts: “Isaac Newton Describes Gravity” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Why the Solar System Moves” (Explanatory Text) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect Conversation Starter: Connections—Connecting Causes and Effects (graphic organizer)

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Progress Indicators for Reading Informational Text

Range of Reading and Complexity of Text

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Informational Text Reading Selections</p> <ul style="list-style-type: none"> • 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 4 “Water Everywhere” (Explanatory Text), pp. 90–95; “Watch Out for Weather!” (Journal Article), pp. 96–101; “Stop the Droughts!” (Editorial), pp. 102–107; • Chapter 6 Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 136–141, Describing Text Structures: “Pluto: Planet or Not?” (Magazine Article)—pp. 142–147, Comparing and Contrasting Texts: “Pluto Is Our Planet!” (Editorial)—pp. 148–153 <p>GRADE 3 DIGITAL RESOURCES* Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 “Black Gold Is So Green” (Magazine Article); “Digging for the Past” (Textbook Article); “How to Hunt for Treasure in Your Own Backyard” (Procedural Text) ○ Chapter 4 “The National Weather Service” (Expository Text); “El Niño” (Encyclopedia Article); “Life in the Coldest Place on Earth” (Magazine Article) ○ Chapter 6 “The Greek Zodiac” (Informational Text); “Galileo Galilei” (Biography); “Don’t Pack It—Print It!” (Informational Text) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 2 “Too Much of a Good Thing” (Folktale); “World Heritage” (Expository Nonfiction); “Machu Picchu: Theories of Use” (Expository Nonfiction) ○ Chapter 4 “Hurricane Hunters” (Expository Nonfiction); “Flash, Bang, and Rumble: Thunderstorms” (Explanatory Text); “Tornado Chasers” (Expository Nonfiction) ○ Chapter 6 “Isaac Newton Describes Gravity” (Expository Nonfiction); “Gravity Experiment” (Procedure); “Isaac Newton Describes Gravity” (Expository Nonfiction)/“Earth and Moon” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 2 “Howard Carter’s Last Chance” (Biography) ○ Chapter 4 “Dust Bowl Disaster” (Personal Narrative) ○ Chapter 6 “Why the Solar System Moves” (Explanatory Text) • Fluency Practice <ul style="list-style-type: none"> ○ Chapter 2 “The 40,000-Year-Old Baby” (Magazine Article) ○ Chapter 4 “Water Everywhere” (Explanatory Text) ○ Chapter 6 “How to Make a Telescope” (Technical Text)

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Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	
<p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Suffixes—p. 197 <p><u>GRADE 3 TEACHER'S EDITION</u> Apply to Reading</p> <ul style="list-style-type: none"> • Prefixes and Suffixes—TE p. 110 • Word Roots—TE p. 130 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Affixes—TE p. 110 • Manipulate Word Roots—TE p. 130 <p><u>GRADE 3 DIGITAL RESOURCES*</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans/Additional Practice <ul style="list-style-type: none"> ◦ Language: Prefixes and Suffixes <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Roots <p>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: Suffixes • Additional Practice <ul style="list-style-type: none"> ◦ Suffixes • Instructional Videos <ul style="list-style-type: none"> ◦ Suffixes <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans/Additional Practice <ul style="list-style-type: none"> ◦ Base Words ◦ Prefixes
<p>RF.3.3.B. Decode words with common Latin suffixes.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Suffixes—p. 197 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p><u>GRADE 3 TEACHER'S EDITION</u></p> <p>Apply to Reading</p> <ul style="list-style-type: none"> • Prefixes and Suffixes—TE p. 110 • Word Roots—TE p. 130 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Affixes—TE p. 110 • Manipulate Word Roots—TE p. 130 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Adding Suffixes: Rules for Spelling—TE p. 1197 <p><u>GRADE 3 DIGITAL RESOURCES</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Prefixes and Suffixes <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Roots <p>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: Suffixes • Additional Practice <ul style="list-style-type: none"> ◦ Suffixes • Instructional Videos <ul style="list-style-type: none"> ◦ Suffixes <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans/Additional Practice <ul style="list-style-type: none"> ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Latin Suffixes <p>See also Sadlier From Phonics to Reading, <i>Level C/Grade 3</i></p> <p><u>GRADE 3 STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Lessons</p> <p>Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242 • Lesson 25 Related Words (shared base words)—SB pp. 205-262/TE pp. T254-T262 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Lesson Activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Adding Suffixes (double final consonant)—SB p. 103/TE p. T124 • Adding Suffixes (drop e, change y to i)—SB p. 111/TE p. T134 • Adding Suffixes with Spelling Changes—SB p. 143/TE p. T174 • Related Words: Suffixes (-ed, -ing)—SB p. 161/TE p. T198 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Related Words: Prefixes and Suffixes—SB p. 209/TE p. T258
<p>RF.3.3.C. Decode multisyllable words.</p>	<p>GRADE 3 DIGITAL RESOURCES*</p> <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -le • Additional Practice <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -le • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook <p>See also Sadlier From Phonics to Reading, <i>Level C/Grade 3</i></p> <p>GRADE 3 STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Transition to Multisyllabic Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels (a, e, ea, i, o, u)—SB pp. 9–16/TE pp. T5–T14 • Lesson 2 Long a (a, ai, a_e, ay, ea, ei, eigh)—SB pp. 17–24/TE pp. T15–T24 • Lesson 3 Long o (oa, ow, o_e, oe, o)—SB pp. 25–32/TE pp. T25–T34 • Lesson 4 Long e (e, e_e, ee, ea, y, ey, ie, ei)—SB pp. 33–40/TE pp. T35–T44 • Lesson 5 Long i (i, i_e, igh, y, ie)—SB pp. 41–48/TE pp. T45–T54 • Lesson 6 Long u (u, u_e, ue, ew, iew)—SB pp. 49–56/TE pp. T55–T64 • Lesson 7 r-Controlled Vowels /är/, /ör/ (ar, or, ore, oar)—SB pp. 57–64/TE pp. T65–T74 • Lesson 8 r-Controlled Vowel /ür/ (er, ir, ur)—SB pp. 65–72/TE pp. T75–T84 • Lesson 9 Short oo and Long oo (oo, u, oui; oo, ou, o, u_e, u, ue, ui, ew, ough)—SB pp. 73–80/TE pp. T85–T94 • Lesson 10 Diphthongs /ou/, /oi/ (ou, ow, oi, oy)—SB pp. 81–88/TE pp. T95–T104 • Lesson 11 Complex Vowel /ô/ (au, aw, a(lk), a(lt), a(l), ough, augh)—SB pp. 89–96/TE pp. T105–T114

