

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	CALMS3576	Grade Level	3
Course Name	ELA Purple Summit	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

LITERATURE Students develop literary analysis and comprehension skills. The emphasis is on works that embody exemplary virtues, including Greek and Norse myths, "William Tell," and episodes from Black Beauty. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as Charlotte's Web, Little House on the Prairie, and Henry Huggins). A test preparation program prepares students for standardized tests.

LANGUAGE SKILLS

- o Composition-Students practice writing as a process, as they write a narrative, a report, letters, poetry, and more*
- o Grammar, Usage, and Mechanics-Students learn about sentence structure, parts of speech, research skills, and more*
- o Vocabulary-Wordly Wise provides practice in word study skills, word analysis, and reading comprehension*
- o Primary Analogies-Students develop test-taking and critical thinking skills as they connect words and ideas*
- o Spelling-Through weekly word lists, students learn relationships between sounds and spellings*
- o Handwriting-Handwriting Without Tears helps students develop their cursive handwriting skills*
- o Public Speaking-Students learn and use techniques for effective oral presentations*

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.
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.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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).
RL.3.8	(Not applicable to literature)
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).
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.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.

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).
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).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a	a. Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.b	b. Decode words with common Latin suffixes.
RF.3.3.c	c. Decode multisyllable words.
RF.3.3.d	d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	a. Read on-level text with purpose and understanding.
RF.3.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b	b. Provide reasons that support the opinion.
W.3.1.c	c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
W.3.1.d	d. Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.a	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	b. Develop the topic with facts, definitions, and details.
W.3.2.c	c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.
W.3.2.d	d. Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c	c. Use temporal words and phrases to signal event order.
W.3.3.d	d. Provide a sense of closure.
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.)
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 on pages 28 and 29.)
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.
W.3.7	Conduct short research projects that build knowledge about a topic.
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.
W.3.9	(Begins in grade 4)
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.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.

SL.3.1.a	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1.b	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.c	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.d	d. Explain their own ideas and understanding in light of the discussion.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b	b. Form and use regular and irregular plural nouns.
L.3.1.c	c. Use abstract nouns (e.g., <i>childhood</i>).
L.3.1.d	d. Form and use regular and irregular verbs.
L.3.1.e	e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
L.3.1.f	f. Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.g	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h	h. Use coordinating and subordinating conjunctions.

L.3.1.i	i. Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a	a. Capitalize appropriate words in titles.
L.3.2.b	b. Use commas in addresses.
L.3.2.c	c. Use commas and quotation marks in dialogue.
L.3.2.d	d. Form and use possessives.
L.3.2.e	e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
L.3.2.f	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.2.g	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a	a. Choose words and phrases for effect.
L.3.3.b	b. Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.
L.3.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.b	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
L.3.4.c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
L.3.4.d	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5.a	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).

L.3.5.b	b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).
L.3.5.c	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
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>).

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Lessons Learned 1 Introduction to Literature & Comprehension	RF.3.4.a	<ul style="list-style-type: none"> • Understand the general course overview and structure in K¹² Language Arts Purple. • Navigate the K¹² Language Arts Purple Literature & Comprehension program online. • Read literature independently and proficiently. • Read a variety of texts for information and pleasure. • Evaluate reading strategies. • Use before-reading strategies.
1 Lessons Learned 2 Introduce "The Wind and the Sun"	RL.3.2, RF.3.4.a	<ul style="list-style-type: none"> • Differentiate among various literary genres. • Define <i>fiction</i>. • Define a <i>fable</i> as a story with a moral or lesson. • Define <i>moral</i> or <i>lesson learned</i>. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read a variety of texts for information and pleasure. • Use before-reading strategies.
1 Lessons Learned 3 Explore "The Wind and the Sun"	RF.3.4.a	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Apply information read to answer questions. • Define <i>plot</i> as what happens in a story. • Define <i>sequence</i>. • Sequence events in a story. • Differentiate among various literary genres. • Identify fable. • Identify a story in this unit as a fable.

		<ul style="list-style-type: none"> • Identify the moral or lesson in a fable. • Sequence events in a story. • Explain the moral or lesson in a fable.
<p>1 Lessons Learned 4 Introduce "The Bundle of Sticks"</p>	RF.3.4.a	<ul style="list-style-type: none"> • Define a <i>fable</i> as a story with a moral or lesson. • Define <i>moral</i> or <i>lesson learned</i>. • Define <i>plot</i> as what happens in a story. • Define <i>character</i>. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (title, illustration). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read literature independently and proficiently. • Read a variety of texts for information and pleasure. • Use before-reading strategies.
<p>1 Lessons Learned 5 Explore "The Bundle of Sticks"</p>	RF.3.4.a	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Apply information read to answer questions. • Define <i>plot</i> as what happens in a story. • Sequence events in a story. • Differentiate among various literary genres. • Identify fable. • Identify a story in this unit as a fable. • Identify the moral or lesson in a fable. • Explain the moral or lesson in a fable.
<p>1 Lessons Learned 6 Introduce "Why the Larks Flew Away"</p>	<p>RL.3.2, RF.3.4.a</p>	<ul style="list-style-type: none"> • Define <i>setting</i>. • Define a <i>fable</i> as a story with a moral or lesson. • Define <i>moral</i> or <i>lesson learned</i>. • Define <i>plot</i> as what happens in a story. • Define <i>character</i>. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (title, illustration). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read literature independently and proficiently.

