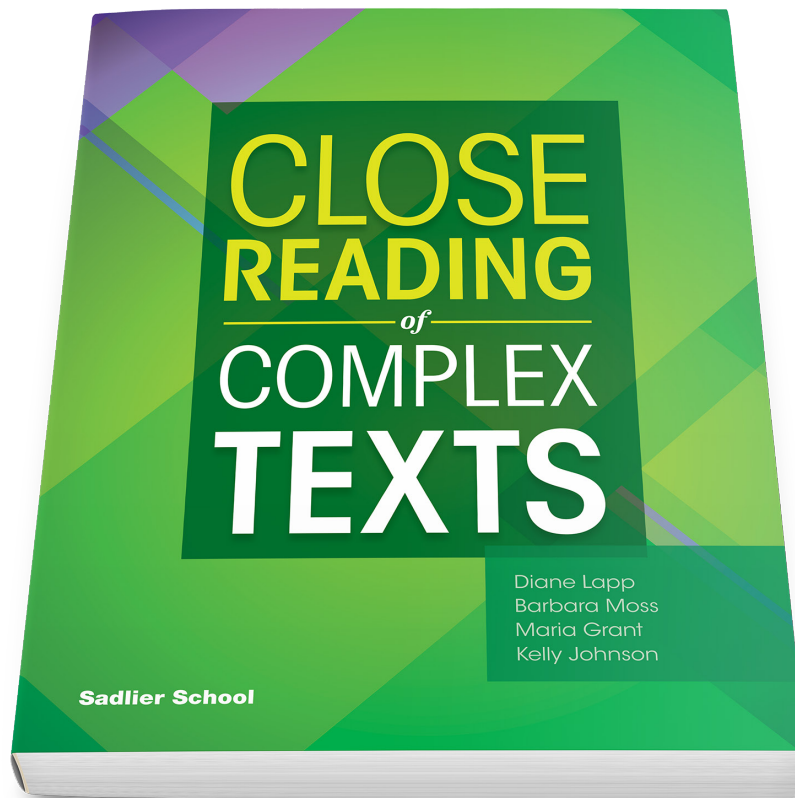


Close Reading of Complex Texts

Correlation to the Common Core State Standards for
English Language Arts

Grade 3



Learn more at www.SadlierSchool.com

READING: LITERATURE

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Key Ideas and Details

CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details, p. 6

Annotating a Text

- Mark text, write notes/questions, use annotation symbols, pp. 8–9

Self-Monitoring Strategies

- Ask yourself questions/Reread to clarify, pp. 10–11

Self-Monitoring Strategies Checklist: Literature Selections

- Ask yourself questions/Reread to clarify, pp. 34, 66, 98, 130

Annotation Notes: Literature Selections

- Key Ideas and Details, pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137

Return to the Text: Literature Selections

- Comprehension Check (answer questions about the text), pp. 39, 71, 75, 103, 135, 139

TEACHER'S EDITION

1st Read: Literature Selections

- Text-Dependent Questions (What is this text about?), TE pp. 34, 35, 66, 67, 72, 98, 99, 130, 131, 136
- Partner Talk, TE pp. 35, 67, 72, 99, 131, 136

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36–37

CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

STUDENT EDITION

2nd Read

- Language and Text Structure (author's purpose/central message), pp. 6–7

Return to the Text: Respond to Reading

- Story Map: Major Events, pp. 13, 38, 70, 102, 134

Write

- Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141

Annotation Notes: Literature Selections

- Key Ideas and Details/Connections and Inferences (story's central message), pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137