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Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RF.3.3.D. Read grade-appropriate irregularly spelled words.</p>	<p>GRADE 3 DIGITAL RESOURCES* Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Reading Irregularly Spelled Words • Additional Practice <ul style="list-style-type: none"> ◦ Reading Irregularly Spelled Words • Teacher Resources <ul style="list-style-type: none"> ◦ How to Use the Handbook <p>See also Sadlier From Phonics to Reading, <i>Level C/Grade 3</i></p> <p>GRADE 3 STUDENT BOOK/TEACHER'S EDITION Unit 3 Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Lesson 19 Inflectional Endings with Spelling Changes (-ed; -ing)—SB pp. 157–164/TE pp. T193–T202 • Lesson 2 Long a (<i>a, ai, a_e, ay, ea, ei, eigh</i>)—SB pp. 17–24/TE pp. T15–T24

Fluency

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>RF.3.4.A. Read grade-level text with purpose and understanding.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Reading Selections <ul style="list-style-type: none"> ◦ 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 <p style="text-align: right;"><i>continued</i></p>

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Fluency

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ○ Chapter 6 “How to Make a Telescope” (Technical Text), pp. 136–141; “Pluto: Planet or Not?” (Magazine Article), pp. 142–147 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 “Letting Kirsten Fly” (Adventure Story); “A Wave of Courage” (Realistic Fiction); “Letters from Leo” (Letters) ○ Chapter 2 “Black Gold Is So Green” (Magazine Article); “Digging for the Past” (Textbook Article); “How to Hunt for Treasure in Your Own Backyard” (Procedural Text) ○ Chapter 3 “Paul Bunyan and Babe the Blue Ox” (Tall Tale); “My Funny Robot” (Science Fiction Script); “The Haunted Apple Tree” (Folktale/Drama) ○ Chapter 4 “The National Weather Service” (Expository Text); “El Niño” (Encyclopedia Article); “Life in the Coldest Place on Earth” (Magazine Article) ○ Chapter 5 “Searching for Warm Seasons” (Native American Folktale); “Dog Walkers” (Realistic Fiction) ○ Chapter 6 “The Greek Zodiac” (Informational Text); “Galileo Galilei” (Biography); “Don’t Pack It—Print It!” (Informational Text) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ 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 <i>The Velveteen Rabbit</i> 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 <i>The Story of Doctor Dolittle</i> 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) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Foundation Skills

Fluency

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ 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)
<p>RF.3.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>GRADE 3 TEACHER'S EDITION</p> <p>Foundational Skills Use expression when reading dialogue. Record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks.</p> <ul style="list-style-type: none"> • Fluency—TE pp. 15, 41, 73, 93, 119 • Fluency Practice—TE p. 139 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Each Chapter (Chapters 1-6)</p> <ul style="list-style-type: none"> • Fluency Practice <ul style="list-style-type: none"> ◦ Chapter Fluency Practice <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> • Teacher's Guide to Fluency <ul style="list-style-type: none"> • Phrasing • Expression and Intonation • Punctuation • Rate • Accuracy <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Practicing Fluency—p. 10 <ul style="list-style-type: none"> ◦ "The Fox and the Goat" (Aesop Fable) • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Practicing Fluency—p. 10 <ul style="list-style-type: none"> ◦ Reading "Aloud" to Yourself ◦ Fluency Skills <ul style="list-style-type: none"> • Attend to punctuation • Read in phrases • Read with emotion • Reflect change in characters while reading dialogue • Use context to self-correct or reread as necessary <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Foundation Skills

Fluency

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ◦ Speaking and Listening <ul style="list-style-type: none"> • Audio recordings ◦ Partner Practice • Additional Practice <ul style="list-style-type: none"> ◦ Practicing Fluency <ul style="list-style-type: none"> ◦ "Who Has Seen the Wind?" by Christina Rossetti (Poem) • Teacher Resources <ul style="list-style-type: none"> ◦ How to Use the Handbook
<p>RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Context Clues—p. 32 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64–69 <ul style="list-style-type: none"> ◦ Cite Evidence (context clues)—p. 65 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: "Water Everywhere" (Explanatory Text)—pp. 90–95 <ul style="list-style-type: none"> ◦ Set the Purpose <ul style="list-style-type: none"> ◦ To determine the meaning of a word, readers can use context clues located in the same sentence as the word or in nearby sentences—p. 90 ◦ Cite Evidence (context clues)—pp. 90, 91 ◦ Comprehension Check (context clues)—p. 95 <p><u>GRADE 3 TEACHER'S EDITION</u> Support English Language Learners</p> <ul style="list-style-type: none"> • Using context clues—TE pp. 13, 32 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (context clues)—TE p. 32 <p>Guided Practice</p> <ul style="list-style-type: none"> • Comprehension Check (use context clues to determine the meanings of the boldface words)—TE p. 93 <p><u>GRADE 3 DIGITAL RESOURCES*</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Context Clues