		<ul style="list-style-type: none"> • Read a variety of texts for information and pleasure. • Use before-reading strategies.
1 Lessons Learned 7Explore “Why the Larks Flew Away”	RL.3.5, RF.3.4.a	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Apply information read to answer questions. • Define <i>plot</i> as what happens in a story. • Sequence events in a story. • Identify a story in this unit as a fable. • Identify the moral or lesson in a fable. • Define <i>summary</i>. • Define <i>summarize</i>. • Summarize a work of literature and maintain accurate sequence. • Explain the moral or lesson in a fable.
1 Lessons Learned 8Reflections on Lessons Learned	RF.3.4.a	<ul style="list-style-type: none"> • Define <i>summary</i>. • Define <i>summarize</i>. • Summarize a work of literature and maintain accurate sequence. • Sequence events in a story. • Write a summary. • Describe setting. • Explain the moral or lesson in a fable. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
1 Lessons Learned 9Your Choice		
2 Animal Tales 1Introduce “Chipmunk and Bear”		<ul style="list-style-type: none"> • Differentiate among various literary genres. • Define <i>folktale</i>. • Understand a variety of literature representing different cultures and traditions. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text.

		<ul style="list-style-type: none"> • Read a variety of texts for information and pleasure. • Use before-reading strategies.
<p>2 Animal Tales 2Explore "Chipmunk and Bear"</p>		<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Apply information read to answer questions. • Infer answers to questions. • Define <i>problem</i>. • Define the problem in a story. • Define the solution to the problem a character faces. • Identify problems and solutions in a story. • Describe the characters in the story using evidence from the text. • Describe how the solution to a problem demonstrates a character's traits. • Determine the theme, moral, or lesson of a work of literature. • Summarize text and maintain accurate sequence.
<p>2 Animal Tales 3Introduce "The Tiger, the Brahman, and the Jackal"</p>		<ul style="list-style-type: none"> • Define <i>folktale</i>. • Define <i>setting</i>. • Identify setting(s). • Understand a variety of literature representing different cultures and traditions. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read a variety of texts for information and pleasure. • Use before-reading strategies.

<p>2 Animal Tales 4Explore "The Tiger, the Brahman, and the Jackal"</p>		<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Apply information read to answer questions. • Infer answers to questions. • Define the problem in a story. • Define the solution to the problem a character faces. • Identify problems and solutions in a story. • Describe the characters in the story using evidence from the text. • Describe how the solution to a problem demonstrates a character's traits. • Determine the theme, moral, or lesson of a work of literature. • Generate plausible alternative endings to plot. • Make connections between text and self, text and world, and text to text.
<p>2 Animal Tales 5Introduce "Squirrel and Spider"</p>		<ul style="list-style-type: none"> • Understand a variety of literature representing different cultures and traditions. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read a variety of texts for information and pleasure. • Use before-reading strategies.
<p>2 Animal Tales 6Explore "Squirrel and Spider"</p>	<p>RL.3.6</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Apply information read to answer questions. • Infer answers to questions. • Identify problems and solutions in a story. • Describe the characters in the story using evidence from the text. • Sequence events in a text. • Describe how the solution to a problem demonstrates a character's traits. • Determine the theme, moral, or lesson of a work of literature. • Compare and contrast using evidence from the text. • Distinguish own opinion from that of the narrator or those

		<p>of the characters.</p> <ul style="list-style-type: none"> • Generate plausible alternative endings to plot.
2 Animal Tales 7Reflections on Animal Tales		<ul style="list-style-type: none"> • Define <i>compare</i> and <i>contrast</i>. • Use a graphic organizer to organize information related to this unit's readings. • Compare and contrast characters from different stories. • Compare texts from different cultures and time periods. • Compare and contrast literary elements in two or more literary selections. • Write an introductory statement. • Identify the solution to the problem a character faces. • Identify problems and solutions in a story. • Describe the characters in the story using evidence from the text. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
2 Animal Tales 8Your Choice		
3 Animals and Their People 1Introduce "Charlie and Topsy"		<ul style="list-style-type: none"> • Define <i>character</i>. • Define <i>main character</i>. • Identify a character. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read literature independently and proficiently. • Read a variety of texts for information and pleasure.
3 Animals and Their People 2Explore "Charlie and Topsy"	RL.3.7	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Explain how specific aspects of a text's illustrations contribute to the meaning of the text. • Identify characters in a story. • Identify main character. • Describe characters by what they do, what they say, or what others say about them. • Define <i>cause and effect</i>. • Identify cause and effect. • Make inferences using evidence from the text.