continued

READING: LITERATURE	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
	Return to the Text: Literature Selections - Comprehension Check (inferences/central message/theme), pp. 39, 71, 75, 103, 135, 139 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT - Intertextual Analysis: Comparing and Contrasting Themes (compare messages), pp. 72–73 - Intertextual Analysis: Analyzing vs. Summarizing (messages of a text), pp. 134–135
CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	STUDENT EDITION Self-Monitoring Strategies - Visualize (visualize characters), pp. 10–11 Summarizing - Summary Chart (Characters/Conflict), pp. 12–13 Return to the Text: Respond to Reading - Story Map: Characters (Who?)/Conflict (What?), pp. 13, 38, 70, 102, 134 - Problem/Solution Graphic Organizer (character's feelings), p. 138 TEACHER'S EDITION 2nd Read: Literature Selections - Partner Talk (characters), TE pp. 131, 137 - Text-Dependent Questions (reveal information about characters), TE p. 137 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT - Self-Monitoring Strategies (visualize characters and actions), pp. 10–11 - Annotations: Important or Surprising Information (identify important plot or character developments), pp. 34–35 - Classroom Management: Peer Leadership in Small-Group Activities (characters' points of view), pp. 70–71 - Annotations: Connections (track characters, plot lines), pp. 98–99 - Differentiation (plot, characters, setting), pp. 140–141
Craft and Structure	
CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	STUDENT EDITION Annotation Notes: Literature Selections - Language and Text Structure, pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137 Return to the Text: Literature Selection - Reflect (identify unfamiliar words and phrases), p. 38 <i>continued</i>

READING: LITERATURE	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
	TEACHER'S EDITION 2nd Read: Literature Selections - Text-Dependent Questions/Partner Talk (use of language/meaning of words), TE pp. 36, 68, 73, 100, 132, 137 Vocabulary - Multiple-Meaning Words, TE pp. 36, 68, 100, 132 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT - Differentiation: Scaffolding with Graphic Organizers (main idea charts), TE pp. 38–39
CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	STUDENT EDITION Literature Selections - Numbered paragraphs, pp. 34, 36, 66, 68, 72, 98, 100, 130, 132, 136 Annotation Notes: Literature Selections - Key Ideas and Details, pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137 Return to the Text: Literature Selections - Respond to Reading, pp. 38, 70, 74, 102, 134, 138 - Comprehension Check, pp. 39, 71, 75, 103, 135, 139
CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	STUDENT EDITION Return to the Text: Literature Selections - Comprehension Check (point of view), pp. 39, 71, 75, 103, 135, 139 TEACHER'S EDITION Annotation Notes: Literature Selection - Language and Text Structure (narrator/horse point of view), TE p. 35 3rd Read: Literature Selection - Partner Talk (discuss inferences made about the author's point of view), TE p. 133 Write Beyond - Retell the story from a different point of view, TE p. 141 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT - Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43 - Differentiation: End-of-Unit Writing Assignment (different point of view), TE pp. 60–61 - Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 92–93

READING: LITERATURE

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

STUDENT EDITION

Literature Selections

- Illustrations, pp. 34, 66, 100, 132

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 80–81

CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Related content

STUDENT EDITION

Analyze and Synthesize Across Texts

- Return to the Focus Question (make connections), pp. 44, 76, 108, 140

TEACHER'S EDITION

Analyze and Synthesize Across Texts

- Return to the Focus Question: Connect Texts/ Reflect, TE pp. 44, 76, 108, 140

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 28–29
- Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

STUDENT EDITION

Literature Selections

- Novel: Black Beauty, pp. 34–39
- Fantasy Fiction: A Connecticut Yankee in King Arthur's Court, pp. 66–71
- Science Fiction: Sonal's Time Machine, pp. 72–75
- Story: Why the Indian Loves His Dog, pp. 98–103
- Fairy Tale: The Hare of Inaba, pp. 130–135
- Short Story: The Helpful Stranger, pp. 136–139

TEACHER'S EDITION

Text Complexity

- Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 31, 63, 95, 127

Differentiate and Extend

- Read Beyond (literature), TE pp. 45, 77, 109

continued

READING: LITERATURE

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6–7
- Text Complexity: How to Manage Challenges, TE pp. 16–17
- Text Complexity: High-Knowledge Demands, TE pp. 104–105