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Progress Indicators for Writing

Text Types and Purposes

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • 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 <p>GRADE 3 TEACHER'S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 203A • Genre: Opinion Piece—TE p. 203 • Analyze a Student Model—TE pp. 204–206 • Evaluate a Writer's Work—TE p. 206 <p>GRADE 3 DIGITAL RESOURCES* Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 10 Home Connect On the Go: Opinion and Supporting Reasons (graphic organizer) <p>Additional online instructional support for Chapter 10—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos
<p>W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 204, 207 • Introduction (introduce the topic/give background/state the opinion)—pp. 204, 207 <p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice Lesson Plan <ul style="list-style-type: none"> ◦ Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> ◦ What is another way to draw the reader in from the beginning?
<p>W.3.1.B. Provide reasons that support the opinion.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Reason 1, Reason 2, Reason 3 (provide strong reasons to support the opinion)—pp. 205, 207 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Ideas and Voice <ul style="list-style-type: none"> • Do all of my ideas support my topic? • Have I developed my ideas by including enough details?
<p>W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Linking Phrase (use linking words and phrases to link reasons that support the opinion)—pp. 205, 207 <p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used clue words to help readers follow the sequence or order of my ideas?
<p>W.3.1.D. Provide a conclusion.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Conclusion—pp. 206, 207 <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> • How can the conclusion provide a better sense of closure?
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p style="text-align: center;">INFORMATIVE/EXPLANATORY TEXTS</p> <p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • 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 <p>GRADE 3 TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 175A • Genre: Informative/Explanatory Text—TE p. 176 • Analyze a Student Model—TE pp. 176–178 • Evaluate a Writer's Work—TE p. 178 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES* Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect Activity: Organize Steps for a Recipe (graphic organizer) <p>Additional online instructional support for Chapter 8—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos <p style="text-align: center;">RESEARCH REPORTS</p> <p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • 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 <p>GRADE 3 TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 217A • Genre: Research Report—TE p. 218 • Analyze a Student Model—TE pp. 218–221 • Evaluate a Writer’s Work—TE p. 220 <p>GRADE 3 DIGITAL RESOURCES* Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (graphic organizer) <p>Additional online instructional support for Chapter 11—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos
<p>W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 176, 179, 218, 222 • Introduction—pp. 176, 179, 218, 222 • Organization—pp. 177, 179, 219, 222 <p>GRADE 3 TEACHER’S EDITION Extend Thinking</p> <ul style="list-style-type: none"> • Create (create artwork)—TE p. 69 • Create (create a visual of a flood-control solution)—TE p. 95 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> Investigate (use a visual)—TE p. 143 Create (create a visual of a planet)—TE p. 154 <p>Digital Connection</p> <ul style="list-style-type: none"> Online Publishing (add illustrations or photos)—TE p. 200 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 5 Producing, Publishing, and Presenting—p. 9 <ul style="list-style-type: none"> Use images to add interest Use text features to make ideas easier to understand
<p>W.3.2.B. Develop the topic with facts, definitions, and details.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Develop the Topic (use researched facts and details that to help build readers' knowledge about the topic)—pp. 176, 179, 219, 222 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> Ideas and Voice <ul style="list-style-type: none"> Have I developed my ideas by including enough details?
<p>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Linking Words (linking words—such as <i>and</i>, <i>also</i>, and <i>but</i>—and phrases help connect the ideas)—pp. 177, 179 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> Organization and Coherence <ul style="list-style-type: none"> Have I used clue words to help readers follow the sequence or order of my ideas?
<p>W.3.2.D. Provide a conclusion.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Conclusion—pp. 178, 179 Concluding Statement—pp. 219, 222 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice Lesson Plan <ul style="list-style-type: none"> Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> How can the conclusion provide a better sense of closure?

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Progress Indicators for Writing

Text Types and Purposes

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>	<p style="text-align: center;">FICTIONAL NARRATIVES</p> <p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • 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 <p><u>GRADE 3 TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 161A • Genre: Nonfictional Narrative—TE p. 162 • Analyze a Student Model—TE pp. 162–164 • Evaluate a Writer's Work—TE p. 164 <p><u>GRADE 3 DIGITAL RESOURCES*</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 7 Home Connect Conversation Starter: Retell Story and Complete the Timeline (graphic organizer) <p>Additional online instructional support for Chapter 7—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos <p style="text-align: center;">NONFICTIONAL NARRATIVES</p> <p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • 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 <p><u>GRADE 3 TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 189A • Genre: Evidence-Based Essays—TE p. 190 • Analyze a Student Model—TE pp. 190–192 • Evaluate a Writer's Work—TE p. 192 <p><u>GRADE 3 DIGITAL RESOURCES*</u> Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect Activity: Descriptive Details, Time-Order Words, Write Dialogue (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

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	<p>Additional online instructional support for Chapter 9—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos
<p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 162, 165, 190, 193 • Introduction/Event Sequence (the beginning of the story gives information about the events and introduces the characters)—pp. 162, 165 • Event Sequence (the beginning of the narrative introduces the event and the narrator)—pp. 190, 193 <p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 3 <ul style="list-style-type: none"> • Add characters, setting, and plot events to your outline.
<p>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Dialogue—pp. 163, 165 • Descriptions of Actions, Thoughts, Feelings—pp. 163, 165 • Dialogue and Descriptions—pp. 191, 193 <p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Word Choice <ul style="list-style-type: none"> • Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Do my words bring my ideas to life?
<p>W.3.3.C. Use temporal words and phrases to signal event order.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Sequence Words (use words and phrases to signal event order and make the event sequence clear)—pp. 163, 165 • Time-Order Words and Phrases—pp. 191, 193 <p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used clue words to help readers follow the sequence or order of my ideas?

