

Progress

English Language Arts 2nd Edition

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 3



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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	STUDENT EDITION/TEACHER'S EDITION Connect Across Texts - Connect to the Essential Question/Connect to the Theme (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 Speaking and Listening - Discuss the Essential Question (small group/class discussion) - Answer questions related to the chapter Essential Question—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—Chapter 7, p. 170 - Did I: Ask questions to check my understanding? - Use the organizer to record the discussion (Agree or Disagree/New Ideas/Questions I Asked/Questions I Answered)—Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 TEACHER'S EDITION Discussion Skills - Participate actively/listen carefully/ask clarifying questions (sample questions)/build on each other's reasoning—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 121; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 Speaking and Listening Presentation - Listen attentively/ask questions—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
(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts - Using Text Features: "Watch Out for Weather!" - How to Prepare for a Blizzard (sequence of actions)—p. 101 Chapter 6 Integration of Knowledge and Ideas: Informational Texts - Connecting Visual Information and Text: "How to Make a Telescope" (step-by-step instructions)—pp. 136–141 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<u>DIGITAL RESOURCES</u> Each Chapter (Chapters 1–6) • Additional Practice ◦ Chapter 2—“How to Hunt for Treasure in Your Own Backyard” (Procedural Text) • Assessments ◦ Comprehension Check ◦ Chapter 6—“Gravity Experiment” (Procedure);
(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	<u>TEACHER’S EDITION</u> Extend Thinking • Speakers should speak clearly, in complete sentences, and at a reasonable rate—Chapter 1, TE p. 17; Chapter 2, TE p. 49; Chapter 4, TE p. 95; Chapter 5, TE p. 128; Chapter 6, TE p. 143 Speaking and Listening Presentation • Speak clearly/answer questions in complete sentences—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 <u>DIGITAL RESOURCES</u> Writing Handbook • Speaking Tips (giving an oral presentation)—p. 9 ◦ If you are changing a written essay into an oral presentation, make changes in words and in sentences that will help you talk to your audience. The language used for writing and speaking is not always the same. ◦ Use visuals as needed to support what you say. ◦ 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.
(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	<u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 Speaking and Listening • Discuss the Essential Question (follow conventions of discourse, including agreed-upon rules for small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <u>TEACHER’S EDITION</u> Peer Collaboration • Chapter 1, TE p. 15, Chapter 2, TE p. 41, Chapter 3, TE p. 67, Chapter 4, TE p. 93, Chapter 5, TE p. 119, Chapter 6, TE p. 139 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Discussion Skills - Follow rules for respectful discussion—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 121; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 Turn and Talk - Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223 DIGITAL RESOURCES Each Chapter (Chapters 1–6) - Close Reading Practice - Close Reading Lesson Plans - Turn and Talk (working in pairs, students exchange and discuss final summaries)
(E) develop social communication such as conversing politely in all situations.	TEACHER'S EDITION Discussion Skills - Follow rules for respectful discussion—Chapter 1, TE p. 27 - Explain to students that in a class discussion it is important to be respectful. Give examples of ways to be respectful, such as not interrupting others, making positive comments, and giving credit to other people when you get an idea from something they say—Chapter 2, TE p. 53
(2) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate and apply phonetic knowledge by:	
(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	See <i>Sadlier From Phonics to Reading, Level C/Grade 3</i> STUDENT BOOK/TEACHER'S EDITION Unit 1 Transition to Multisyllabic Words - Lesson 1 Target Skill: Short Vowels—SB pp. 9–16/TE pp. T5–T14 - Lesson 2 Target Skill: Long a (eigh)—SB pp. 17–24/TE pp. T15–T24 - Lesson 3 Target Skill: Long o—SB pp. 25–32/TE pp. T25–T34 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	• Lesson 4 Target Skill: Long e—SB pp. 33-40/TE pp. T35-T44 • Lesson 5 Target Skill: Long i (igh)—SB pp. 41-48/TE pp. T45-T54 • Lesson 6 Target Skill: Long u (iew)—SB pp. 49-56/TE pp. T55-T64 • Lesson 7 Target Skill: r-Controlled Vowels /är/, /ôr/—SB pp. 57-64/TE pp. T65-T74 • Lesson 9 Short oo and Long oo (ough)—SB pp. 73-80/TE pp. T85-T94 • Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81-88/TE pp. T95-T104 • Lesson 11 Complex Vowel /ô/—SB pp. 89-96/TE pp. T105-T114
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	TEACHER'S EDITION Foundational Skill Review • Consonant Digraphs—TE p. 43 • Consonant Blends—TE p. 75 • R-controlled Vowels—TE p. 101 • Vowel Diphthongs—TE p. 127 • Digraph <i>ch</i>—TE p. 145 DIGITAL RESOURCES Foundational Skills Handbook • Instruction & Practice ◦ Multisyllable Words: <i>-le</i> • Instruction & Practice Lesson Plans ◦ Multisyllable Words: <i>-le</i> • Additional Practice ◦ Multisyllable Words: <i>-le</i> • Teacher Resources ◦ How to Use the Handbook <i>See Sadlier From Phonics to Reading, Level C/Grade 3</i> STUDENT BOOK/TEACHER'S EDITION Unit 1 Transition to Multisyllabic Words • Lesson 1 Target Skill: Short Vowels—SB pp. 9-16/TE pp. T5-T14 • Lesson 2 Target Skill <i>See also Sadlier From Phonics to Reading, Level C/Grade 3</i> STUDENT BOOK/TEACHER'S EDITION Lessons Unit 2 Syllable Types • Lesson 12 Closed Syllables—SB pp. 99-106/TE pp. T119-T128 • Lesson 13 Open Syllables—SB pp. 107-114/TE pp. T129-T138 • Lesson 14 Final Stable Syllables—SB pp. 115-122/TE pp. T139-T148 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	• Lesson 15 Vowel Team Syllables—SB pp. 123–130/TE pp. T149–T158 • Lesson 16 <i>r</i>-Controlled Vowel Syllables—SB pp. 131–138/TE pp. T159–T168 • Lesson 17 Final <i>e</i> Syllables—SB pp. 139–146/TE pp. T169–T178 • Lesson 18 Unaccented Final Syllables—SB pp. 147–154/TE pp. T179–T188 Lesson Activities Word Study • Closed Syllables—SB p. 13/TE p. T10 • Open Syllables—SB p. 21/TE p. T20 • Vowel Team Syllables—SB p. 29/TE p. T30 • Final Stable Syllables (consonant + <i>le</i>)—SB p. 37/TE p. T40 • Final <i>e</i> Syllables—SB p. 45/TE p. T50 • Context Clues: General Clues—SB p. 53/TE p. T60 • <i>r</i>-Controlled Vowel Syllables—SB p. 61/TE p. T70 • Hard and Soft <i>c</i> and <i>g</i>—SB p. 85/TE p. T100 • Final Stable Syllables (<i>-tion/-sion, -ture/-sure</i>)—SB p. 93/TE p. T110
(iii) decoding compound words, contractions, and abbreviations;	See <i>Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 4 More Word Study Skills • Lesson 28 Compound Words—SB pp. 231–296/TE pp. T288–T296 • Lesson 29 Abbreviations—SB pp. 239–306/TE pp. T298–T306 • Lesson 30 Contractions—SB pp. 247–316/TE pp. T308–T316 See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Green / Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Verbs • Lesson 25 Contractions with <i>Not</i>—SE pp. 112–115/TAE p. T31 Unit 5 Pronouns • Lesson 40 Contractions with Pronouns—SE pp. 180–183/TAE p. T39 Unit 6 Capitalization, Punctuation, and Spelling • Lesson 43 Abbreviations—SE pp. 196–199/TAE p. T41
(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	<u>DIGITAL RESOURCES</u> Foundational Skills Handbook • Instruction & Practice ◦ Multisyllable Words: VCV ◦ Multisyllable Words: VCCV <i>continued</i>

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	• Instruction & Practice Lesson Plans ◦ Multisyllable Words: VCV ◦ Multisyllable Words: VCCV • Additional Practice ◦ Multisyllable Words: VCV ◦ Multisyllable Words: VCCV • Teacher Resources ◦ How to Use the Handbook <i>See also Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> VCV (modeling) Introduction • Blend It: Transition to Longer Words—today, SB p. 17/TE p. T16; below, SB p. 25/TE p. T26; refuse, SB p. 49/TE p. T56; maker, SB p. 205/TE p. T254 Read Connected Text • Connected Text—water, SB p. 67/TE p. T78; wooden, SB p. 75/TE p. T88; around, SB p. 83/TE p. T98 VCCV (modeling) Introduction • Blend It: Transition to Longer Words/Challenge—yellow, SB p. 25/TE p. T26; funny, SB p. 33/TE p. T36; rescue, SB p. 49/TE p. T56; farmer, larger, SB p. 57/TE p. T66; shampoo, cashew, SB p. 73/TE p. T86; ribbon, SB p. 147/TE p. T180 Read Connected Text • Connected Text—kernal, certain, SB p. 67/TE p. T78; prowling, SB p. 83/TE p. T98; lesson, captain, sharpen, SB p. 149/TE p. T182 VCCCV/VCCCCV (modeling) Introduction • Blend It: Transition to Longer Words/Challenge—kindness, lightning, SB p. 41/TE p. T46; harmful, larger, SB p. 57/TE p. T66; heartburn, SB p. 65/TE p. T76; mushrooms, SB p. 73/TE p. T86; mouthful, SB p. 81/TE p. T96 Read Connected Text • Connected Text—narwhal, SB p. 59/TE p. T68; campground, SB p. 83/TE p. T98; doubtless, SB p. 207/TE p. T256
(v) decoding words using knowledge of prefixes;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Prefixes and Suffixes—p. 110 • Roots—p. 130 <u>TEACHER'S EDITION</u> Apply to Reading • Prefixes and Suffixes—TE p. 110 • Word Roots—TE p. 130 <i>continued</i>