		<ul style="list-style-type: none"> • Describe how a character changes. • Answer evaluative questions based on reading. • Make connections between text and self, text and world, and text to text. • Determine the theme, moral, or lesson of a work of literature.
3 Animals and Their People 3Introduce "Moufflu"		<ul style="list-style-type: none"> • Define <i>setting</i>. • Identify setting(s). • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Use before-reading strategies. • Increase concept and content vocabulary. • Define <i>mood</i>. • Identify the mood of a literary selection. • Use information gained from illustration to demonstrate understanding. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read a variety of texts for information and pleasure.
3 Animals and Their People 4Explore "Moufflu"		<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Identify main character. • Describe characters by what they do, what they say, or what others say about them. • Describe the main character in a story using evidence from the text. • Identify choices that a character makes and their consequences. • Identify descriptions that support comprehension. • Describe methods the authors use to influence readers' feelings. • Identify theme.
3 Animals and Their People 5Introduce "Black Beauty"		<ul style="list-style-type: none"> • Define <i>narrator</i>. • Distinguish between author and narrator. • Use text features to make a prediction (illustration, title). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what

		<p>actually occurred within a text.</p> <ul style="list-style-type: none"> • Read a variety of texts for information and pleasure.
<p>3 Animals and Their People 6Explore "Black Beauty"</p>		<ul style="list-style-type: none"> • Read poetry and prose aloud. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Distinguish between author and narrator. • Define <i>first-person point of view</i>. • Define <i>third-person point of view</i>. • Identify point of view. • Identify first -person narrator. • Describe the effect point of view has on a story. • Describe characters by what they do, what they say, or what others say about them. • Describe the main character in a story using evidence from the text. • Describe story action from a different perspective. • Identify descriptions that support comprehension. • Makes connections between text and self, text and world, and text to text.
<p>3 Animals and Their People 7Reflections on Animals and Their People</p>	<p>RL.3.6</p>	<ul style="list-style-type: none"> • Use text organizational features to locate and comprehend information (table of contents). • Summarize the plot of a story. • Define <i>character</i>. • Define <i>narrator</i>. • Define <i>point of view</i>. • Identify third person narrator. • Identify point of view in a selection. • Describe the effect point of view has on a story. • Describe characters by what they do, what they say, or what others say about them. • Identify descriptions that support comprehension. • Write a summary. • Distinguish one's own opinion from that of the narrator or those of the characters. • Organize ideas. • Use the first-person point of view. • Use descriptive details in writing. • Identify details that explain characters' actions and feelings. • Use vivid images that relate to the main idea. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>4 Critical Skills Practice 1 1Fiction Passages (A)</p>		<ul style="list-style-type: none"> • Identify examples of fiction and nonfiction. • Identify genre. • Identify setting. • Identify plot elements.

		<ul style="list-style-type: none"> • Identify character traits. • Identify the theme of a third-grade passage. • Use information from the text to make predictions.
4 Critical Skills Practice 1 2Fiction Passages (B)		<ul style="list-style-type: none"> • Identify examples of fiction and nonfiction. • Use context to determine the meaning of unfamiliar words. • Describe how characters change. • Describe characters by what they say, what they do, how others feel about them. • Demonstrate comprehension of text. • Answer literal comprehension questions about a third-grade passage. • Make inferences and draw conclusions from a third-grade passage. • Make inferences using evidence from text. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4 Critical Skills Practice 1 3Directions (A)		<ul style="list-style-type: none"> • Follow the directions in a process. • Use context to determine the meaning of unfamiliar words. • Follow third grade level-multistep instructions. • Identify directions as a way to organize ideas through sequencing. • Read instructional-level text with 90 percent accuracy. • Infer literal information from text. • Identify the organizational pattern of a recipe. • Identify sequencing as critical to a recipe. • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
4 Critical Skills Practice 1 4Practical Reading: Forms		<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. • Understand multistep-applications that contain instructions (e.g., for a bank account, job, or club membership). • Recall how to fill out forms correctly. • Use text organizational features to locate and comprehend information. • Follow multiple-step application instructions (e.g., for a