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Progress Indicators for Writing

Text Types and Purposes

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>W.3.3.D. Provide a sense of closure.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Event Sequence (the ending completes the story for the reader/it shows how the problem is solved)—pp. 164, 165 • Provide a Strong Ending—pp. 192, 193 <p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice Lesson Plan <ul style="list-style-type: none"> ◦ Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> ◦ How can the conclusion provide a better sense of closure?

Production and Distribution of Writing

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • 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 <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • 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 <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • 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 <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Production and Distribution of Writing

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> 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
<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>GRADE 3 TEACHER'S EDITION Writing Handbook Direct students to the online <i>Writing Handbook</i> for detailed instruction on planning, drafting, revising, editing, and producing, publishing, and presenting their writing.</p> <ul style="list-style-type: none"> 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 <p>Evaluate a Writer's Work Students work in pairs/group discussions.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 164; Chapter 8, TE p. 178; Chapter 9, TE p. 192; Chapter 10, TE p. 206; Chapter 11, TE p. 220 <p>Create: Organizational Structure Brainstorming, Planning, Drafting.</p> <ul style="list-style-type: none"> 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 <p>Introduce the Writing Process Good writing happens in stages.</p> <ul style="list-style-type: none"> 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 <p>Writing Process Summary Planning, Drafting, Rubrics.</p> <ul style="list-style-type: none"> 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 <p>GRADE 3 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 1: Planning Step 2: Drafting Step 3: Revising Step 4: Editing Step 5: Producing, Publishing, and Presenting
<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p>GRADE 3 TEACHER'S EDITION Digital Connection</p> <ul style="list-style-type: none"> Post to a Website—TE p. 21 Hyperlinks—TE p. 97 Storybooks (use a computer to write and edit stories/add illustrations)—TE p. 172 Digital Slide Presentation—TE p. 186 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Production and Distribution of Writing

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Online Publishing—TE p. 200 • Multimedia Presentation—TE p. 214 • Social Media—TE p. 228 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip—pp. 2 and 3 ◦ Digital Integration—pp. 2 and 3 <ul style="list-style-type: none"> • Use precise search words or phrases. ◦ Step 2: Drafting <ul style="list-style-type: none"> ◦ Digital Integration pp. 4 and 5 <ul style="list-style-type: none"> • Use a word processing program to easily add, move, and delete content. ◦ Step 3: Revising—p. 5 <ul style="list-style-type: none"> ◦ Make changes on your computer. ◦ Step 4: Editing—pp. 6 and 7 <ul style="list-style-type: none"> ◦ Digital Integration <ul style="list-style-type: none"> • Students using a computer should understand that a spellchecker will not catch every mistake. ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Digital Connection—pp. 8 and 9 <ul style="list-style-type: none"> • Think of ways to use social media before or after a presentation. ◦ Assignment: Digital Presentation—pp. 8 and 9 <ul style="list-style-type: none"> • Encourage students to use digital technology to present and publish their work. Read their work aloud in a video conference to another class or make digital recordings of their readings. Tablet users can use apps to create eBooks.

Research to Build and Present Knowledge

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener—pp. 215–217 <ul style="list-style-type: none"> ◦ Progress Check <ul style="list-style-type: none"> ◦ Conduct a research project. • Graphic organizer and outline <ul style="list-style-type: none"> ◦ Plan and organize a research project—p. 222 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Research to Build and Present Knowledge

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	<p>GRADE 3 TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Online Research (conduct research using a search engine)—TE p. 47 • Online Reference Resources (use an online dictionary or thesaurus)—TE p. 67 • Using Online Resources (compare and contrast photographs and illustrations)—TE p. 123 <p>Conduct Research</p> <ul style="list-style-type: none"> • Finding Sources—TE p. 221 <p>Create Organizational Structure</p> <ul style="list-style-type: none"> • Brainstorming/Planning (select a topic)—TE p. 222 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (finding good sources of information/appropriate Internet sources) (graphic organizer)
<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check—p. 215 <ul style="list-style-type: none"> ◦ Gather and take notes on information from print and digital sources. ◦ Group related information together. • Use a graphic organizer (summarize or paraphrase information)—p. 221 <p>GRADE 3 TEACHER'S EDITION</p> <p>Learning Progressions</p> <ul style="list-style-type: none"> • Gathering Information (take brief notes on sources/sort evidence into provided categories)—TE p. 217A <p>Write Research Reports</p> <ul style="list-style-type: none"> • Genre: Research Report (grouping related information)—TE p. 218 <p>Conduct Research</p> <ul style="list-style-type: none"> • Finding Sources—TE p. 221 • Taking Notes—TE p. 221 <ul style="list-style-type: none"> ◦ Quote directly ◦ Summarize or paraphrase • Citing Sources—TE p. 221 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Research to Build and Present Knowledge

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	<p>GRADE 3 DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip—p. 2 <ul style="list-style-type: none"> • Use print and digital sources • Take notes • Sort information
W.3.9. (Begins in grade 4)	