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	Support English Language Learners • Affixes—TE p. 110 • Manipulate Word Roots—TE p. 130 DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts • Instruction & Practice/Lesson Plans/Additional Practice ◦ Language: Prefixes and Suffixes Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Instruction & Practice ◦ Language: Roots Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Language: Suffixes • Additional Practice ◦ Suffixes • Instructional Videos ◦ Suffixes Foundational Skills Handbook • Instruction & Practice/Lesson Plans/Additional Practice ◦ Base Words ◦ Prefixes
(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	STUDENT EDITION/TEACHER'S EDITION Language • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Suffixes—p. 197 TEACHER'S EDITION Apply to Reading • Prefixes and Suffixes—TE p. 110 • Word Roots—TE p. 130 Support English Language Learners • Affixes—TE p. 110 • Manipulate Word Roots—TE p. 130 Differentiate Instruction • Adding Suffixes: Rules for Spelling—TE p. 1197 DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts • Instruction & Practice ◦ Language: Prefixes and Suffixes Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Instruction & Practice ◦ Language: Roots <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Language: Suffixes • Additional Practice ◦ Suffixes • Instructional Videos ◦ Suffixes Foundational Skills Handbook • Instruction & Practice/Lesson Plans/Additional Practice ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Latin Suffixes <i>See also Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Lessons Unit 3 Prefixes and Suffixes • Lesson 22 Suffixes (-er, -or)—SB pp. 181-232/TE pp. T224-T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189-242/TE pp. T234-T242 • Lesson 25 Related Words (shared base words)—SB pp. 205-262/TE pp. T254-T262 Lesson Activities Word Study • Adding Suffixes (double final consonant)—SB p. 103/TE p. T124 • Adding Suffixes (drop e, change y to i)—SB p. 111/TE p. T134 • Adding Suffixes with Spelling Changes—SB p. 143/TE p. T174 • Related Words: Suffixes (-ed, -ing)—SB p. 161/TE p. T198 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Related Words: Prefixes and Suffixes—SB p. 209/TE p. T258
(vii) identifying and reading high-frequency words from a research-based list;	<i>See Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>TEACHER'S EDITION</u> [Day 2] Teacher Table: Intervention • High-Frequency Words—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108, T122, T132, T142, T152, T162, T173, T182, T196, T206, T216, T226, T236, T246, T256, T270, T280, T290, T300, T310 <i>continued</i>

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	[Day 3] Teacher Table: Intervention - High-Frequency Words—TE pp. T10, T20, T30, T40, T50, T60, T70, T80, T90, T100, T110, T124, T134, T144, T154, T164, T174, T184, T198, T208, T218, T228, T238, T248, T258, T272, T282, T292, T302, T312 [Day 4] Teacher Table: Intervention - High-Frequency Words—TE pp. T12, T22, T32, T42, T52, T62, T72, T82, T92, T102, T112, T126, T136, T146, T156, T166, T176, T186, T200, T210, T220, T230, T240, T250, T260, T274, T284, T294, T304, T314 [Day 5] Teacher Table: Intervention - High-Frequency Words—TE pp. T14, T24, T34, T44, T54, T64, T74, T84, T94, T104, T114, T128, T138, T148, T158, T168, T178, T188, T202, T212, T222, T232, T242, T252, T262, T276, T286, T296, T306, T316
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	TEACHER'S EDITION Foundational Skill Review - Consonant Digraphs—TE p. 43 - Consonant Blends—TE p. 75 - R-controlled Vowels—TE p. 101 - Vowel Diphthongs—TE p. 127 - Digraph <i>ch</i>—TE p. 145 DIGITAL RESOURCES Foundational Skills Handbook - Instruction & Practice - Multisyllable Words: <i>-le</i> - Instruction & Practice Lesson Plans - Multisyllable Words: <i>-le</i> - Additional Practice - Multisyllable Words: <i>-le</i> - Teacher Resources - How to Use the Handbook See also <i>Sadlier From Phonics to Reading, Level C/Grade 3</i> STUDENT BOOK/TEACHER'S EDITION Lessons Unit 2 Syllable Types - Lesson 12 Closed Syllables—SB pp. 99–106/TE pp. T119–T128 - Lesson 13 Open Syllables—SB pp. 107–114/TE pp. T129–T138 - Lesson 14 Final Stable Syllables—SB pp. 115–122/TE pp. T139–T148 - Lesson 15 Vowel Team Syllables—SB pp. 123–130/TE pp. T149–T158 - Lesson 16 r-Controlled Vowel Syllables—SB pp. 131–138/TE pp. T159–T168 <i>continued</i>

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	• Lesson 17 Final e Syllables—SB pp. 139–146/TE pp. T169–T178 • Lesson 18 Unaccented Final Syllables—SB pp. 147–154/TE pp. T179–T188 Lesson Activities Word Study • Closed Syllables—SB p. 13/TE p. T10 • Open Syllables—SB p. 21/TE p. T20 • Vowel Team Syllables—SB p. 29/TE p. T30 • Final Stable Syllables (consonant + le)—SB p. 37/TE p. T40 • Final e Syllables—SB p. 45/TE p. T50 • Context Clues: General Clues—SB p. 53/TE p. T60 • r-Controlled Vowel Syllables—SB p. 61/TE p. T70 • Hard and Soft c and g—SB p. 85/TE p. T100 • Final Stable Syllables (-tion/-sion, -ture/-sure)—SB p. 93/TE p. T110
(ii) spelling homophones;	See <i>Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Prefixes and Suffixes • Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276
(iii) spelling compound words, contractions, and abbreviations;	See <i>Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 4 More Word Study Skills • Lesson 28 Compound Words—SB pp. 231–296/TE pp. T288–T296 • Lesson 29 Abbreviations—SB pp. 239–306/TE pp. T298–T306 • Lesson 30 Contractions—SB pp. 247–316/TE pp. T308–T316 See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Green / Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Verbs • Lesson 25 Contractions with <i>Not</i>—SE pp. 112–115/TAE p. T31 Unit 5 Pronouns • Lesson 40 Contractions with Pronouns—SE pp. 180–183/TAE p. T39 Unit 6 Capitalization, Punctuation, and Spelling • Lesson 43 Abbreviations—SE pp. 196–199/TAE p. T41

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(iv) spelling multisyllabic words with multiple sound-spelling patterns;	See <i>Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Lessons Unit 1 Transition to Multisyllabic Words - Lesson 1 Target Skill: Short Vowels—SB pp. 9–16/TE pp. T5–T14 - Lesson 2 Target Skill: Long a (eigh)—SB pp. 17–24/TE pp. T15–T24 - Lesson 3 Target Skill: Long o—SB pp. 25–32/TE pp. T25–T34 - Lesson 4 Target Skill: Long e—SB pp. 33–40/TE pp. T35–T44 - Lesson 5 Target Skill: Long i (igh)—SB pp. 41–48/TE pp. T45–T54 - Lesson 6 Target Skill: Long u (iew)—SB pp. 49–56/TE pp. T55–T64 - Lesson 7 Target Skill: r-Controlled Vowels /är/, /ôr/—SB pp. 57–64/TE pp. T65–T74 - Lesson 9 Short oo and Long oo (ough)—SB pp. 73–80/TE pp. T85–T94 - Lesson 10 Diphthongs /ou/, /oi/—SB pp. 81–88/TE pp. T95–T104 - Lesson 11 Complex Vowel /ô/—SB pp. 89–96/TE pp. T105–T114 Lesson Activities Introduction Daily Practice: Spell It—SB p. 9/TE p. T6; SB p. 17/TE p. T16; SB p. 25/TE p. T26; SB p. 33/TE p. T36; SB p. 41/TE p. T46; SB p. 49/TE p. T56; SB p. 57/TE p. T66; SB p. 65/TE p. T76; SB p. 73/TE p. T86; SB p. 81/TE p. T96; SB p. 89/TE p. T106 <u>TEACHER'S EDITION</u> Spelling - TE pp. T13, T5, T7, T9, T11, T23, T15, T17, T19, T21, T33, T25, T27, T29, T31, T43, T35, T37, T39, T41, T53, T45, T47, T49, T51, T63, T55, T57, T59, T61, T73, T65, T67, T69, T71, T83, T75, T77, T79, T81, T93, T85, T87, T89, T91, T103, T95, T97, T99, T101, T113, T105, T107, T109, T111 Teacher Table: Intervention - High-Frequency Words (chorally spell words/write words with missing letters for students to complete)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108 - Think and Write/Dictation (connect phonics to writing/each sound to spelling)—TE pp. T8, T18, T28, T38, T48, T58, T68, T78, T88, T98, T108

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<u>DIGITAL RESOURCES</u> Foundational Skills Handbook • Instruction & Practice ◦ Multisyllable Words: VCV ◦ Multisyllable Words: VCCV • Instruction & Practice Lesson Plans ◦ Multisyllable Words: VCV ◦ Multisyllable Words: VCCV • Additional Practice ◦ Multisyllable Words: VCV ◦ Multisyllable Words: VCCV • Teacher Resources ◦ How to Use the Handbook <i>See also Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> VCV (modeling) Introduction • Blend It: Transition to Longer Words—today, SB p. 17/TE p. T16; below, SB p. 25/TE p. T26; refuse, SB p. 49/TE p. T56; maker, SB p. 205/TE p. T254 Read Connected Text • Connected Text—water, SB p. 67/TE p. T78; wooden, SB p. 75/TE p. T88; around, SB p. 83/TE p. T98 VCCV (modeling) Introduction • Blend It: Transition to Longer Words/Challenge—yellow, SB p. 25/TE p. T26; funny, SB p. 33/TE p. T36; rescue, SB p. 49/TE p. T56; farmer, larger, SB p. 57/TE p. T66; shampoo, cashew, SB p. 73/TE p. T86; ribbon, SB p. 147/TE p. T180 Read Connected Text • Connected Text—kernal, certain, SB p. 67/TE p. T78; prowling, SB p. 83/TE p. T98; lesson, captain, sharpen, SB p. 149/TE p. T182 VCCCV/VCCCVV (modeling) Introduction • Blend It: Transition to Longer Words/Challenge—kindness, lightning, SB p. 41/TE p. T46; harmful, larger, SB p. 57/TE p. T66; heartburn, SB p. 65/TE p. T76; mushrooms, SB p. 73/TE p. T86; mouthful, SB p. 81/TE p. T96 Read Connected Text • Connected Text—narwhal, SB p. 59/TE p. T68; campground, SB p. 83/TE p. T98; doubtless, SB p. 207/TE p. T256