		<p>bank account, job, or club membership).</p> <ul style="list-style-type: none"> • Infer literal information from text. • Read instructional-level text with 90 percent accuracy. • Use graphics and visuals to comprehend meaning and answer questions (diagrams, charts, captions).
4 Critical Skills Practice 1 5 Unit Checkpoint		<ul style="list-style-type: none"> • Identify setting. • Identify plot elements. • Identify character traits. • Identify the theme of a third-grade passage. <p>using Use information from the text to make predictions.</p> <ul style="list-style-type: none"> • Identify genre. • Demonstrate comprehension of text. • Answer literal comprehension questions about a third-grade passage. • Describe how characters change. • Describe characters by what they say, what they do, how others feel about them. • Follow third grade -level multistep instructions. • Identify directions as a way to organize ideas through sequencing. • Read instructional-level text with 90 percent accuracy. • Infer literal information from text. • Identify the organizational pattern of a recipe. • Identify sequencing as critical to a recipe. • Use text organizational features to locate and comprehend information. • Follow multiple-step application instructions (e.g., for a bank account, job, or club membership).
5 Reader's Choice 1 1 Novel Title (A)		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
5 Reader's Choice 1 2 Novel Title (B)		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>

<p>5 Reader's Choice 1 3Novel Title (C)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>5 Reader's Choice 1 4Novel Title (D)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>5 Reader's Choice 1 5Novel Title (E)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>5 Reader's Choice 1 6Novel Title (F)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>5 Reader's Choice 1 7Novel Title (G)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all</p>

		stages of the writing process and using textual evidence to support their statements.
5 Reader's Choice 1 8Novel Title (H)		Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.
5 Reader's Choice 1 9Novel Title (I)		Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.
5 Reader's Choice 1 10Unit Review and Checkpoint		<ul style="list-style-type: none"> • Demonstrate mastery of the objectives in this unit.
6 Critical Skills Assessments 1Critical Reading and Narrative Writing, Session 1	RL.3.1, RL.3.3, RL.3.4	Complete a critical skills assessment that includes narrative writing.
6 Critical Skills Assessments 2Critical Reading and Narrative Writing, Session 2		Complete a critical skills assessment that includes narrative writing.
6 Critical Skills Assessments 3Critical Reading and Narrative Writing, Session 3		Complete a critical skills assessment that includes narrative writing.
7 Weather or Not 1Introduce "Forecasting the Weather"	RI.3.3, RI.3.4, RI.3.10, RF.3.4.B, L.3.4.D, L.3.6	<ul style="list-style-type: none"> • Define <i>glossary</i>. • Define <i>index</i>. • Define <i>title</i>. • Define <i>caption</i>. • Define <i>heading</i>. • Define <i>sidebar</i>. • Define <i>topic</i>. • State the topic directly. • Identify table of contents. • Identify glossary.

		<ul style="list-style-type: none"> • Identify chapters. • Identify index. • Identify title. • Identify caption. • Identify heading. • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>7 Weather or Not 2Explore "Forecasting the Weather"</p>	<p>RI.3.2, RI.3.5, RI.3.7, RI.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read grade-level text with purpose and understanding. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Explain how specific aspects of a text’s illustrations contribute to the meaning of the text. • Use text features to comprehend text meaning (bold, italic, headers, etc.). • Identify caption. • Identify heading. • Identify index. • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology, and textual features, such as definitional footnotes or sidebars. • Use graphics and visuals to comprehend meaning and answer questions (diagrams, charts, captions). • Distinguish between main idea and details. • Define <i>main idea</i> and <i>supporting details</i>. • Identify main idea. • Define <i>author’s purpose</i>. • Identify author’s purpose. • Identify the main ideas and supporting details of a text read aloud or information presented in a variety of media and formats. • Make inferences using evidence from the text.
<p>7 Weather or Not 3Introduce "Let It Rain"</p>	<p>RI.3.4, RI.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Make connections between text and self, text and world, and text to text. • Connect text to prior knowledge. • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions.

		<ul style="list-style-type: none"> • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>7 Weather or Not 4Explore "Let It Rain"</p>	<p>RI.3.3, RI.3.4, RI.3.10, RF.3.4.B, L.3.6</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Apply information read to answer questions. • Use context clues to determine word meanings. • Identify main idea. • Identify author's purpose. • Use resources or other tools to determine the meaning of a word (glossary). • Determine the meaning of general academic and domain-specific words and phrases in a text. • Define <i>sequence</i>. • Identify a process as a series of steps. • Sequence events in a text. • Describe the logical connection between particular sentences and paragraphs in a text (for example, comparison, cause-effect, first-second-third in a sequence). • Summarize text and maintain accurate sequence. • Distinguish one's own opinion from the author's. • Write a series of ordered steps or directions.
<p>7 Weather or Not 5Introduce "Winter Storms"</p>	<p>RI.3.2, RI.3.10, RF.3.4.B, L.3.6</p>	<ul style="list-style-type: none"> • Identify main idea and supporting details in a text. • Identify author's purpose. • Identify the main ideas and supporting details of a text read aloud or information presented in a variety of media and formats. • Compare and contrast the most important points presented by two texts on the same topic • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.