Range of Writing

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Comprehension Check In addition to multi-choice questions, Comprehension Check activities include a comprehension question requiring a thoughtful, written answer. <ul style="list-style-type: none"> ◦ Chapter 1, pp. 13, 15, 17, 19, 21, 23, 25, 27, 29; Chapter 2, pp. 39, 41, 43, 45, 47, 49, 51, 53, 55; Chapter 3, pp. 65, 67, 69, 71, 73, 75, 77, 79, 81; Chapter 4, pp. 91, 93, 95, 97, 99, 101, 103, 105, 107; Chapter 5, pp. 117, 119, 121, 123, 125, 127; Chapter 6, pp., 137, 139, 141, 143, 145, 147, 149, 151, 153 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the Theme (answer short essay questions, drawing evidence from chapter texts)—Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155 <p>Write About It</p> <ul style="list-style-type: none"> • Write a short response to the Chapter Review reading selection(s)—Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Analyze a student model then outline and write a first draft—pp. 162–165 • Assignment: Write the final draft—p. 172 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Range of Writing

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 176–179 Assignment: Write the final draft—p. 186 <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 190–193 Assignment: Write the final draft—p. 200 <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 204–207 Assignment: Write the final draft—p. 214 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222 Assignment: Write the final draft—p. 228 <p><u>GRADE 3 TEACHER’S EDITION</u></p> <p>Extend Thinking</p> <ul style="list-style-type: none"> Create (write a fable)—TE p. 17 <p>Writearound</p> <ul style="list-style-type: none"> Students in a group of four complete sentence starters to produce summaries of the text—TE p. 21 <p>Write About It Rubric</p> <ul style="list-style-type: none"> Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158 <p>Digital Connection: Posting an Historical Drama</p> <ul style="list-style-type: none"> Storybooks (use a computer to write and edit stories/add illustrations or create own artwork)—TE p. 172

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>GRADE 3 TEACHER'S EDITION</p> <p>Discussion Skills</p> <ul style="list-style-type: none"> 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 <p>Theme Wrap-Up</p> <ul style="list-style-type: none"> Lead students in a group discussion on the chapter theme—Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155 <p>Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 1, p. 15; Chapter 2, p. 41; Chapter 3, p. 67; Chapter 4, p. 96; Chapter 5, p. 119; Chapter 6, p. 139 <p>Turn and Talk</p> <ul style="list-style-type: none"> Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223
<p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss/Return to the Essential Question (prepare for a class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> Did I? Come to the discussion prepared and stay on the topic?—p. 170 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapters 7–10</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)
<p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Good Speaker/Good Listener Checklist—p. 170 <ul style="list-style-type: none"> ◦ Did I: <ul style="list-style-type: none"> ◦ Follow agreed-upon rules for discussion? ◦ Listen carefully to others and answer questions? <p><u>GRADE 3 TEACHER’S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> • Follow rules/speak one at a time/listen respectfully/avoid over-talking or monopolizing—TE p. 27 • Be respectful/avoid interrupting—TE p. 53 <p><u>GRADE 3 DIGITAL RESOURCES*</u> Chapters 7–10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (follow agreed-upon rules for discussion/choose discussion leader)
<p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <ul style="list-style-type: none"> ◦ Good Speaker/Good Listener Checklist—p. 170 <ul style="list-style-type: none"> ◦ Did I? <ul style="list-style-type: none"> • Revise my own views when presented with new evidence or information? • Stay on topic? ◦ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <ul style="list-style-type: none"> ◦ Ideas I Agree or Disagree With ◦ New Ideas I Had During Discussion ◦ Questions I Asked ◦ Questions I Answered <p><u>GRADE 3 TEACHER’S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> • Building on Ideas (add to another student’s ideas)—TE p. 53 • Listen carefully/add to the ideas of others—TE p. 105 • Ask for clarification/build on the ideas of others—TE p. 170 • Build on each other’s reasoning/encourage participation—TE p. 198 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapters 7–10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions to check understanding)
<p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <p>GRADE 3 TEACHER'S EDITION*</p> <p>Peer Collaboration</p> <p>Ask students to think independently about each Comprehension Check question and form their own ideas for answering them. Then have students discuss their responses to the questions with a partner, adjusting their ideas when warranted.</p> <ul style="list-style-type: none"> • Chapter 1, p. 15; Chapter 2, p. 41; Chapter 3, p. 67; Chapter 4, p. 96; Chapter 5, p. 119; Chapter 6, p. 139 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Apply own ideas and reasoning to agree or disagree—TE p. 151 <p>Speaking and Listening</p> <ul style="list-style-type: none"> ◦ Graphic Organizer (use the organizer below to record what you heard and how you participated)—Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <ul style="list-style-type: none"> ◦ Ideas I Agree or Disagree With ◦ New Ideas I Had During Discussion ◦ Questions I Asked ◦ Questions I Answered
<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter Reading Selections</p> <p>The teacher reads aloud each chapter reading selection as students follow along in their books, identify supporting details (see Cite Evidence), and examine key ideas (see Comprehension Check).</p> <p>Cite Evidence</p> <p>Students cite evidence from complex texts to respond to text-dependent questions.</p> <ul style="list-style-type: none"> • Details in the text—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Comprehension Check Discussion-based Comprehension Checks provide students an opportunity to engage in collaborative and meaningful discourse concerning key ideas in the text.</p> <ul style="list-style-type: none"> • Key ideas—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 <p>Connect Across Texts In small groups or as a class, answer the Essential Question using evidence from the chapter texts.</p> <ul style="list-style-type: none"> • Connect to the Essential Question—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>GRADE 3 TEACHER’S EDITION</p> <p>Model and Teach The teacher reads aloud each chapter reading selection as students follow along in their books.</p> <ul style="list-style-type: none"> • Chapter 1, TE pp. 12, 18, 24; Chapter 2, TE pp. 38, 44, 50; Chapter 3, TE pp. 64, 70, 76; Chapter 4, TE pp. 90, 96, 102; Chapter 5, TE pp. 116, 122; Chapter 6, TE pp. 136, 142, 148 <p><i>See also discussion of selections emphasizing diverse media and formats.</i></p> <p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Connecting Illustrations and Text: “The Case of the Missing Fruit” (Mystery)—pp. 116–121 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 136–141
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) <ul style="list-style-type: none"> ◦ Good Speaker/Good Listener Checklist—Chapter 7, p. 170 <ul style="list-style-type: none"> ◦ Did I: Ask questions to check my understanding? ◦ Graphic Organizer (use the organizer below to record what you heard and how you participated)—Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <ul style="list-style-type: none"> ◦ Ideas I Agree or Disagree With ◦ New Ideas I Had During Discussion <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> ◦ Questions I Asked ◦ Questions I Answered <p>GRADE 3 TEACHER’S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Answer questions in complete sentences, giving elaboration and detail; listeners should listen attentively and ask questions to better understand the information—Chapter 1, TE p. 29; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Give students sentence starters to use when asking for clarification—TE p. 212 • Give students questions to ask when they want a speaker to clarify or explain a point—TE p. 226 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Asking and Answering Questions • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect Activity: Questions and Answers (graphic organizer) <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect Conversation Starter: Who-What-When-Where-Why-How? (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Oral Presentation—p. 9 <ul style="list-style-type: none"> • Be prepared to answer questions after your presentation. ◦ Listening Tip—p. 9 <ul style="list-style-type: none"> • Take notes. Include questions you want to ask. ◦ Step 5: Producing, Publishing, and Presenting Lesson Plan <ul style="list-style-type: none"> ◦ Speaking and Listening Presentation—pp. 8 and 9 <ul style="list-style-type: none"> • Ask questions after—not during—a presentation.