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(vi) spelling words using knowledge of prefixes; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Prefixes and Suffixes—p. 110 • Roots—p. 130 <u>TEACHER'S EDITION</u> Apply to Reading • Prefixes and Suffixes—TE p. 110 • Word Roots—TE p. 130 Support English Language Learners • Affixes—TE p. 110 • Manipulate Word Roots—TE p. 130 <u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts • Instruction & Practice/Lesson Plans/Additional Practice ◦ Language: Prefixes and Suffixes Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Instruction & Practice ◦ Language: Roots Foundational Skills Handbook • Instruction & Practice/Lesson Plans/Additional Practice ◦ Base Words ◦ Prefixes <i>See also Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER'S EDITION</u> Lessons Unit 3 Prefixes and Suffixes • Lesson 21 Prefixes (dis-, un-, pre-, re-)—SB pp. 173-180/TE pp. T214-T222 • Lesson 24 Prefixes (im-, in-, non-, mis-, sub-)—SB pp. 197-204/TE pp. T244-T252 Lesson Activities Word Study • Using Morphology: Prefixes and Base Words—SB p. 177/TE p. T218 • Using Morphology: Prefixes, Suffixes, and Base Words—SB p. 201/TE p. T248 • Related Words: Prefixes and Suffixes—SB p. 209/TE p. T258
(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Suffixes—p. 197 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<u>TEACHER’S EDITION</u> Apply to Reading • Prefixes and Suffixes—TE p. 110 • Word Roots—TE p. 130 Support English Language Learners • Affixes—TE p. 110 • Manipulate Word Roots—TE p. 130 Differentiate Instruction • Adding Suffixes: Rules for Spelling—TE p. 1197 <u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts • Instruction & Practice ◦ Language: Prefixes and Suffixes Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Instruction & Practice ◦ Language: Roots Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Language: Suffixes • Additional Practice ◦ Suffixes • Instructional Videos ◦ Suffixes Foundational Skills Handbook • Instruction & Practice/Lesson Plans/Additional Practice ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Latin Suffixes <i>See also Sadlier From Phonics to Reading, Level C/Grade 3</i> <u>STUDENT BOOK/TEACHER’S EDITION</u> Lessons Unit 3 Prefixes and Suffixes • Lesson 22 Suffixes (-er, -or)—SB pp. 181–232/TE pp. T224–T232 • Lesson 23 Suffixes (-able, -ful, -less, -ness, -y, -ly)—SB pp. 189–242/TE pp. T234–T242 • Lesson 25 Related Words (shared base words)—SB pp. 205–262/TE pp. T254–T262 Lesson Activities Word Study • Adding Suffixes (double final consonant)—SB p. 103/TE p. T124 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	• 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
(C) alphabetize a series of words to the third letter; and	N/A
(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	N/A
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	STUDENT EDITION/TEACHER'S EDITION Language • Context Clues (use a dictionary)—p. 32 • Real-Life Word Connections (use a dictionary)—p. 58 • Roots (use a dictionary)—p. 130 • Correct Spelling (use a dictionary)—p. 210 Independent Practice • Use a dictionary—p. 110 Chapter 9 Review • Use a dictionary—p. 199 Chapter 10 Review • Use a dictionary—p. 213 End-of-Book Resource • Glossary—pp. 229–232 TEACHER'S EDITION Digital Connection: Online Reference Resources • Use an online dictionary or thesaurus—TE p. 67 Review: Distinguishing Literal/Nonliteral Language • Use a dictionary—TE p. 192 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Glossary - How to Use the Glossary: Guided Instruction/Guided Practice/Independent Practice (consult a print or online dictionary)—TE pp. 229 and 230–232 and 232 <u>DIGITAL RESOURCES</u> Student Resources (each chapter) - Glossary Chapter 10 Text Types and Purposes: Write Opinion Pieces - Instruction & Practice - Language: Correct Spelling (use a dictionary) - Additional Practice - Correct Spelling (use a dictionary)
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Progress Check - Use context clues—p. 9 Language - Context Clues—p. 32 Guided Instruction - Cite Evidence (context clues/restatement)—pp. 65, 91 - Objective: Use context clues—p. 90 Guided Practice - Cite Evidence (underline context clue)—p. 92 Independent Practice - Comprehension Check—p. 95 - Objective: Use context clues—p. 90 <u>TEACHER'S EDITION</u> Guided Instruction - Cite Evidence (context clues)—TE p. 32 Guided Practice - Comprehension Check (use context clues)—TE p. 93 Support English Language Learners - Using context clues—TE pp. 13, 32 <u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts - Instruction & Practice - Language: Context Clues
(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language - Prefixes and Suffixes—p. 110 - Roots—p. 130 - Suffixes—p. 197 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<u>TEACHER’S EDITION</u> Foundational Skill Review: Inflectional Endings • Inflectional endings—TE p. 110 Support English Language Learners • Affixes—TE p. 110 <u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts • Instruction & Practice ◦ Language: Prefixes and Suffixes Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Instruction & Practice ◦ Language: Roots Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Language: Suffixes • Additional Practice ◦ Suffixes • Instructional Videos ◦ Suffixes Foundational Skills Handbook • Base Words • Prefixes • Suffixes • Latin Suffixes
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<u>STUDENT EDITION/TEACHER’S EDITION</u> Guided Instruction • Cite Evidence: Idioms—p. 65 • Cite Evidence: Synonym—p. 90 • Cite Evidence: Antonym—p. 91 Independent Practice • Comprehension Check: Idioms—p. 69 • Cite Evidence: Synonym—p. 94 • Cite Evidence: Antonym—p. 94 Language • Literal and Nonliteral Meanings (idioms)—p. 84 • Shades of Meaning (synonyms)—p. 156 <u>TEACHER’S EDITION</u> Support English Language Learners • Meaning of idioms—TE pp. 13, 65, 77, 84 Word to Know • Synonym and antonyms—TE pp. 28, 52 Review: Determine Word Meanings • Synonym—TE p. 97 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	See Sadlier From Phonics to Reading, Level C/Grade 3 <u>STUDENT BOOK/TEACHER'S EDITION</u> Lessons Unit 3 Prefixes and Suffixes • Lesson 26 Homophones—SB pp. 215–222/TE pp. T267–T276 • Lesson 27 Homographs—SB pp. 223–230/TE pp. T277–T286 Lesson Activities Word Study • Context Clues: Definitions, Synonyms—SB p. 119/TE p. T144 • Context Clues: Antonyms, General Clues—SB p. 127/TE p. T154 • Homophones—SB p. 135/TE p. T164 • Homographs—SB p. 185/TE p. T228 • Context Clues: Antonyms, Synonyms—SB p. 227/TE p. T282 <u>TEACHER'S EDITION</u> Word Study • Context Clues: Definitions, Synonyms—TE p. T143
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<u>TEACHER'S EDITION</u> Foundational Skills • Fluency—TE pp. 15, 41, 73, 93, 119 • Fluency Practice—TE p. 139 <u>DIGITAL RESOURCES</u> Each Chapter (Chapters 1–6) • Fluency Practice ◦ Chapter Fluency Practice ◦ Chapter 1 “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable) ◦ Chapter 2 “The 40,000-Year-Old Baby” (Magazine Article) ◦ Chapter 3 “The Best Friend Possible” (Realistic Fiction) ◦ Chapter 4 “Water Everywhere” (Explanatory Text) ◦ Chapter 5 “The Case of the Missing Fruit” (Mystery) ◦ Chapter 6 “How to Make a Telescope” (Technical Text) ◦ Fluency Practice Teaching Suggestions ◦ Teacher’s Guide to Fluency Foundational Skills Handbook • Instruction & Practice ◦ Practicing Fluency ◦ “The Fox and the Goat” (Aesop Fable) • Instruction & Practice Lesson Plans ◦ Practicing Fluency • Additional Practice ◦ Practicing Fluency ◦ “Who Has Seen the Wind?” by Christina Rossetti (Poem) <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	- Teacher Resources - How to Use the Handbook <i>See additional oral reading opportunities using grade-level text across a range of genres—</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter Reading Selections - Chapter 1—"How the Rabbit Fooled the Elephant" (Fable from India)/"The Winning of Friends" (Fable from India), pp. 12-17; "Momotaro" (Folktale from Japan), pp. 18-23; "Athena and Poseidon" (Greek Myth), pp. 24-29 - Chapter 2—"Rainforest Art" (Magazine Article), pp. 38-43; "King Tut: From Forgotten Pharaoh to Ancient Superstar" (Historical Text), pp. 44-49; "The Mysteries of Easter Island" (Science Magazine Article), pp. 50-55 - Chapter 3—"The Secret Garden" (Fiction), pp. 64-69; "Anne of Green Gables" (Drama), pp. 70-75; "Damon and Pythias" (Narrative Poem), pp. 76-81 - Chapter 4—"Water Everywhere" (Explanatory Text), pp. 90-95; "Watch Out for Weather!" (Journal Article), pp. 96-101; "Stop the Droughts!" (Editorial), pp. 102-107; - Chapter 5—"The Case of the Missing Fruit" (Mystery), pp. 116-121; "A Camping Adventure" (Adventure Story), pp. 122-127 - Chapter 6—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 <u>DIGITAL RESOURCES</u> Each Chapter (Chapters 1-6) - Additional Practice - Chapter 1—"Letting Kirsten Fly" (Adventure Story); "A Wave of Courage" (Realistic Fiction); "Letters from Leo" (Letters) - Chapter 2—"Black Gold Is So Green" (Magazine Article); "Digging for the Past" (Textbook Article); "How to Hunt for Treasure in Your Own Backyard" (Procedural Text) - Chapter 3—"Paul Bunyan and Babe the Blue Ox" (Tall Tale); "My Funny Robot" (Science Fiction Script); "The Haunted Apple Tree" (Folktale/Drama) - Chapter 4—"The National Weather Service" (Expository Text); "El Niño" (Encyclopedia Article); "Life in the Coldest Place on Earth" (Magazine Article) - Chapter 5—"Searching for Warm Seasons" (Native American Folktale); "Dog Walkers" (Realistic Fiction) - Chapter 6—"The Greek Zodiac" (Informational Text); "Galileo Galilei" (Biography); "Don't Pack It—Print It!" (Informational Text) <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	- Assessments - Comprehension Check - Chapter 1—"Aladdin Becomes a Prince" – A Retelling of a Chinese Legend (Folktales); "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" (Folktales); "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 (Folktales)"/"The Stolen Plow" – A Retelling of an Ancient Indian Folktale (Folktales) - Chapter 6—"Isaac Newton Describes Gravity" (Expository Nonfiction); "Gravity Experiment" (Procedure); "Isaac Newton Describes Gravity" (Expository Nonfiction)"/"Earth and Moon" (Expository Nonfiction) - Close Reading Practice - Chapter 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)
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	(Teacher observation)