<p>7 Weather or Not 6Explore "Winter Storms"</p>	<p>RI.3.3, RI.3.5, RI.3.10, RF.3.4.B, L.3.6</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy and rate. • Sequence events in a text. • Use graphics to answer a question. • Use graphics and visuals to comprehend meaning and answer questions (diagrams, charts, captions). • Identify main idea. • Identify opinion. • Define <i>cause and effect</i>. • Identify how one event may cause another event. • Identify cause and effect. • Describe the logical connection between particular sentences and paragraphs in a text (for example, comparison, cause-effect, first-second-third in a sequence). • Describe the relationship between a series of steps. • Sequence events in a text. • Identify author's purpose. • Compare and contrast using evidence from the text. • Compare and contrast the most important points and key details presented in two texts on the same topic. • Use text features and search tools (for example, keywords, sidebars, hyperlinks) to efficiently locate information relevant to a given topic. • Write an opinion. • Support an opinion with reasons. • Apply information read to answer questions about text(s).
<p>7 Weather or Not 7Introduce "Wind"</p>	<p>RI.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Make connections between text and self, text and world, and text to text. • Connect text to prior knowledge. • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>7 Weather or Not 8Explore "Wind"</p>	<p>RI.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy and rate. • Identify cause and effect. • Use information gained from illustrations (such as maps and photographs) and text to demonstrate understanding of the text (for example, where, when, why, and how key events occur). • Identify author's purpose.

		<ul style="list-style-type: none"> • Identify main idea. • Identify opinion. • Define <i>cause and effect</i>. • Identify how one event may cause another event. • Identify a cause and its effect on events and/or relationships. • Describe the logical connection between particular sentences and paragraphs in a text (for example, comparison, cause-effect, first-second-third in a sequence). • Use graphics to comprehend meaning and answer questions (diagrams, charts, captions). • Compare and contrast using evidence from the text. • Compare and contrast the most important points and key details presented in two texts on the same topic. • Use text features and search tools (for example, keywords, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
<p>7 Weather or Not 9 Introduce "Storm Chasers"</p>	<p>RI.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Make connections between text and self, text and world, and text to text. • Connect text to prior knowledge. • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>7 Weather or Not 10 Explore "Storm Chasers"</p>	<p>RI.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify concrete answers to questions. • Apply information read to answer questions. • Use graphics to answer a question about a reading. • Sequence events in a text. • Identify opinion. • Identify main idea and supporting details in a text. • Distinguish between main idea and details. • Define <i>main idea</i> and <i>supporting details</i>. • Identify main idea. • Define <i>fact</i>. • Distinguish between fiction and nonfiction. • Identify facts. • Compare and contrast using evidence from the text. • Compare and contrast the most important points and key details presented in two texts on the same topic. • Identify author's purpose. • Use text features and search tools (for example, keywords,

		<p>sidebars, hyperlinks) to efficiently locate information relevant to a given topic.</p> <ul style="list-style-type: none"> • Apply information read to answer questions about text(s).
<p>7 Weather or Not 11 Reflections on Weather</p>		<ul style="list-style-type: none"> • Use text organizational features to locate and comprehend information (table of contents). • Summarize the plot of a story. • Define <i>character</i>. • Define <i>narrator</i>. • Define <i>point of view</i>. • Identify third person narrator. • Identify point of view in a selection. • Describe the effect point of view has on a story. • Distinguish between fiction and nonfiction. • State the topic directly. • Identify main idea. • Identify supporting details. • Identify facts. • Sequence events in a story. • Write dialogue. • Write a fictional story. • Create a cartoon. • Identify main idea and supporting details in a text. • Identify the main idea. • Distinguish between main idea and details. • Define <i>main idea</i> and <i>supporting details</i>. • Describe the relationship between a series of steps. • Sequence events in a text. • Identify how one event may cause another event. • Describe the logical connection between particular sentences and paragraphs in a text (for example, comparison, cause-effect, first-second-third in a sequence). • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read poetry and prose aloud. • Distinguish between fiction and nonfiction. • Identify facts.
<p>8 Animal Friends Poetry 1 Introduce Poems About Cats and Dogs</p>	<p>RL.3.5, RL.3.10</p>	<ul style="list-style-type: none"> • Recognize various genres of literature. • Define poetry as a genre. • Define speaker. • Distinguish between speaker and author. • Define stanza. • Identify stanzas. • Refer to parts of stories, dramas, and poems when writing

		<p>or speaking about a text, using terms such as chapter, scene, and stanza.</p> <ul style="list-style-type: none"> • Define rhyme. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustrations, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>8 Animal Friends Poetry 2Explore Poems About Cats and Dogs</p>	<p>RL.3.5, RL.3.7, RL.3.10, RF.3.4.B, SL.3.5</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Explain how specific aspects of a text’s illustrations contribute to the meaning of the text. • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. • Define rhyme scheme. • Identify rhyme in a literary selection. • Identify rhyme scheme. • Define rhyming couplet. • Recognize rhyming couplets. • Define sound devices. • Listen to and identify sound elements in poetry. • Define alliteration. • Identify alliteration. • Define onomatopoeia. • Identify author’s use of onomatopoeia. • Answer evaluative questions based on reading. • Compare and contrast literary elements in poetry. • Describe methods the authors use to influence readers’ feelings. • Distinguish one’s own opinion from the author’s. • Make connections between text and self, text and world, and text to text.