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Stay on topic?—p. 170 <p>Extend Thinking</p> <ul style="list-style-type: none"> • 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 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Fluency Practice (Chapters 1–6) <ul style="list-style-type: none"> ◦ Fluency Practice: Teaching Suggestions <ul style="list-style-type: none"> • Teacher’s Guide to Fluency <ul style="list-style-type: none"> • Phrasing • Expression and Intonation • Punctuation • Rate • Accuracy <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Oral Presentation—p. 9 <ul style="list-style-type: none"> • Speak clearly and loudly enough for everyone to hear. • Speak slowly enough so that everyone can understand you. • Make your gestures and facial expressions match your words. • Change your voice at times, just as when you speak in real life.

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>GRADE 3 TEACHER’S EDITION</p> <p>Foundational Skills Use expression when reading dialogue. Students record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks.</p> <ul style="list-style-type: none"> • Fluency—TE pp. 15, 41, 73, 93, 119 • Fluency Practice—TE p. 139 <p>Extend Thinking</p> <ul style="list-style-type: none"> • 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 <p>Digital Connection</p> <ul style="list-style-type: none"> • Digital Slide Presentation (visuals)—TE p. 186 • Multimedia Presentation—TE p. 214 • Social Media (add photographs)—TE p. 228 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Practicing Fluency—p. 10 <ul style="list-style-type: none"> ◦ “The Fox and the Goat” (Aesop Fable) • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Practicing Fluency—p. 10 <ul style="list-style-type: none"> ◦ Reading “Aloud” to Yourself ◦ Fluency Skills <ul style="list-style-type: none"> • Attend to punctuation • Read in phrases • Read with emotion • Reflect change in characters while reading dialogue • Use context to self-correct or reread as necessary ◦ Speaking and Listening <ul style="list-style-type: none"> • Audio recordings ◦ Partner Practice <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> ◦ Use visuals as needed to support what you say. • Instruction & Practice Lesson Plans —pp. 8 and 9 <ul style="list-style-type: none"> ◦ Assignment: Digital Presentation
<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Speak in complete sentences?—p. 170 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 TEACHER'S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Speak clearly, in complete sentences, and at a reasonable rate—Chapter 1, TE p. 17; Chapter 2, TE p. 49; Chapter 4, TE p. 95; Chapter 5, TE p. 128; Chapter 6, TE p. 143 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Speak clearly, in complete sentences, and at a reasonable rate—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapters 7–12</p> <ul style="list-style-type: none"> • Instructional Videos • Speaking and Listening: Presentation of Knowledge and Ideas (express ideas clearly/speak in complete sentences) <p><i>Other grade</i></p> <p>GRADE 4 DIGITAL RESOURCES**</p> <p>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 • Additional Practice

Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Nouns—p. 166 • Pronouns—p. 180 • Verbs and Verb Tenses—p. 194 • Adjectives—p. 208 • Adverbs—p. 209 <p><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES*</p> <p>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: Nouns • Additional Practice <ul style="list-style-type: none"> ○ Nouns • Instructional Videos <ul style="list-style-type: none"> ○ Nouns <p>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: Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Pronouns <p>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>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
<p>L.3.1.B. Form and use regular and irregular plural nouns.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Regular and Irregular Plural Nouns—p. 167 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • 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
<p>L.3.1.C. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Nouns (abstract nouns)—p. 166 <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: Nouns (abstract nouns) • Additional Practice <ul style="list-style-type: none"> ○ Nouns (abstract nouns) • Instructional Videos <ul style="list-style-type: none"> ○ Nouns (abstract nouns)
<p>L.3.1.D. Form and use regular and irregular verbs.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • 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: Regular and Irregular Verbs • Additional Practice <ul style="list-style-type: none"> ○ Regular and Irregular Verbs • Instructional Videos <ul style="list-style-type: none"> ○ Regular and Irregular Verbs
<p>L.3.1.E. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p>	<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