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(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	TEACHER'S EDITION Set the Purpose 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
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	TEACHER'S EDITION Reciprocal Teaching Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Questioners think of questions about something they don't understand. - Chapter 3, TE p. 73; Chapter 4, p. 99; Chapter 5, p. 125; Chapter 6, p. 145 DIGITAL RESOURCES Chapters 1–6 - Close Reading Practice - Close Reading Lesson Plans—Chapters 1–6 - Self-Monitoring Strategies, pp. 3, 4 - Ask questions
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	STUDENT EDITION/TEACHER'S EDITION Guided Practice - Comprehension Check - Predict based on text evidence—p. 79 Guided Instruction - Cite Evidence - Predict—p. 122 TEACHER'S EDITION Reciprocal Teaching Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Predictors say what they think happens next based on indicators. - Chapter 3, TE p. 73; Chapter 4, p. 99; Chapter 5, p. 125; Chapter 6, p. 145 Guided Instruction - Predict what you will learn based on the subhead—TE p. 96 - Cite Evidence (predict what the sidebar will be about)—TE p. 97 Recap Reading Selection - Predict what will happen next in the story—TE p. 118 Analyze a Student Model - Predict what the report is about based on the title—TE p. 218

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(D) create mental images to deepen understanding;	<u>DIGITAL RESOURCES</u> Chapters 1–6 • Close Reading Practice ◦ Close Reading Lesson Plans ◦ Self-Monitoring Strategies • Visualize (have students picture in their minds the people or other characters, places, and events in the text)—p. 3 Chapter 4 Craft and Structure: Informational Texts • Close Reading Practice ◦ Close Reading Lesson Plans ◦ Strategic Reading—p. 4 • Create a mental picture as you read
(E) make connections to personal experiences, ideas in other texts, and society;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Home Connect • Conversation Starter/Ways to Help Your Child—Chapter 1, p. 10; Chapter 2, p. 36; Chapter 3, p. 62; Chapter 4, p. 88; Chapter 5, p. 114; Chapter 6, p. 134; Chapter 7, p. 160; Chapter 8, p. 174; Chapter 9, p. 188; Chapter 10, p. 202; Chapter 11, p. 216 Connect Across Texts • Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 • Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <u>DIGITAL RESOURCES</u> Chapters 1–6 • Close Reading Practice ◦ Close Reading Lesson Plans ◦ Self-Monitoring Strategies • Close Reading (rereading helps students draw connections between the ideas and details in a text)—p. 1
(F) make inferences and use evidence to support understanding;	<i>READING LITERARY TEXTS</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts • Asking and Answering Questions: “How the Rabbit Fooled the Elephant” (Fable from India)/“The Winning of Friends” (Fable from India)—pp. 12–17 • Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34 <u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts • Instruction & Practice ◦ Chapter 1 Asking and Answering Questions <i>continued</i>

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	• Additional Practice ◦ Chapter 1 Asking and Answering Questions: “Letting Kirsten Fly” (Adventure Story) • Assessments ◦ Comprehension Check ◦ Chapter 1 Asking and Answering Questions: “Aladdin Becomes a Prince” – A Retelling of a Chinese Legend (Folktales) • Instructional Videos ◦ Asking and Answering Questions • Close Reading Practice ◦ Chapter 1 “Heracles and Atlas” (Myth) ◦ Close Reading Chapter 1 Lesson Plan ◦ 3rd Read (read the text for a third time to make inferences)—p. 4 • Parent Resources ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Activity: Questions and Answers (graphic organizer) READING INFORMATIONAL TEXTS <u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 2 Key Ideas and Details: Informational Texts • Asking and Answering Questions: “Rainforest Art” (Magazine Article)—pp. 38–43 • Chapter 2 Review: “Vikings in North America” (Textbook Article)—pp. 59–60 <u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts • Instruction & Practice ◦ Chapter 2 Asking and Answering Questions • Additional Practice ◦ Chapter 2 Asking and Answering Questions: “Black Gold Is So Green” (Magazine Article) • Assessments ◦ Comprehension Check ◦ Chapter 2 Asking and Answering Questions: “Too Much of a Good Thing” (Folktales) • Close Reading Practice ◦ Chapter 2 “Howard Carter’s Last Chance” (Biography) ◦ Close Reading Chapter 2 Lesson Plan ◦ 3rd Read (read the text for a third time to make inferences)—p. 4 • Parent Resources ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Who-What-When-Where-Why-How? (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(G) evaluate details read to determine key ideas;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Cite Evidence - Evaluate details—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 Comprehension Check - Determine key ideas (explain answers with details from the text)—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 <u>DIGITAL RESOURCES</u> Chapters 1–6 - Close Reading Practice - Close Reading Lesson Plans 1st Read: Key Ideas and Details - Text-Dependent Questions
(H) synthesize information to create new understanding; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Connect Across Texts - Connect to the Theme (combining information from multiple selections to better understand the chapter theme)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 Chapter 5 Integration of Knowledge and Ideas: Literary Texts - Connecting Illustrations and Text: “The Case of the Missing Fruit” (students combine what they read with what they see in illustrations)—pp. 116–121 Chapter 6 Integration of Knowledge and Ideas: Informational Texts - Connecting Visual Information and Text: “How to Make a Telescope” (connect visual information and text to better understand)—pp. 136–141 <i>Related content</i> <u>TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Analyze a Student Model - Evaluate a Writer's Work (share information collected about a topic from multiple sources)—TE p. 220

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(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapters 1–6 - Comprehension Check - Pages 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 <u>TEACHER'S EDITION</u> Reading Selections in Level C - Background information about the theme or topic for each selection—TE p. T23 <u>DIGITAL RESOURCES</u> Chapters 1–6 - Close Reading Practice Close Reading selections provide students with opportunities to build reading stamina, analyze and annotate texts, recording notes about annotations, and support responses with text evidence. Students will read each selection three times, making notes and annotating the text as they read. Each read has a different purpose— 1st Read: Key Ideas and Details (determine what the text is about or what happens) 2nd Read: Language and Text Structure (examine words, phrases, and text structure) 3rd Read: Connections and Inferences (make connections and inferences) - Close Reading/Close Reading Lesson Plans—Chapters 1–6 - Annotating a Text, pp. 1, 2 - Self-Monitoring Strategies, pp. 3, 4 - Visualize - Ask questions - Draw conclusions - Reread to clarify
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Connect Across Texts - Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 - Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Language - Real-Life Word Connections (describe personal experiences)—p. 58 Speaking and Listening - Discuss the Essential Question (make connections)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 TEACHER'S EDITION Support English Language Learners - Real-life connections—TE pp. 58,
(B) write a response to a literary or informational text that demonstrates an understanding of a text;	STUDENT EDITION/TEACHER'S EDITION Connect Across Texts - Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 Write About It Respond in writing to literary and informational texts. - Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158
(C) use text evidence to support an appropriate response;	STUDENT EDITION/TEACHER'S EDITION Cite Evidence - Evaluate details in the text—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 Comprehension Check - Determine key ideas—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 Connect Across Texts - Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155
(D) retell and paraphrase texts in ways that maintain meaning and logical order;	STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts - Determining a Central Message: “Momotaro” (Folktale from Japan) - Guided Instruction: Retell the story—p. 18 - Comprehension Check (retell the story)—p. 23 Chapter 7 Text Types and Purposes: Write Fictional Narratives - Home Connect (retell a fictional narrative)—p. 160 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Use a graphic organizer (summarize or paraphrase information)—p. 221 TEACHER'S EDITION Digital Connection • Chapter 1 Post to a Website (retell a fable or folktale)—TE p. 21 Conduct Research • Taking Notes—TE p. 221 ◦ Summarize or paraphrase Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Assess and Respond (orally retell events using time-order words)—TE p. 193 DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts • Close Reading Practice ◦ Close Reading: Chapter 3 Lesson Plan ◦ Extend Thinking: Genre (challenge student pairs to retell the text)—p. 5 Chapter 7 Text Types and Purposes: Write Nonfictional Narratives • Parent Resources ◦ Home Connect ◦ Chapter 7 Home Connect Conversation Starter: Retell Story and Complete the Timeline (graphic organizer)
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	STUDENT EDITION/TEACHER'S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Write About It (illustrate the text)—p. 132 TEACHER'S EDITION Extend Thinking • Chapter 1 Create (illustrate stories)—TE p. 19 • Chapter 2 Create (artwork of a secret garden)—TE p. 58 • Chapter 3 Create (public service advertisement)—TE p. 83 • Chapter 4 Create (a short graphic novel)—TE p. 100 • Chapter 5 Create (a visual of a planet)—TE p. 132 Conduct Research • Create: Note-Taking ◦ Taking Notes—TE p. 221 DIGITAL RESOURCES Chapters 1–6 • Close Reading Practice ◦ Close Reading ◦ Annotation Notes—pp. 2, 4 ◦ Close Reading Lesson Plans ◦ Annotating a Text (briefly summarize each read), pp. 1, 2