READING: INFORMATIONAL TEXT

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Key Ideas and Details

CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details, p. 6

Annotating a Text

- Mark text, write notes/questions, use annotation symbols, pp. 8–9

Self-Monitoring Strategies

- Ask yourself questions/Reread to clarify, pp. 10–11

Self-Monitoring Strategies Checklist: Informational Text Selections

- Ask yourself questions/Reread to clarify, pp. 18, 50, 82, 114

Annotation Notes: Informational Text Selections

- Key Ideas and Details, pp. 19, 21, 25, 41, 51, 53, 57, 83, 85, 89, 105, 115, 117, 121

Return to the Text: Informational Text Selections

- Comprehension Check (answer questions about the text), pp. 23, 27, 43, 55, 59, 87, 91, 107, 119, 123

TEACHER'S EDITION

1st Read: Informational Text Selections

- Text-Dependent Questions (What is this text about?), TE pp. 18, 19, 24, 40, 50, 51, 56, 82, 83, 88, 104, 114, 115, 120
- Partner Talk, TE pp. 19, 24, 40, 51, 56, 83, 88, 104, 115, 120

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36–37

READING: INFORMATIONAL TEXT

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

STUDENT EDITION

Annotation Notes: Informational Text Selections

- Key Ideas and Details, pp. 19, 21, 25, 41, 51, 53, 57, 83, 85, 89, 105, 115, 117, 121

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Differentiation: Scaffolding with Graphic Organizers (main idea charts), TE pp. 38–39

CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

STUDENT EDITION

Introduce the Unit

- Focus Question/Texts for Close Reading, pp. 15, 31, 47, 63, 79, 95, 111

Analyze and Synthesize Across Texts

- Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124

TEACHER'S EDITION

2nd Read

- Return to the Focus Question: Connect Texts/Reflect, TE pp. 28, 44, 60, 92, 108, 124, 140

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Intertextual Analysis: Making Thematic Connections, TE pp. 138–139

Craft and Structure

CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

STUDENT EDITION

Annotation Notes: Informational Text Selections

- Language and Text Structure, pp. 19, 21, 25, 41, 51, 53, 57, 83, 85, 89, 105, 115, 117, 121

TEACHER'S EDITION

2nd Read: Informational Text Selections

- Text-Dependent Questions (use of language/identify and define academic terms/contextual meanings of words), TE pp. 20, 25, 41, 52, 116, 121
- Partner Talk (use of language/meaning of words/academic language), TE pp. 20, 25, 41, 52, 116, 121

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Scaffolding: Sentence Frames, pp. 18–19
- Academic Language: ELL (academic and domain-specific language), TE pp. 24–25
- Visual Text: ELL (academic language and content-specific vocabulary (sentence frames), TE p. 49
- Academic Language: Language Frames (academic language/domain-specific language), TE pp. 96–97

continued

READING: INFORMATIONAL TEXT

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

	- Text Complexity: High-Knowledge Demands (domain-specific language), TE p. 104 - Collaboration: Purposeful Partner Talk (academic language/use language frames), TE pp. 118–119 - Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 124–125
CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	STUDENT EDITION Informational Text Selection - Fact Sheet: 10 Interesting Things about Ecosystems (text organized with bold subheadings), pp. 50, 52, 55 - Magazine Article: Life on Mars? (text organized with headings), p. 88 TEACHER'S EDITION 2nd Read: Informational Text Selections - Partner Talk (boldfaced questions/headings/text organization), TE p. 84, 89, 105 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT - Text Complexity: How to Manage Challenges (text features), TE pp. 16–17
CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.	TEACHER'S EDITION 2nd Read: Informational Text Selections - Partner Talk (point of view), TE p. 20, TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT - Intertextual Analysis: Compare and Contrast Authors' Perspectives (author's point of view), TE pp. 42–43 - Differentiation: End-of-Unit Writing Assignment (present information from a different point of view), TE pp. 60–61 - Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 92–93 - Collaboration: Purposeful Partner Talk (understand text from a different point of view), TE pp. 118–119