		<ul style="list-style-type: none"> • State an opinion. • Give reasons for opinion.
<p>8 Animal Friends Poetry 3 Introduce "The Elephant" and "The Silent Snake"</p>	<p>RL.3.10, RF.3.4.B</p>	<ul style="list-style-type: none"> • Define rhyme. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustrations, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read literature independently and proficiently. • Read a variety of texts for information and pleasure.
<p>8 Animal Friends Poetry 4 Explore "The Elephant" and "The Silent Snake"</p>	<p>RL.3.4, RL.3.10, SL.3.5</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Infer answers to questions. • Identify rhyme scheme. • Identify stanzas. • Recognize rhyming couplets. • Identify alliteration. • Define sensory language. • Identify sensory language. • Identify sensory language: vivid verbs. • Define literal language. • Define figurative language. • Distinguish between literal and nonliteral, or figurative, language. • Define similes. • Identify similes. • Answer evaluative questions based on reading. • Compare and contrast literary elements in poetry. • Describe methods authors use to influence readers' feelings. • Make connections between text and self, text and world, and text to text. • Write a simile. • Write an opinion. • Give reasons for opinion.

<p>8 Animal Friends Poetry 5Reflections on Animal Friends Poetry</p>	<p>RL.3.10, RF.3.4.B, SL.3.5</p>	<ul style="list-style-type: none"> • Recognize the characteristics of poetry. • Write poetry that includes sensory language. • Write poetry that includes rhythm and rhyme scheme. • Write poetry that includes figurative language. • Deliver a dramatic interpretation. • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. • Create a visual. • Identify stanzas. • Identify rhyme in a literary selection. • Recognize rhyming couplets. • Identify sensory language. • Identify alliteration. • Identify author’s use of onomatopoeia. • Identify similes. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>9 Critical Skills Practice 2 1Nonfiction Passages (A)</p>		<ul style="list-style-type: none"> • Identify examples of fiction and nonfiction. • Identify features of a nonfiction text. • Identify examples of fiction and nonfiction. • Identify features of a nonfiction text. • Distinguish between biography and autobiography. • Sequence events in a text. • Demonstrate comprehension of text.
<p>9 Critical Skills Practice 2 2Poetry (A)</p>		<ul style="list-style-type: none"> • Identify defining characteristics of common genres (e.g., poetry, drama, fiction, nonfiction). • Identify rhyme scheme. • Identify alliteration. • Indentify sound patterns (e.g., onomatopoeia, alliteration) in a third-grade passage. • Identify action verbs in a poem.
<p>9 Critical Skills Practice 2 3Fiction Passages (C)</p>		<ul style="list-style-type: none"> • Identify defining characteristics of common genres (e.g., poetry, drama, fiction, nonfiction). • Identify the problem a character faces in a text. • Identify the solution to a problem a character faces in a text. • Describe characters by what they say, what they do, how others feel about them. • Draw conclusions using evidence from text. • Identify theme.

<p>9 Critical Skills Practice 2 4 Nonfiction Passages (B)</p>		<ul style="list-style-type: none"> • Identify defining characteristics of common genres (e.g., poetry, drama, fiction, nonfiction). • Identify fact. • Distinguish between a fact and an opinion. • Identify author’s purpose. • Identify the main idea and supporting details in a text. • Differentiate the main idea and supporting details in a third-grade passage.
<p>9 Critical Skills Practice 2 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify examples of fiction and nonfiction. • Identify features of a nonfiction text. • Distinguish between biography and autobiography. • Sequence events in a text. • Demonstrate comprehension of text. • Identify fact. • Distinguish between a fact and an opinion. • Identify author’s purpose. • Identify the main idea and supporting details in a text. • Differentiate the main idea and supporting details in a third-grade passage. • Identify defining characteristics of common genres (e.g., poetry, drama, fiction, nonfiction). • Identify rhyme scheme. • Identify alliteration. • Identify sound patterns (e.g., onomatopoeia, alliteration) in a third-grade passage. • Identify action verbs in a poem. • Identify the problem a character faces in a text. • Identify the solution to a problem a character faces in a text. • Describe characters by what they say, what they do, how others feel about them. • Draw conclusions using evidence from text. • Identify theme. • Evaluate Unit Checkpoint results and choose activities for more practice.
<p>10 George Washington: Soldier, Hero, President 1 Introduce George</p>	<p>RI.3.1, RF.3.3.C</p>	<ul style="list-style-type: none"> • Define <i>biography</i>. • Define <i>autobiography</i>. • Identify <i>biography</i>. • Distinguish between biography and autobiography.