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(F) respond using newly acquired vocabulary as appropriate; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Words to Know - Pages 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 <u>TEACHER'S EDITION</u> Vocabulary Overview - General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135 Words to Know - General Academic Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152 - Domain-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152 - Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152
(G) discuss specific ideas in the text that are important to the meaning.	<u>STUDENT EDITION/TEACHER'S EDITION</u> Connect Across Texts - Connect to the Essential Question/Connect to the Theme (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 Speaking and Listening - Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 <u>TEACHER'S EDITION</u> Peer Collaboration - Chapter 1, TE p. 15, Chapter 2, TE p. 41, Chapter 3, TE p. 67, Chapter 4, TE p. 93, Chapter 5, TE p. 119, Chapter 6, TE p. 139 Independent Practice - Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127 Discussion Skills - Chapter 1, TE p. 27, Chapter 2, TE p. 53, Chapter 3, TE p. 79, Chapter 4, TE p. 105, Chapter 5, TE p. 121, Chapter 6, TE p. 151, Chapter 7, TE p. 170, Chapter 8, TE p. 184, Chapter 9, TE p. 198, Chapter 10, TE p. 212, Chapter 11, TE p. 226 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Turn and Talk - Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—Chapter 4, TE p. 105; Chapter 6, TE p. 151; Chapter 8, TE p. 180; Chapter 11, TE p. 223 <u>DIGITAL RESOURCES</u> Chapters 1–6 - Close Reading Practice - Close Reading Lesson Plans - Turn and Talk (work in pairs to review and discuss summaries of the text)—p. 5
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer the theme of a work, distinguishing theme from topic;	<i>READING LITERARY TEXTS</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts - Determining a Central Message: “Momotaro” (Folktale from Japan)—pp. 18–23 - Chapter 1 Review: “The Daydreamer” (Folktale)—pp. 33–34 <u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts - Instruction & Practice - Chapter 1 Determining a Central Message - Additional Practice - Chapter 1 Determining a Central Message: “A Wave of Courage” (Realistic Fiction) - Assessments - Comprehension Check - Chapter 1 Determining a Central Message: “The Wolf and the Young Man” – A Retelling of an Aesop Fable (Fable) - Close Reading Practice - Chapter 1 “Heracles and Atlas” (Myth) - Close Reading Chapter 1 Lesson Plan - Parent Resources - Chapter 1 Home Connect - Chapter 1 Home Connect Conversation Starter: Characters’ Words and Actions (identify central message or lesson) (graphic organizer) <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<i>READING INFORMATIONAL TEXTS</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 2 Key Ideas and Details: Informational Texts • Determining Main Idea and Key Details: "King Tut: From Forgotten Pharaoh to Ancient Superstar" (Historical Text)—pp. 44–49 • Chapter 2 Review: "Vikings in North America" (Textbook Article)—pp. 59–60 <u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts • Instruction & Practice ◦ Chapter 2 Determining Main Idea and Key Details • Additional Practice ◦ Chapter 2 Determining Main Idea and Key Details: "Digging for the Past" (Textbook Article) • Assessments ◦ Comprehension Check ◦ Chapter 2 Determining Main Idea and Key Details: "World Heritage" (Expository Nonfiction) • Instructional Videos ◦ Determining Main Idea and Key Details • Close Reading Practice ◦ Chapter 2 "Howard Carter's Last Chance" (Biography) ◦ Close Reading Chapter 2 Lesson Plan • Parent Resources ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect On the Go: Main Ideas and Details (graphic organizer)
(B) explain the relationships among the major and minor characters;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts • Describing Characters: "Athena and Poseidon" (Greek Myth)—pp. 24–29 • Chapter 1 Review: "The Daydreamer" (Folktale)—pp. 33–34 <u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts • Instruction & Practice ◦ Chapter 1 Describing Characters • Additional Practice ◦ Chapter 1 Describing Characters: "Letters from Leo" (Letters) • Assessments ◦ Comprehension Check ◦ Chapter 1 Describing Characters: "Jason and the Golden Fleece" – A Retelling of a Greek Myth (Myth) • Close Reading Practice ◦ Chapter 1 "Heracles and Atlas" (Myth) ◦ Close Reading Chapter 1 Lesson Plan <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	• Parent Resources ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect On the Go: Hero of a Story/ Describe a Character (graphic organizer)
(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and	STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts • Describing Characters: "Athena and Poseidon" (how characters' actions contribute to the sequence of events)—pp. 24–29 Chapter 3 Craft and Structure: Literary Texts • Understanding Parts of a Drama: "Anne of Green Gables" (Drama)—pp. 70–75 Chapter 7 Text Types and Purposes: Write Fictional Narratives • Read a Student Model ◦ Event Sequence (provide information about events/ introduce the characters)—p. 162 ◦ Sequence Words (make the event sequence clear)—p. 163 Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Read a Student Model ◦ Creating an Organizational Structure ◦ Divide narrative into three sections: beginning, middle, and end—p. 190 ◦ Event Sequence ◦ Beginning, middle, and conclusion/resolution—pp. 190, 191, 192 TEACHER'S EDITION Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Evaluate a Writer's Work ◦ Clear sequence of events—TE p. 192
(D) explain the influence of the setting on the plot.	STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts • Guided Instruction ◦ Cite Evidence (story's setting)—pp. 13, 18 • Guided Practice ◦ Cite Evidence (setting has changed)—p. 14 Chapter 3 Craft and Structure: Literary Texts • Guided Instruction ◦ Cite Evidence (the setting)—p. 70 • Comprehension Check ◦ How does the setting help you better understand what's happening in the drama?—p. 71 • Guided Practice ◦ Cite Evidence (setting has changed)—p. 72 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Guided Instruction ◦ Cite Evidence (story's setting)—p. 114 • Guided Practice ◦ Cite Evidence (compare settings)—p. 124 • Comprehension Check ◦ Describe the settings—p. 125 • Connect Across Texts ◦ List important details about setting, characters, and theme to show how the texts are similar or different—p. 128 TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts • Guided Instruction ◦ Cite Evidence (subheading provides information about the setting/different settings)—TE p. 74 Chapter 5 Integration of Knowledge and Ideas: Literary Texts • Objective: Compare and contrast the settings, plots, and themes of texts featuring the same characters)—TE p. 122 • Support Essential Question Discussion ◦ Ask what elements of literature, including characters, setting, events, and theme, help build interest in a story—TE p. 129
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	STUDENT EDITION/TEACHER'S EDITION Reading Selections • Chapter 1 "How the Rabbit Fooled the Elephant" (Fable from India)/"The Winning of Friends" (Fable from India), pp. 12-17, "Momotaro" (Folktale from Japan), pp. 18-23, "Athena and Poseidon" (Greek Myth), pp. 24-29 • Chapter 3 "The Secret Garden" (Fiction), pp. 64-69, "Anne of Green Gables" (Drama), pp. 70-75, "Damon and Pythias" (Narrative Poem), pp. 76-81 • Chapter 5 "The Case of the Missing Fruit" (Mystery), pp. 116-121, "A Camping Adventure" (Adventure Story), pp. 122-127 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<u>DIGITAL RESOURCES</u> Chapters 1, 3, 5 • Additional Practice ◦ Chapter 1 Key Ideas and Details: Literary Texts—"Letting Kirsten Fly" (Adventure Story); "A Wave of Courage" (Realistic Fiction); "Letters from Leo" (Letters) ◦ Chapter 3 Craft and Structure: Literary Texts—"Paul Bunyan and Babe the Blue Ox" (Tall Tale); "My Funny Robot" (Science Fiction Script); "The Haunted Apple Tree" (Folktales/Drama) ◦ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"Searching for Warm Seasons" (Native American Folktale); "Dog Walkers" (Realistic Fiction) • Assessments: Comprehension Check ◦ Chapter 1 Key Ideas and Details: Literary Texts—"Aladdin Becomes a Prince" – A Retelling of a Chinese Legend (Folktales); "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 Craft and Structure: Literary Texts—"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 Integration of Knowledge and Ideas: Literary Texts—"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 (Folktales)/"The Stolen Plow" – A Retelling of an Ancient Indian Folktale (Folktales) • Close Reading Practice ◦ Chapter 1 Key Ideas and Details: Literary Texts—"Heracles and Atlas" (Myth) ◦ Chapter 3 Craft and Structure: Literary Texts—"We Must See the Queen!" (Historical Fiction) ◦ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"Treasure in the Desert" (Adventure Story) • Fluency Practice ◦ Chapter 1 "The Dove and the Ant: A Retelling of an Aesop Fable" (Fable) ◦ Chapter 3 "The Best Friend Possible" (Realistic Fiction) ◦ Chapter 5 "The Case of the Missing Fruit" (Mystery)
(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	<i>Related content</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 3 Craft and Structure: Literary Texts • Distinguishing Points of View: "Damon and Pythias" (Narrative Poem)—pp. 76–81 • Chapter 3 Review: "Friendship—Yum" (Poem)—pp. 85–86