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	STUDENT EDITION Reading a Visual Text - Central Park, p. 14 Visual Texts - Photograph: Giraffes on Samburu Nature Reserve in Kenya, pp. 16–17 - Photograph: Girl Feeding Lambs in a Barn, pp. 32–33 <i>continued</i>
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READING: INFORMATIONAL TEXT

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

	• Diagram: Food Chain, pp. 48–49 • Photograph: Are those dinosaurs...alive?, pp. 64–65 • Photograph: Planets of the Solar System in Orbit, pp. 80–81 • Photograph: Fire House Dog, pp. 96–97 • Photograph: Jackie Robinson with Teammates, pp. 112–113 • Photograph: Standup4change National Program Against Bullying, pp. 128–129 Informational Text Selections • Illustrations/diagrams, pp. 20, 50, 56, 82, 84, 116 TEACHER'S EDITION 2nd Read: Informational Text Selection • Text-Dependent Questions (use a diagram), TE p. 57 • Partner Talk (use a diagram), TE p. 57 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT VISUAL LITERACY • Close Reading of Visual Texts, TE p. 14 PROFESSIONAL DEVELOPMENT • Visual Text: Visual Learners, TE pp. 32–33 • Visual Text: ELL, TE pp. 48–49, 64–65 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 80–81
CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	STUDENT EDITION 2nd Read: Informational Text Selections • Language and Text Structure (how is text organized?), p. 7 Return to the Text: Respond to Reading • Alaskan Animal Adaptations (text structure: compare and contrast), p. 26 • On Frogless Pond (text structure: cause and effect), p. 58 TEACHER'S EDITION 2nd Read: Informational Text Selections • Text-Dependent Questions (cause and effect text structure), TE p. 84 • Text-Dependent Questions (chronological order), TE p. 121 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Self-Monitoring Strategy: Visualize (understand action sequences), TE p. 20

READING: INFORMATIONAL TEXT

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

STUDENT EDITION

Analyze and Synthesize Across Texts

- Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER'S EDITION

2nd Read

- Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 44, 60, 92, 108, 124, 140

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44-45
- Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 72-73
- Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 108-109

Range of Reading and Level of Text Complexity

CSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STUDENT EDITION

Informational Text Selections

- Explanatory Text: Our Pretty Dragonflies, pp. 18-23
- Article: Alaskan Animal Adaptations, pp. 24-27
- Explanatory Text: Save Our Big Cats!, pp. 40-43
- Fact Sheet: 10 Interesting Things about Ecosystems, pp. 50-55
- Explanatory Text and Diagram: On Frogless Pond, pp. 56-59
- Explanatory Text: What Is Earth?, pp. 82-87
- Magazine Article: Life on Mars?, pp. 88-91
- Article: From Wolf into Dog, pp. 104-107
- Biography: Jackie Robinson: Breaking the Color Barrier, pp. 114-119
- Letter: Jackie Robinson at the Plate, pp. 120-123

TEACHER'S EDITION

Text Complexity

- Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 79, 95, 111

Differentiate and Extend

- Read Beyond (informational text), TE p. 61

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6-7
- Text Complexity: How to Manage Challenges, TE pp. 16-17
- Text Complexity: High-Knowledge Demands, TE pp. 104-105

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Fluency

CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.

STUDENT EDITION

Reading Selections

- Grade-level text, pp. 18, 20, 24, 40, 50, 52, 56, 82, 84, 88, 104, 114, 116, 120

TEACHER'S EDITION

Text Complexity

- Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 79, 95, 111

Differentiate and Extend

- Read Beyond (grade-level text), TE p. 61

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, pp. 6–7
- Text Complexity: How to Manage Challenges, pp. 16–17
- Text Complexity: Reader and Task Factors, pp. 86–87
- Text Complexity: High-Knowledge Demands, pp. 104–105

CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

STUDENT EDITION

Reading Selections

- Grade-level prose and poetry, pp. 34, 36, 66, 68, 72, 98, 100, 130, 132, 136

TEACHER'S EDITION

Text Complexity

- Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 31, 95, 111

Differentiate and Extend

- Read Beyond (prose), TE pp. 45, 77, 109

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, pp. 6–7
- Text Complexity: How to Manage Challenges, pp. 16–17
- Text Complexity: Reader and Task Factors, pp. 86–87
- Text Complexity: High-Knowledge Demands, pp. 104–105