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Pronoun-Antecedent Agreement—p. 181 • Subject-Verb Agreement—p. 196 <p>GRADE 3 DIGITAL RESOURCES* 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: Pronoun-Antecedent Agreement • Additional Practice <ul style="list-style-type: none"> ○ Pronoun-Antecedent Agreement • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun-Antecedent Agreement <p>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>L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Adjectives—p. 208 • Adverbs—p. 209 <p>GRADE 3 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: Adjectives ○ Language: Adverbs • Additional Practice <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs
<p>L.3.1.H. Use coordinating and subordinating conjunctions.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Compound Sentences (use coordinating conjunctions as necessary)—p. 223 • Complex Sentences (use subordinating conjunctions)—p. 224 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 TEACHER'S EDITION Turn and Talk</p> <ul style="list-style-type: none"> Play a compound sentence game (using conjunction index cards)—TE 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 Language: Complex Sentences Additional Practice <ul style="list-style-type: none"> Language: Compound Sentences Language: Complex Sentences
<p>L.3.1.I. Produce simple, compound, and complex sentences.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Simple Sentences—p. 211 Compound Sentences—p. 223 Complex Sentences—p. 224 <p>GRADE 3 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: Simple Sentences Additional Practice <ul style="list-style-type: none"> Simple Sentences Instructional Videos <ul style="list-style-type: none"> Sentences: Compound, and Complex <p>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 Language: Complex Sentences Additional Practice <ul style="list-style-type: none"> Compound Sentences Complex Sentences
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.3.2.A. Capitalize appropriate words in titles.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Capitalization (titles)—p. 225 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<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: Capitalization • Additional Practice <ul style="list-style-type: none"> ○ Capitalization • Instructional Videos <ul style="list-style-type: none"> ○ Capitalization
<p>L.3.2.B. Use commas in addresses.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Commas in Addresses—p. 183 <p>GRADE 3 DIGITAL RESOURCES* 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: Commas in Addresses • Additional Practice <ul style="list-style-type: none"> ○ Commas in Addresses • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Addresses
<p>L.3.2.C. Use commas and quotation marks in dialogue.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Commas and Quotation Marks in Dialogue—p. 169 <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
<p>L.3.2.D. Form and use possessives.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Possessives—p. 168 <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: Possessives • Additional Practice <ul style="list-style-type: none"> ○ Possessives • Instructional Videos <ul style="list-style-type: none"> ○ Possessives

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER’S EDITION Guided Instruction/Guided Practice/Independent Practice</p> <ul style="list-style-type: none"> Words to Know (studied words)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p>Language</p> <ul style="list-style-type: none"> Prefixes and Suffixes—p. 110 Roots—p. 130 Spelling High-Frequency Words—p. 182 Suffixes—p. 197 <p>GRADE 3 TEACHER’S EDITION Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—TE pp. 11, 37, 63, 89, 115, 135 <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 Domain-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p>Foundational Skill Review</p> <ul style="list-style-type: none"> Inflectional Endings—TE p. 23 <p>GRADE 3 DIGITAL RESOURCES*</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Prefixes and Suffixes <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Roots <p>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: Spelling High-Frequency Words Additional Practice <ul style="list-style-type: none"> Spelling High-Frequency Words <p>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: Suffixes <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Suffixes • Instructional Videos <ul style="list-style-type: none"> ○ Suffixes
<p>L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Correct Spelling (word families/syllable patterns/ending rules/use a dictionary)—p. 210 <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: Correct Spelling (word families/syllable patterns/ending rules/use a dictionary) • Additional Practice <ul style="list-style-type: none"> ○ Correct Spelling
<p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><u>GRADE 3 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Context Clues (use a dictionary)—p. 32 • Real-Life Word Connections (use a dictionary)—p. 58 • Roots (use a dictionary)—p. 130 • Correct Spelling (use a dictionary)—p. 210 <p>Chapter Review</p> <ul style="list-style-type: none"> • Use a dictionary—pp. 199, 213 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 229–232 <p><u>GRADE 3 TEACHER'S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Online Reference Resources (use an online dictionary or thesaurus)—TE p. 67 <p>Independent Practice</p> <ul style="list-style-type: none"> • Use a dictionary—TE p. 110 <p>Review</p> <ul style="list-style-type: none"> • Distinguishing Literal/Nonliteral Language (use a dictionary)—TE p. 192 <p>Glossary</p> <ul style="list-style-type: none"> • How to Use the Glossary: Guided Instruction/Guided Practice/Independent Practice (consult a print or online dictionary)—TE pp. 229 and 230, 231 and 232 <p><u>GRADE 3 DIGITAL RESOURCES*</u> Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>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: Correct Spelling (use a dictionary) • Additional Practice <ul style="list-style-type: none"> ◦ Correct Spelling (use a dictionary)