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(C) discuss elements of drama such as characters, dialogue, setting, and acts;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 3 Craft and Structure: Literary Texts - Understanding Parts of a Drama: "Anne of Green Gables" (Drama)—pp. 70–75 - Chapter 3 Review: "Friendship—Yum" (Poem)—pp. 85–86 <u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts - Instruction & Practice - Chapter 3 Understanding Parts of a Drama - Additional Practice - Chapter 3 Understanding Parts of a Drama: "My Funny Robot" (Science Fiction Script) - Assessments - Comprehension Check - Chapter 3 Understanding Parts of a Drama: "My Shadow" – by Robert Louis Stevenson (Poem/Drama) - Parent Resources - Chapter 3 Home Connect - Chapter 3 Home Connect Activity: Turn Story Events into Scenes (graphic organizer)
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 2 Key Ideas and Details: Informational Texts - Determining Main Idea and Key Details: "King Tut: From Forgotten Pharaoh to Ancient Superstar" (Historical Text)—pp. 44–49 - Chapter 2 Review: "Vikings in North America" (Textbook Article)—pp. 59–60 <u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts - Instruction & Practice - Chapter 2 Determining Main Idea and Key Details - Additional Practice - Chapter 2 Determining Main Idea and Key Details: "Digging for the Past" (Textbook Article) - Assessments - Comprehension Check - Chapter 2 Determining Main Idea and Key Details: "World Heritage" (Expository Nonfiction) - Instructional Videos - Determining Main Idea and Key Details - Close Reading Practice - Chapter 2 "Howard Carter's Last Chance" (Biography) - Close Reading Chapter 2 Lesson Plan - Parent Resources - Chapter 2 Home Connect - Chapter 2 Home Connect On the Go: Main Ideas and Details (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 4 Craft and Structure: Informational Texts - Using Text Features: "Watch Out for Weather!" (Journal Article)—pp. 96–101 - Chapter 4 Review: "Lightning Strikes!" (Magazine Article)—pp. 111–112 <u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts - Instruction & Practice - Chapter 4 Using Text Features - Additional Practice - Chapter 4 Using Text Features: "El Niño" (Encyclopedia Article) - Assessments - Comprehension Check - Chapter 4 Using Text Features: "Flash, Bang, and Rumble: Thunderstorms" (Explanatory Text) - Parent Resources - Chapter 4 Home Connect Conversation Starter: Text Features (graphic organizer)
(iii) organizational patterns such as cause and effect and problem and solution;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts - Describing Text Structures: "Pluto: Planet or Not?" (problem/solution essay)—pp. 142–147 - Comparing and Contrasting Texts: "Pluto Is Our Planet!" (cause and effect essay)—pp. 148–153 - Chapter 6 Review: "Comets"—pp. 157–158 <u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts - Instruction & Practice - Chapter 6 Describing Text Structures - Additional Practice - Chapter 6 Describing Text Structures: "Galileo Galilei" (Biography) - Chapter 6 Comparing and Contrasting Texts: "Don't Pack It—Print It!" (Explanatory Text)/"The Astronaut's Toolbox" (Informational Text) - Assessments - Comprehension Check - Chapter 6 Describing Text Structures: "Gravity Experiment" (Procedure) - Chapter 6 Comparing and Contrasting Texts: "Isaac Newton Describes Gravity" (Expository Nonfiction) - Parent Resources - Chapter 6 Home Connect Conversation Starter: Connections—Connecting Causes and Effects (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts - Distinguishing Points of View: "Stop the Droughts!" (Editorial)—pp. 102–107 - Cite Evidence (identify the author's opinion/point of view about the topic)—pp. 102, 103, 104 TEACHER'S EDITION Comprehension Check - Answer Explanation (author's point of view/claim)—TE p. 103, 105 Write Opinion Pieces - Analyze a Student Model - Introduction (states opinion)—TE p. 204
(ii) distinguishing facts from opinion; and	STUDENT EDITION/TEACHER'S EDITION Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Analyze a Student Model - Develop the Topic (fact or opinion)—TE p. 219
(iii) identifying the intended audience or reader; and	DIGITAL RESOURCES Writing Handbook - Instruction & Practice - Step 1: Planning (begin by asking questions)—p. 2 - Who is my audience?
(F) recognize characteristics of multimodal and digital texts.	READING LITERARY TEXTS STUDENT EDITION/TEACHER'S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts - Connecting Illustrations and Text: "The Case of the Missing Fruit" (Mystery)—pp. 116–121 DIGITAL RESOURCES Chapter 5 Integration of Knowledge and Ideas: Literary Texts - Instruction & Practice - Chapter 5 Connecting Illustrations and Text - Additional Practice - Chapter 5 Connecting Illustrations and Text: "Searching for Warm Seasons" (Native American Folktale) <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	- Assessments - Comprehension Check - 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 - Chapter 5 “Treasure in the Desert” (Adventure Story) - Summary Chart (Who, What, Where, When, How?)—p. 5 - Chapter 5 Close Reading Lesson Plan - Parent Resources - Chapter 5 Home Connect - Chapter 5 Home Connect Activity: Compare Comic Strips (graphic organizer) READING INFORMATIONAL TEXTS <u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts - Connecting Visual Information and Text: “How to Make a Telescope” (Technical Text)—pp. 136–141 <u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts - Instruction & Practice - Chapter 6 Connecting Visual Information and Text - Additional Practice - Chapter 6 Connecting Visual Information and Text: “The Greek Zodiac” (Informational Text) - Assessments - Comprehension Check - Chapter 6 Connecting Visual Information and Text: “Isaac Newton Describes Gravity” (Expository Nonfiction) - Close Reading Practice - Chapter 6 “Why the Solar System Moves” (Explanatory Text) - Summary Chart (Who, What, Where, When, How?)—p. 5 - Chapter 6 Close Reading Lesson Plan (connecting visual information and text;) - Parent Resources - Chapter 6 Home Connect - Chapter 6 Home Connect On the Go: Compare Advertisements (graphic organizer)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author's purpose and message within a text;	TEACHER'S EDITION Evaluate a Writer's Work Discuss the writer's purpose and message—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
(B) explain how the use of text structure contributes to the author's purpose;	STUDENT EDITION/TEACHER'S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts - Describing Text Structures: "Pluto: Planet or Not?" (Magazine Article)—pp. 142–147 Connect Across Texts - Connect to the Essential Question (text structures)—p. 155 TEACHER'S EDITION Connect Across Texts - Short-Answer Questions: Rubric (ways authors use text structure to connect ideas and information)—TE p. 155 Analyze a Student Model - Introductions: Organizational Structure—Chapter 7, TE p. 162; Chapter 8, TE p. 176; Chapter 9, TE p. 190; Chapter 10, TE p. 204; Chapter 11, TE p. 218 - Model: Organizational Structure—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 DIGITAL RESOURCES Chapters 1–6 - Close Reading Practice - Close Reading - Annotation Notes—pp. 2, 4 2nd Read: Language and Text Structure - Close Reading Lesson Plans 2nd Read—pp. 2, 4 - Text-Dependent Questions (text structure)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(C) analyze the author’s use of print and graphic features to achieve specific purposes;	<u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 4 Craft and Structure: Informational Texts - Using Text Features: “Watch Out for Weather!” (hyperlinks, subheads, sidebar, bulleted list)—pp. 96–101 Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Read a Student Model - Organization (grouped related information together using headings to show each grouping)—p. 219 <u>TEACHER’S EDITION</u> Listening and Viewing Skills Text features: make connections between the text and bullet points, charts, illustrations, and photos. - Chapter 1, TE p. 19; Chapter 2, TE p. 51; Chapter 3, TE p. 71; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 6, TE p. 149 Review: Determining Main Idea and Key Details - identify a word or phrase in each subheading that points to the main—TE p. 178 Digital Connection: Digital Slide Presentation - Display key headings and bullet points—TE p. 186 Analyze a Student Model - Organization (section headings)—p. 219 <u>DIGITAL RESOURCES</u> Writing Handbook - Instruction & Practice - Step 5: Producing, Publishing, and Presenting - Using text features (diagrams, graphs, charts, maps)
(D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	<u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 3 Craft and Structure: Literary Texts - Distinguishing Literal from Nonliteral Language: “The Secret Garden” (Fiction)—pp. 64–69 - Chapter 3 Review: “Friendship—Yum” (Poem)—pp. 85–86 Language - Literal and Nonliteral Meanings—p. 84 <u>TEACHER’S EDITION</u> Support English Language Learners - Idiomatic and figurative language—TE pp. 13, 65, 77, 84 <u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts - Instruction & Practice - Chapter 3 Distinguishing Literal from Nonliteral Language - Additional Practice - Chapter 3 Distinguishing Literal from Nonliteral Language: “Paul Bunyan and Babe the Blue Ox” (Tall Tale) - Assessments <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	- Comprehension Check - 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 - Distinguishing Literal from Nonliteral Language - Close Reading Practice - Chapter 3 "We Must See the Queen!" (Historical Fiction) - Chapter 3 Close Reading Lesson Plan - Parent Resources - Chapter 3 Home Connect - Chapter 3 Home Connect On the Go: Idioms (graphic organizer)
(E) identify the use of literary devices, including first- or third-person point of view;	READING LITERARY TEXTS STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts - Distinguishing Points of View: "Damon and Pythias" (Narrative Poem)—pp. 76–81 - Chapter 3 Review: "Friendship—Yum" (Poem)—pp. 85–86 TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts - Guided Instruction - Cite Evidence (similes)—TE p. 65 DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts - Instruction & Practice - Chapter 3 Distinguishing Points of View - Additional Practice - Chapter 3 Distinguishing Points of View: "The Haunted Apple Tree" (Folktale/Drama) - Assessments - Comprehension Check - Chapter 3 Distinguishing Points of View: "The Elephant and the Dog" – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) - Close Reading Practice - Chapter 3 "We Must See the Queen!" (Historical Fiction) - Chapter 3 Close Reading Lesson Plan - Parent Resources - Chapter 3 Home Connect - Chapter 3 Home Connect Conversation Starter: Point of View (graphic organizer) - Chapter 3 Home Connect Conversation Starter: Point of View (graphic organizer) <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<i>READING INFORMATIONAL TEXTS</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 4 Craft and Structure: Informational Texts • Distinguishing Points of View: "Stop the Droughts!" (Editorial)—pp. 102–107 • Chapter 4 Review: "Lightning Strikes!" (Magazine Article)—pp. 111–112 <u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts • Instruction & Practice ◦ Chapter 4 Distinguishing Points of View • Additional Practice ◦ Chapter 4 Distinguishing Points of View: "Life in the Coldest Place on Earth" (Magazine Article) • Assessments ◦ Comprehension Check ◦ Chapter 4 Distinguishing Points of View: "Tornado Chasers" (Expository Nonfiction) • Instructional Videos ◦ Point of View • Close Reading Practice ◦ Chapter 4 "Dust Bowl Disaster" (Personal Narrative) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect On the Go: Different Points of View (graphic organizer)
(F) discuss how the author's use of language contributes to voice; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 3 Craft and Structure: Literary Texts • Distinguishing Literal from Nonliteral Language: "The Secret Garden" (Fiction)—pp. 64–69 • Distinguishing Points of View: "Damon and Pythias" (Narrative Poem)—pp. 76–81 <u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts • Instruction & Practice ◦ Chapter 3 Distinguishing Literal from Nonliteral Language • Additional Practice ◦ Chapter 3 Distinguishing Literal from Nonliteral Language: "Paul Bunyan and Babe the Blue Ox" (Tall Tale) ◦ Chapter 3 Distinguishing Points of View: "The Haunted Apple Tree" (Folktale/Drama) • Assessments ◦ Comprehension Check ◦ Chapter 3 Distinguishing Literal/Nonliteral Language: "How Toys Become Real" – Adopted excerpt from <i>The Velveteen Rabbit</i> by Margery Williams Bianco (Fantasy) <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	◦ Chapter 3 Distinguishing Points of View: “The Elephant and the Dog” – A Retelling of an Ancient Indian Folktale (Expository Nonfiction) • Instructional Videos ◦ Distinguishing Literal from Nonliteral Language • Close Reading Practice ◦ Chapter 3 “We Must See the Queen!” (Historical Fiction) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Conversation Starter: Point of View (graphic organizer) ◦ Chapter 3 Home Connect On the Go: Idioms (graphic organizer)
(G) identify and explain the use of hyperbole.	N/A
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	TEACHER’S EDITION Writing Chapters (Chapters 7–11) • Introduce the Writing Process—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 • Writing Process Summary (Planning and Drafting)—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 DIGITAL RESOURCE Writing Handbook • Instruction & Practice/Lesson Plans ◦ Step 1: Planning ◦ Step 2: Drafting ◦ Step 3: Revising ◦ Step 4: Editing ◦ Step 5: Producing, Publishing, and Presenting
(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	STUDENT EDITION/TEACHER’S EDITION Writing Chapters (Chapters 7–11) • Complete an outline to organize a first draft—Chapter 7, p. 165; Chapter 8, p. 179; Chapter 9, p. 193; Chapter 10, p. 207; Chapter 11, p. 222 TEACHER’S EDITION Writing Chapters (Chapters 7–11) • Create: Organizational Structure ◦ Brainstorming/Planning—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 • Writing Process Summary (Planning and Drafting)—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 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<u>DIGITAL RESOURCE</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning ◦ What am I writing? ◦ Why am I writing? What is my purpose? ◦ Who is my audience? Who will read my writing? ◦ Begin with your big idea. • Lesson Plans ◦ Step 1: Planning ◦ Brainstorming ◦ The Big Idea ◦ Supporting Details
(B) develop drafts into a focused, structured, and coherent piece of writing by:	<u>TEACHER'S EDITION</u> Writing Chapters (Chapters 7–11) • Create: Organizational Structure ◦ Drafting—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 • Writing Process Summary (Planning and Drafting)—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 <u>DIGITAL RESOURCE</u> Writing Handbook • Instruction & Practice/Lesson Plans ◦ Step 2: Drafting
(i) organizing with purposeful structure, including an introduction and a conclusion; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Writing Chapters • Creating an Organizational Structure/Introduction—Chapter 7, TE pp. 162, 165; Chapter 8, TE pp. 176, 179; Chapter 9, TE pp. 190, 193; Chapter 10, TE pp. 204, 207; Chapter 11, TE pp. 218, 222 • Providing a Concluding Statement—Chapter 7, TE pp. 164, 165; Chapter 8, TE pp. 178, 179; Chapter 9, TE pp. 192, 193; Chapter 10, TE pp. 206, 207; Chapter 11, TE pp. 220, 222 <u>TEACHER'S EDITION</u> Writing Chapters • Introduce: Organizational Structure—Chapter 7, TE p. 162; Chapter 8, TE p. 176; Chapter 9, TE p. 190; Chapter 10, TE p. 204; Chapter 11, TE p. 218 • Model: Organizational Structure—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