<p>Washington: Soldier, Hero, President (A)</p>		<ul style="list-style-type: none"> • Identify author’s purpose. • Identify features of a nonfiction text. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration). • Use chapter titles to make predictions and comprehend text. • Increase concept and content vocabulary. • Understand grade-appropriate words and phrases from various subject-matter areas that appear in a text. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>10 George Washington: Soldier, Hero, President 2Explore George Washington: Soldier, Hero, President (A)</p>	<p>RI.3.1, RF.3.4.C, L.3.4.D</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Identify features of a nonfiction text. • Use resources or other tools to determine the meaning of a word (use glossary). • Use text features to comprehend text meaning (bold, italic, headers, etc.). • Use text organizational features to locate and comprehend information (table of contents, glossary, chapter, index, title, author, illustrator, caption). • Use context clues to determine word meanings. • Define <i>sequence</i>. • Define <i>main idea</i> and <i>supporting details</i>. • Distinguish between main idea and details. • Use temporal words and phrases to signal event order. • Determine the meaning of general academic and domain-specific words and phrases in a text. • Identify main idea. • Sequence events in a text. • Use a graphic organizer to organize information.
<p>10 George Washington: Soldier, Hero, President 3Introduce George Washington: Soldier, Hero, President (B)</p>	<p>RI.3.1, RF.3.3.C</p>	<ul style="list-style-type: none"> • Define <i>fact</i>. • Define <i>opinion</i>. • Distinguish between fact and opinion. • Identify facts. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions.

		<ul style="list-style-type: none"> • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>10 George Washington: Soldier, Hero, President 4Explore George Washington: Soldier, Hero, President (B)</p>	<p>RI.3.1, RF.3.4.C</p>	<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify concrete answers to questions. • Apply information read to answer questions. • Identify features of nonfiction text. • Use resources or other tools to determine the meaning of a word (use glossary). • Use context clues to determine word meaning. • Define <i>cause</i> and <i>effect</i>. • Identify a cause and its effect on events and/or relationships. • Make relevant cause-and-effect connections between earlier events and later events in a text. • Identify how one event may cause another event. • Identify main idea. • Sequence events in a text. • Use a graphic organizer to organize information. • Acquire grade-appropriate words and phrases from various subject-matter areas and use them accurately, including terms having to do with space and time relationships.
<p>10 George Washington: Soldier, Hero, President 5Introduce George Washington: Soldier, Hero, President (C)</p>	<p>RI.3.1</p>	<ul style="list-style-type: none"> • Identify character traits. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>10 George Washington: Soldier, Hero, President 6Explore George Washington: Soldier, Hero, President (C)</p>		<ul style="list-style-type: none"> • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Explain how specific aspects of a text’s illustrations contribute to the meaning of the text. • Define <i>compare</i> and <i>contrast</i>. • Compare and contrast using evidence from the text.

		<ul style="list-style-type: none"> • Draw conclusions using evidence from text. • Identify sensory language. • Identify sensory language: vivid verbs. • Use text to create mental image. • Describe methods authors use to influence readers' feelings. • Identify language that shows, not tells. • Define <i>trait</i>. • Identify character traits. • Identify main idea. • Identify author's purpose. • Sequence events in a text. • Use a graphic organizer to organize information.
<p>10 George Washington: Soldier, Hero, President 7Reflections on George Washington: Soldier, Hero, President</p>		<ul style="list-style-type: none"> • Summarize text and maintain accurate sequence. • Identify the main idea and supporting details in a text. • Organize information around a main idea. • Summarize text and maintain accurate sequence. • Write a summary. • State the topic directly. • Identify important questions that need to be answered (5Ws and H). • Include details in draft. • Write a caption relating to an illustration. • Compare and contrast the most important points and details on two texts on the same topic. • Compare and contrast using evidence from the text. • Use a graphic organizer to organize information. • Read a variety of texts for information and pleasure. • Make connections between text and self, text and world, and text to text. • Identify the main idea and supporting details in a text. • Organize information around a main idea. • Summarize text and maintain accurate sequence. • Write a summary. • State the topic directly. • Identify important questions that need to be answered (5Ws and H). • Include details in draft. • Write a caption relating to an illustration. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.