Knowledge of Language

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3.A. Choose words and phrases for effect.	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Progress Check—p. 159 <ul style="list-style-type: none"> ◦ Choose words and phrases for effect. • Dialogue and Descriptions (words such as <i>shivered</i> and <i>softly</i> help show characters' responses)—p. 163 <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Event Sequence (use words for effect and to get the reader's attention)—p. 190 • Dialogue and Descriptions (give details about how things look, smell, sound, or feel)—p. 191 <p>GRADE 3 TEACHER'S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Use precise words for effect—TE pp. 29, 81 • Choose words for effect—TE pp. 107, 153
L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64-69 <ul style="list-style-type: none"> ◦ Cite Evidence (idioms are figurative language phrases that are usually used in informal writing and speech)—p. 65 <p>GRADE 3 TEACHER'S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Use formal language suitable for an academic presentation—TE pp. 29, 55, 81, 107, 153 <p style="text-align: right;"><i>continued</i></p>

Progress Indicators for Language

Knowledge of Language

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES* Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting: Oral Presentation—p. 9 <ul style="list-style-type: none"> ◦ If you are changing a written essay into an oral presentation, make changes in words and in sentences that will help you talk to your audience. The language used for writing and speaking is not always the same.

Vocabulary Acquisition and Use

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	
<p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Context Clues—p. 32 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Distinguishing Literal from Nonliteral Language: “The Secret Garden” (Fiction)—pp. 64–69 <ul style="list-style-type: none"> ◦ Cite Evidence (context clues)—p. 65 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: “Water Everywhere” (Explanatory Text)—pp. 90–95 <ul style="list-style-type: none"> ◦ Set the Purpose <ul style="list-style-type: none"> ◦ To determine the meaning of a word, readers can use context clues located in the same sentence as the word or in nearby sentences—p. 90 ◦ Cite Evidence (context clues)—pp. 90, 91 ◦ Comprehension Check (context clues)—p. 95 <p>GRADE 3 TEACHER'S EDITION Support English Language Learners</p> <ul style="list-style-type: none"> • Using context clues—TE pp. 13, 32 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (context clues)—TE p. 32 <p>Guided Practice</p> <ul style="list-style-type: none"> • Comprehension Check (use context clues to determine the meanings of the boldface words)—TE p. 93 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 DIGITAL RESOURCES* Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Context Clues
<p>L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Suffixes—p. 197 <p>GRADE 3 DIGITAL RESOURCES* Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Prefixes and Suffixes <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Roots <p>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: Suffixes • Additional Practice <ul style="list-style-type: none"> ◦ Suffixes • Instructional Videos <ul style="list-style-type: none"> ◦ Suffixes <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Base Words • Prefixes • Suffixes • Latin Suffixes
<p>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Roots—p. 130 • Correct Spelling (use base words)—p. 210 <p>GRADE 3 DIGITAL RESOURCES* Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Base Words

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
<p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Context Clues (use a dictionary)—p. 32 Real-Life Word Connections (use a dictionary)—p. 58 Roots (use a dictionary)—p. 130 Correct Spelling (use a dictionary)—p. 210 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> Glossary—pp. 229–232 <p>GRADE 3 TEACHER'S EDITION Digital Connection</p> <ul style="list-style-type: none"> Online Reference Resources (Use an online dictionary or thesaurus)—TE p. 67 <p>Independent Practice</p> <ul style="list-style-type: none"> Check the meaning of the words in a dictionary—TE p. 110 Review: Distinguishing Literal/Nonliteral Language Use a dictionary—TE p. 192 <p>Glossary</p> <ul style="list-style-type: none"> How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230, 231 and 232 <p>GRADE 3 DIGITAL RESOURCES* Student Resources (each chapter)</p> <ul style="list-style-type: none"> Glossary <p>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: Correct Spelling (use a dictionary) Additional Practice <ul style="list-style-type: none"> Correct Spelling (use a dictionary)
<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Distinguishing Literal from Nonliteral Language: “The Secret Garden” (Fiction)—pp. 64–69 <ul style="list-style-type: none"> Cite Evidence (nonliteral words and phrases)—p. 64 <p>Language</p> <ul style="list-style-type: none"> Literal and Nonliteral Meanings—p. 84 <p>GRADE 3 TEACHER'S EDITION Support English Language Learners</p> <ul style="list-style-type: none"> Nonliteral phrases—TE p. 65 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>Digital Connection</p> <ul style="list-style-type: none"> Online Reference Resources (use an online dictionary or thesaurus to determine the difference between literal and nonliteral language)—TE p. 67 <p>Review</p> <ul style="list-style-type: none"> Distinguishing Literal/Nonliteral Language—TE pp. 71, 192 <p>GRADE 3 DIGITAL RESOURCES* Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Literal and Nonliteral Meanings
<p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Real-Life Word Connections—p. 58 <p>GRADE 3 DIGITAL RESOURCES* Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Real-Life Word Connections
<p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Shades of Meaning—p. 156 <p>GRADE 3 DIGITAL RESOURCES* Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Shades of Meaning
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>GRADE 3 STUDENT EDITION/TEACHER'S EDITION Words to Know</p> <ul style="list-style-type: none"> General academic and domain-specific words—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p>Language</p> <ul style="list-style-type: none"> Context Clues—p. 32 Real-Life Word Connections—p. 58 Literal and Nonliteral Meanings—p. 84 Shades of Meaning—p. 156 Adverbs—p. 209 <p style="text-align: right;"><i>continued</i></p>

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Vocabulary Acquisition and Use

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL C / GRADE 3
	<p>GRADE 3 TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, TE p. 11; Chapter 2, TE p. 43; Chapter 3, TE p. 75; Chapter 4, TE p. 107; Chapter 5, TE p. 139; Chapter 6, TE p. 163 <p>Words to Know</p> <ul style="list-style-type: none"> 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

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