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(ii) developing an engaging idea with relevant details;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Writing Chapters • Developing the Topic—Chapter 8, TE pp. 177, 179; Chapter 11, TE pp. 219, 222 • Providing Reasons that Support the Opinion—Chapter 10, TE pp. 205, 207 <u>DIGITAL RESOURCE</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning ◦ Begin with your big idea. ◦ Then add details. • Lesson Plans ◦ Step 1: Planning ◦ The Big Idea ◦ Supporting Details
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Real-Life Word Connections—p. 58 • Literal and Nonliteral Meanings—p. 84 • Shades of Meaning—p. 156 • Compound Sentences—p. 223 • Complex Sentences—p. 224 Writing Chapters • Creating an Organizational Structure/Introducing a Topic—Chapter 7, TE pp. 162, 165; Chapter 8, TE pp. 176, 179; Chapter 9, TE pp. 190, 193; Chapter 10, TE pp. 204, 207; Chapter 11, TE pp. 218, 222 • Supporting the Main Idea with Supporting Facts—Chapter 7, p. 172; Chapter 8, p. 186; Chapter 9, p. 200; Chapter 10, p. 214; Chapter 11, p. 228 <u>TEACHER'S EDITION</u> Chapter Review • See the Writing Handbook at sadlierconnect.com for ways to improve your writing as you revise—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 <u>DIGITAL RESOURCE</u> Writing Handbook • Instruction & Practice ◦ Step 3: Revising—pp. 5, 6 ◦ Revising Checklist • Ideas and Voice • Organization and Coherence • Word Choice • Lesson Plans—pp. 4 and 5, 6 and 7 ◦ Step 3: Revising ◦ Peer Review ◦ Peer Collaboration

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(D) edit drafts using standard English conventions, including:	<u>DIGITAL RESOURCE</u> Writing Handbook • Instruction & Practice ◦ Step 4: Editing—pp. 7, 8 ◦ Editing Checklist • Sentences • Grammar • Mechanics • Spelling • Lesson Plans—pp. 6 and 7, 8 and 9 ◦ Step 3: Editing ◦ Editing Tips ◦ Digital Integration ◦ Using Proofreading Marks
(i) complete simple and compound sentences with subject-verb agreement;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Subject-Verb Agreement—p. 196 • Compound Sentences—p. 223 <u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Language: Subject-Verb Agreement • Additional Practice ◦ Subject-Verb Agreement • Instructional Videos ◦ Subject-Verb Agreement Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Instruction & Practice ◦ Language: Compound Sentences ◦ Language: Complex Sentences • Additional Practice ◦ Compound Sentences ◦ Complex Sentences
(ii) past, present, and future verb tense;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Verbs and Verb Tenses—p. 194 <u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Language: Verbs and Verb Tenses • Additional Practice ◦ Verbs and Verb Tenses • Instructional Videos ◦ Verbs and Verb Tenses