READING: FOUNDATIONAL SKILLS

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TEACHER'S EDITION

Vocabulary

- Meaning from Context, TE p. 25
- Multiple-Meaning Words (discuss contextual meanings), TE pp. 36, 52, 68, 100, 116, 132

WRITING

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Text Types and Purposes

CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

TEACHER'S EDITION

Differentiate and Extend

- Design a Brochure, TE pp. 93, 141

CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

STUDENT EDITION

Write

- Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Differentiation: End-of-Unit Writing Assignment, pp. 60–61

CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

TEACHER'S EDITION

Differentiate and Extend

- Write Beyond (imagined experiences/blog posts/thank you note/journal entries/letter to a friend/speech/retell a story), TE pp. 29, 45, 61, 77, 93, 109, 125, 141

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Differentiation: End-of-Unit Writing Assignment, pp. 60–61

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STUDENT EDITION

Write

- Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141

TEACHER'S EDITION

Differentiate and Extend

- Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141

WRITING

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

STUDENT EDITION

Write

- Writing About the Focus Question: Monitor/Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 141

Self-Assess and Reflect

- Writing Rubric, pp. 30, 46, 62, 78, 94, 110, 126, 142

TEACHER'S EDITION

Differentiate and Extend

- Write Beyond (make a plan), TE p. 141

CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

TEACHER'S EDITION

Differentiate and Extend

- Create a Visual Text (use a computer or digital device/online resources), TE pp. 77, 93, 141

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategy: Visualize (images from the Internet), TE pp. 20-21
- Differentiation (use a computer to create the assignment), pp. 140-141

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.

TEACHER'S EDITION

Differentiate and Extend

- Research, TE pp. 29, 61, 77, 93, 109, 125

CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

STUDENT EDITION

Annotating a Text

- Annotations/Annotation Notes: Just—William/What Is Aerodynamics? (read and annotate with purpose/marking text and questions while you read/making notes/sample annotations), pp. 8-9

Annotation Notes

- Key Ideas and Details/Language and Text Structure/Connections and Inference, pp. 8, 9, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137

Summarizing

- Summary Chart/Story Map, pp. 12-13

Return to the Focus Question

- Summary Chart, pp. 22, 54, 86, 118

continued

WRITING

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

- Graphic organizer, pp. 26, 42, 58, 74, 90, 106, 122, 138
- Story Map, pp. 38, 70, 102, 134

Analyze and Synthesize Across Texts

- Return to the Focus Questions: Graphic organizer, pp. 28, 60, 92, 108, 124, 140

TEACHER'S EDITION

Differentiate and Extend

- Research, TE pp. 29, 61, 93, 109, 125

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Annotations, TE pp. 8–9
- Graphic Organizers, TE pp. 12–13
- Annotations: Important or Surprising Information, TE pp. 34–35
- Differentiation: Scaffolding with Graphic Organizers, TE pp. 38–39
- Intertextual Analysis: Compare and Contrast Authors' Perspectives (Venn diagrams), TE p. 43
- Annotations: Key Words and Phrases, TE pp. 56–57
- Intertextual Analysis: Comparing and Contrasting Themes (graphic organizers: Venn diagrams, T-charts, webs), TE p. 73
- Differentiation: Graphic Organizers, TE pp. 76–77
- Annotations: Confusions, TE pp. 84–85
- Teacher Observation: Student Annotations, pp. 88–89
- Differentiation: Multiple Graphic Organizers (for complex texts: flow charts, grids, other diagrams, Venn diagrams), TE pp. 90–91
- Annotations: Connections, pp. 98–99
- Differentiation: High-Knowledge Demands (graphic organizer, mind map), TE p. 105
- Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (T-chart, Venn diagram), TE p. 109
- Annotations: Avoiding Over-Annotating, pp. 114–115
- Annotations, pp. 128–129
- Think-Aloud Modeling: Annotating, pp. 130–131