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
(iii) singular, plural, common, and proper nouns;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Nouns—p. 166 • Regular and Irregular Plural Nouns—p. 167 <u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives • Instruction & Practice ◦ Language: Nouns ◦ Language: Regular and Irregular Plural Nouns • Additional Practice ◦ Nouns ◦ Regular and Irregular Plural Nouns • Instructional Videos ◦ Nouns ◦ Regular and Irregular Plural Nouns
(iv) adjectives, including their comparative and superlative forms;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Adjectives—p. 208 <u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces • Instruction & Practice ◦ Language: Adjectives • Additional Practice ◦ Adjectives • Instructional Videos ◦ Adjectives
(v) adverbs that convey time and adverbs that convey manner;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Adverbs—p. 209 <u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces • Instruction & Practice ◦ Language: Adverbs • Additional Practice`1 ◦ Adverbs • Instructional Videos ◦ Adverbs
(vi) prepositions and prepositional phrases;	See Level D / Grade 4 <u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Prepositional Phrases—p. 180 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<u>DIGITAL RESOURCES</u> Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts • Instruction & Practice ◦ Language: Prepositional Phrases • Additional Practice ◦ Prepositional Phrases • Instructional Videos ◦ Prepositional Phrases
(vii) pronouns, including subjective, objective, and possessive cases;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Pronouns—p. 180 <u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts • Instruction & Practice ◦ Language: Pronouns • Additional Practice ◦ Pronouns • Instructional Videos ◦ Pronouns
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Compound Sentences (employing coordinating conjunctions)—p. 223 <u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Instruction & Practice ◦ Language: Compound Sentences • Additional Practice ◦ Compound Sentences
(ix) capitalization of official titles of people, holidays, and geographical names and places;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Capitalization (titles)—p. 225 <u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Instruction & Practice ◦ Language: Capitalization • Additional Practice ◦ Capitalization • Instructional Videos ◦ Capitalization <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<i>See also Level D / Grade 4</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Capitalization (first word in a sentence, titles, names, proper nouns)—p. 224 <u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Instruction & Practice ◦ Language: Capitalization • Additional Practice ◦ Capitalization • Instructional Videos ◦ Capitalization
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Possessives (apostrophes)—p. 168 • Commas and Quotation Marks in Dialogue—p. 169 • Commas in Addresses—p. 183 • Compound Sentences—p. 223 <u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives • Instruction & Practice ◦ Language: Possessives • Additional Practice ◦ Possessives • Instructional Videos ◦ Possessives Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts • Instruction & Practice ◦ Language: Commas in Addresses • Additional Practice ◦ Commas in Addresses • Instructional Videos ◦ Commas in Addresses Chapter 10 Text Types and Purposes: Write Opinion Pieces • Instructional Videos ◦ Sentences: Compound, and Complex Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Instruction & Practice ◦ Language: Compound Sentences • Additional Practice ◦ Compound Sentences <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<i>See also Level D / Grade 4</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Frequently Confused Words (contractions)—p. 209 <u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces • Instruction & Practice ◦ Language: Frequently Confused Words • Additional Practice ◦ Frequently Confused Words • Instructional Videos ◦ Frequently Confused Words <i>See also Level E / Grade 5</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Comma (separate items in a series)—p. 208 <u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces • Instruction & Practice ◦ Language: Commas (separate items in a series) • Additional Practice ◦ Commas (separate items in a series) • Instructional Videos ◦ Commas (separate items in a series)
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Language • Spelling High-Frequency Words—p. 182 • Correct Spelling (word families/syllable patterns/ending rules/use a dictionary)—p. 210 <u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts • Instruction & Practice ◦ Language: Spelling High-Frequency Words • Additional Practice ◦ Spelling High-Frequency Words Chapter 10 Text Types and Purposes: Write Opinion Pieces • Instruction & Practice ◦ Language: Correct Spelling (word families/syllable patterns/ending rules/use a dictionary) • Additional Practice ◦ Correct Spelling <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	Writing Handbook • Instruction & Practice ◦ Step 4: Editing—pp. 7, 8 ◦ Editing Checklist • Spelling
(E) publish written work for appropriate audiences.	<u>STUDENT EDITION/TEACHER'S EDITION</u> Writing Chapters (Chapters 7–11) • Write the final copy of the assigned narrative, essay, or report—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 <u>TEACHER'S EDITION</u> Digital Connection • Chapter 1 Post to a Website—TE p. 21 • Chapter 4 Hyperlinks—TE p. 97 • Chapter 7 Storybooks—TE p. 172 • Chapter 8 Digital Slide Presentation—TE p. 186 • Chapter 9 Online Publishing—TE p. 200 • Chapter 10 Multimedia Presentation—TE p. 214 • Chapter 11 Social Media—TE p. 228 <u>DIGITAL RESOURCE</u> Writing Handbook • Instruction & Practice Lesson Plans ◦ Step 5: Producing, Publishing, and Presenting ◦ Be sure the way you present your final version fits your purpose and audience. • Handwritten or Printed from a Computer • Running Class Presentations • Digital Integration • Speaking and Listening Presentation • Digital Presentation (use digital technology)
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	<i>FICTIONAL NARRATIVES</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161 • Analyze a student model/outline then write a fictional narrative—pp. 162–165 • Assignment: Final draft—p. 172 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	<u>TEACHER’S EDITION</u> • Learning Progressions—TE p. 161A • Genre: Fictional Narrative—TE p. 162 <u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Write Fictional Narratives • Additional Practice ◦ Write Fictional Narratives • Instructional Videos ◦ Fictional and Nonfictional Narratives • Parent Resources ◦ Home Connect ◦ Chapter 7 Home Connect Conversation Starter: Retell Story and Complete the Timeline (graphic organizer) <i>NONFICTIONAL NARRATIVES</i> <u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187–189 • Analyze a student model/outline then write a nonfictional narrative—pp. 190–193 • Assignment: Final draft—p. 200 <u>TEACHER’S EDITION</u> • Learning Progressions—TE p. 199A • Genre: Nonfictional Narrative—TE p. 200 <u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Nonfictional Narratives • Instruction & Practice ◦ Write Nonfictional Narratives • Additional Practice ◦ Write Nonfictional Narratives • Instructional Videos ◦ Fictional and Nonfictional Narratives • Parent Resources ◦ Home Connect ◦ Chapter 9 Home Connect Activity: Descriptive Details, Time-Order Words, Write Dialogue (graphic organizer)
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<i>INFORMATIVE/EXPLANATORY TEXTS</i> <u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 173–175 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	- Analyze a student model/outline then write an informative/explanatory first draft—pp. 176–179 - Assignment: Final draft—p. 186 TEACHER'S EDITION - Learning Progressions—TE p. 175A - Genre: Informative/Explanatory Text—TE p. 176 DIGITAL RESOURCES Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts - Instruction & Practice - Writing Informative/Explanatory Text - Additional Practice - Writing Informative/Explanatory Text - Instructional Videos - Writing Informative/Explanatory Text - Parent Resources - Home Connect - Chapter 8 Home Connect Activity: Organize Steps for a Recipe (graphic organizer) RESEARCH REPORTS Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217 - Analyze a student model/outline then write a first draft of a research report—pp. 218–222 - Assignment: Final draft—p. 228 TEACHER'S EDITION - Learning Progressions—TE p. 217A - Genre: Informative/Explanatory Text—TE p. 218 DIGITAL RESOURCES Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Instruction & Practice - Writing Research Reports - Additional Practice - Writing Research Reports - Instructional Videos - Writing Research Reports - Parent Resources - Home Connect - Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (graphic organizer)
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	STUDENT EDITION/TEACHER'S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201–203 <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	- Analyze a student model/outline then write an opinion piece—pp. 204–207 - Assignment: Final draft—p. 214 TEACHER'S EDITION - Learning Progressions—TE p. 203A - Genre: Opinion Piece—TE p. 204 DIGITAL RESOURCES Chapter 10 Text Types and Purposes: Write Opinion Pieces - Instruction & Practice - Writing Opinion Pieces - Additional Practice - Writing Opinion Pieces - Instructional Videos - Writing Opinion Pieces - Parent Resources - Home Connect - Chapter 10 Home Connect On the Go: Opinion and Supporting Reasons (graphic organizer) <i>Related content</i> TEACHER'S EDITION - Extend Thinking: Develop a Logical Argument—TE p. 49 - Extend Thinking: Assess (cite evidence from texts to support arguments)—TE p. 82
(D) compose correspondence such as thank you notes or letters.	STUDENT EDITION/TEACHER'S EDITION Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts - Chapter Review: Correct a letter—p. 185 Chapter 10 Text Types and Purposes: Write Opinion Pieces - Home Connect - Activity: Write a letter to the editor of a local newspaper—p. 202 Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Home Connect—p. 216 - Ways to Help Your Child - Write thank-you notes and letters to family and friends, <i>Related content</i> DIGITAL RESOURCES Each Chapter (Chapters 1–6) - Additional Practice - Chapter 1—"Letters from Leo" (Letters)

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(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217 • Analyze a student model/outline then write a first draft of a research report—pp. 218–222 • Assignment: Final draft—p. 228
(A) generate questions on a topic for formal and informal inquiry;	<u>TEACHER'S EDITION</u> Create: Organizational Structure • Brainstorming/Planning (choose a subject)—TE p. 222 <u>DIGITAL RESOURCES</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning (begin by asking questions)—p. 2 ◦ What am I writing? ◦ Why am I writing? ◦ What is my purpose? ◦ Who is my audience? ◦ Begin with your big idea.
(B) develop and follow a research plan with adult assistance;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Creating an Organization Structure ◦ Use a graphic organizer—p. 218 <u>TEACHER'S EDITION</u> Genre: Research Report • Look for answers when conducting research—p. 218 Differentiate Instruction • Help students not yet ready to research on their own—TE p. 222 <u>DIGITAL RESOURCES</u> Writing Handbook • Instruction & Practice Lesson Plans ◦ Step 1: Planning ◦ Digital Integration: Research Tip (adult supervision)—pp. 2 and 3
(C) identify and gather relevant information from a variety of sources;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Progress Check—p. 215 ◦ Gather information from print and digital sources. • Organization: Gather relevant information from different sources—p. 219 <i>continued</i>

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	<u>TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Objective: Research a topic using multiple sources and present the topic in writing with appropriate organization—TE p. 218 • Evaluate a Writer's Work ◦ Information from multiple sources—TE p. 220 • Review: Comparing and Contrasting Texts ◦ Use multiple sources—TE p. 220 <u>DIGITAL RESOURCES</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning ◦ Research Tips (gather information by reading and evaluating sources/use print materials or websites for information)—p. 3 • Instruction & Practice Lesson Plans ◦ Step 1: Planning ◦ Digital Integration: Research Tip (adult supervision)—pp. 2 and 3
(D) identify primary and secondary sources;	<u>DIGITAL RESOURCES</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning ◦ Research Tip (interview an expert)—p. 3 <i>Related content</i> <u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Home Connect—p. 216 ◦ Good sources of information <u>TEACHER'S EDITION</u> Review: Comparing and Contrasting Themes • Use only relevant research found during research—TE p. 220
(E) demonstrate understanding of information gathered;	<u>TEACHER'S EDITION</u> Review: Comparing and Contrasting Themes • Determine whether information gathered about a topic is correct—TE p. 220 <u>DIGITAL RESOURCES</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning ◦ Research Tip (sort/organize information)—p. 3

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(F) recognize the difference between paraphrasing and plagiarism when using source materials;	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Graphic organizer (summarize or paraphrase information)—p. 221 <u>TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Model: Organizational Structure - Write summaries and paraphrases—TE p. 220 - Conduct Research - Taking Notes - Summarize or paraphrase/properly credit ideas to avoid plagiarism—TE p. 221
(G) create a works cited page; and	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Sources (works cited)—p. 220 Chapter Review - Assignment: Research and write a report - List sources at the end of the report—p. 228 <u>TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Conduct Research - Citing Sources—TE p. 221
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports - Write the final copy of the research report—p. 228 <u>TEACHER'S EDITION</u> Digital Connection - Chapter 1 Post to a Website—TE p. 21 - Chapter 7 Storybooks—TE p. 172 - Chapter 8 Digital Slide Presentation—TE p. 186 - Chapter 9 Online Publishing—TE p. 200 - Chapter 10 Multimedia Presentation—TE p. 214 - Chapter 11 Social Media—TE p. 228 <u>DIGITAL RESOURCES</u> Writing Handbook - Instruction & Practice - Step 5: Producing, Publishing, and Presenting—p. 9 - Be sure the way you present your final version fits your purpose and audience. - Neatly handwritten or printed from a computer - Oral presentation <i>continued</i>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL C / GRADE 3
	• Instruction & Practice Lesson Plans ◦ Step 5: Producing, Publishing, and Presenting—pp. 8 and 9 ◦ Running Class Presentations ◦ Digital Integration (using social media) ◦ Speaking and Listening Presentation ◦ Assignment: Digital Presentation (publish in digital formats/read aloud during a videoconference with another class/post collections of essays on school website)