Range of Writing

CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STUDENT EDITION

Analyze and Synthesize Across Texts

- Return to the Focus Question: Reflect, pp. 28, 44, 60, 76, 92, 108, 124, 140

Write

- Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141

continued

WRITING

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

TEACHER'S EDITION

Differentiate and Extend

- Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141

SPEAKING & LISTENING

Grade 3 ELA Standards

Close Reading of Complex Texts, Grade 3

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

STUDENT EDITION

Return to the Text

- Collaborate (review and discuss partners' summaries), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138

TEACHER'S EDITION

Partner Talk

- TE pp. 19, 20, 21, 25, 35, 36, 37, 40, 41, 51, 52, 53, 56, 57, 67, 68, 69, 72, 73, 83, 84, 85, 88, 89, 99, 100, 101, 104, 105, 115, 116, 117, 120, 121, 131, 132, 133, 136, 137

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Classroom Management: Discussions, TE pp. 22-23
- Productive Conversation: Providing Appropriate Wait Time, TE pp. 26-27
- Productive Conversation: Adding On, TE pp. 40-41
- Collaboration: Partner Discussion, TE pp. 54-55
- Classroom Management: Partner Work, TE pp. 58-59
- Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 70-71
- Collaboration: Small Groups, TE pp. 74-75
- Productive Conversation: Reasoning, TE pp. 100-101
- Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 102-103
- Think-Aloud Modeling: Conversation, TE pp. 106-107
- Collaboration: Whole Class, TE pp. 112-113
- Collaboration: Purposeful Partner Talk, TE pp. 118-119
- Productive Conversation: Revoicing Students' Responses, TE pp. 122-123
- Productive Conversation: Examples, TE pp. 132-133
- Productive Conversation: Clear Up Confusions, TE pp. 136-137

SPEAKING & LISTENING

Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER'S EDITION Visual Text Analysis - Record and discuss first impressions/main ideas and details (whole class, small group, or partner), TE pp. 16, 32, 48, 64, 80, 96, 112, 128 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT VISUAL LITERACY - Close Reading of Visual Texts, TE p. 14 PROFESSIONAL DEVELOPMENT - Visual Text: Visual Learners, pp. 32–33 - Visual Text: ELL, pp. 48–49, 64–65 - Intertextual Analysis: Incorporating Information from a Visual Text, pp. 80–81
CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TEACHER'S EDITION Differentiate and Extend Interview an Expert/Conduct an Interview, TE pp. 29, 45, 125
Presentation of Knowledge and Ideas	
CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TEACHER'S EDITION Differentiate and Extend Research (make a presentation to the class), TE p. 109

LANGUAGE	
Grade 3 ELA Standards	Close Reading of Complex Texts, Grade 3
Vocabulary Acquisition and Use	
CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER'S EDITION Vocabulary - Meaning from Context, TE p. 25 - Multiple-Meaning Words (words in context), TE pp. 36, 52, 68, 100, 116, 132
CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	TEACHER'S EDITION Vocabulary Figurative Language, TE p. 20
CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	TEACHER'S EDITION 2nd Read: Informational Text Selections - Text-Dependent Questions (use of language/ identify and define academic terms/contextual meanings of words), TE pp. 20, 25, 41, 52, 116, 121 - Partner Talk (use of language/meaning of words/ academic language), TE pp. 20, 25, 41, 52, 116, 121 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT - Scaffolding: Sentence Frames, pp. 18–19 - Academic Language: ELL (academic and domain-specific language), TE pp. 24–25 - Visual Text: ELL (academic language and content-specific vocabulary (sentence frames), TE p. 49 - Academic Language: Language Frames (academic language/domain-specific language), TE pp. 96–97 - Text Complexity: High-Knowledge Demands (domain-specific language), TE p. 104 - Collaboration: Purposeful Partner Talk (academic language/use language frames), TE pp. 118–119 - Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 124–125