<p>11 Critical Skills Practice 3 1 Nonfiction Passages (C)</p>		<ul style="list-style-type: none"> • Define <i>main idea</i>. • Define <i>supporting details</i>. • Define <i>cause and effect</i>. • Define <i>prediction</i>. • Identify organization by main idea and supporting details. • Identify causes. • Identify effects. • Generate questions about what has been read. • Use text to make a prediction.
<p>11 Critical Skills Practice 3 2 Fiction Passages (D)</p>		<ul style="list-style-type: none"> • Define <i>author</i>. • Define <i>narrator</i>. • Define <i>character traits</i>. • Define <i>context clues</i>. • Distinguish between author and narrator. • Identify first person narrator(s). • Describe characters and their traits. • Use information from visuals to develop an understanding of the characters, setting, and plot. • Use context to determine the meaning of unfamiliar words.
<p>11 Critical Skills Practice 3 3 Paired Passages (A)</p>		<ul style="list-style-type: none"> • Define <i>paired passages</i>. • Infer answers to questions about text(s). • Demonstrate comprehension of text. • Compare and contrast characters from different stories. • Compare and contrast literary elements in two or more literary selections. • Compare and contrast descriptions that support comprehension.
<p>11 Critical Skills Practice 3 4 Poetry (B)</p>		<ul style="list-style-type: none"> • Define <i>figurative language</i>. • Define <i>literal meaning</i>. • Define <i>metaphor</i>. • Define <i>simile</i>. • Define <i>sensory language</i>. • Recognize figurative language. • Distinguish between literal and nonliteral or figurative language in poetry. • Identify metaphor. • Identify similes. • Identify sensory language: vivid verbs.

<p>11 Critical Skills Practice 3 5Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify organization by main idea and supporting details. • Identify causes. • Identify effects. • Generate questions about what has been read. • Use text to make a prediction. • Distinguish between author and narrator. • Identify first person narrator(s). • Describe characters and their traits. • Use information from visuals to develop an understanding of the characters, setting, and plot. • Use context to determine the meaning of unfamiliar words. • Infer answers to questions about text(s). • Demonstrate comprehension of text. • Compare and contrast characters from different stories. • Compare and contrast literary elements in two or more literary selections. • Compare and contrast descriptions that support comprehension. • Recognize figurative language. • Distinguish between literal and nonliteral or figurative language in poetry. • Identify metaphor. • Identify similes. • Identify sensory language: vivid verbs. • Evaluate Unit Checkpoint results and choose activities for more practice.
<p>12 Reader's Choice 2 1Novel Title (A)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>12 Reader's Choice 2 2Novel Title (B)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>

<p>12 Reader's Choice 2 3Novel Title (C)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>12 Reader's Choice 2 4Novel Title (D)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>12 Reader's Choice 2 5Novel Title (E)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>12 Reader's Choice 2 6Novel Title (F)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>12 Reader's Choice 2 7Novel Title (G)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>12 Reader's Choice 2 8Novel Title (H)</p>		<p>Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate</p>

		comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.
12 Reader's Choice 2 9 Novel Title (I)		Objectives for each lesson of this unit include exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.
12 Reader's Choice 2 10 Unit Review and Checkpoint		<ul style="list-style-type: none"> • Demonstrate mastery of the objectives in this unit.
13 Critical Skills Assessments 1 Critical Reading and Informative Writing, Session 1	RI.3.8, RI.3.9, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d	Complete a critical skills assessment that includes informative writing.
13 Critical Skills Assessments 2 Critical Reading and Informative Writing, Session 2		Complete a critical skills assessment that includes informative writing.
13 Critical Skills Assessments 3 Critical Reading and Informative Writing, Session 3		Complete a critical skills assessment that includes informative writing.
14 Semester Review and Checkpoint 1 Semester Review		<ul style="list-style-type: none"> • Complete a semester review on the elements of literature and responding to literature. • Differentiate among various literary genres. • Summarize a work of literature and maintain accurate sequence. • Write a summary. • Identify problems and solutions in a story. • Identify the moral or lesson in a fable. • Compare and contrast literary elements in two or more literary selections.
14 Semester Review and Checkpoint 2 Semester Checkpoint		<ul style="list-style-type: none"> • Complete a Semester Checkpoint on the elements of literature and responding to literature. • Differentiate among various literary genres. (Identify fable.)

		<ul style="list-style-type: none"> • Summarize a work of literature and maintain accurate sequence. • Write a summary. • Identify problems and solutions in a story. • Identify the moral or lesson in a fable. • Compare and contrast literary elements in two or more literary selections. • Read poetry and prose aloud.
15 Stories That Teach 1 Introduce "The Necklace of Truth"	RL.3.3, RL.3.5	<ul style="list-style-type: none"> • Define moral or lesson learned. • Define theme. • Connect text with prior knowledge. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
15 Stories That Teach 2 Explore "The Necklace of Truth"	RL.3.5	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Identify the problem a character faces. • Identify the solution to a problem a character faces. • Identify choices that a character makes and their consequences. • Identify story grammar. • Determine the theme, moral, or lesson of a work of literature. - • Make connections between text and self, text and world, and text to text. • Compare and contrast literary elements in two or more literary selections.
15 Stories That Teach 3 Introduce "The Stone in the Road"		<ul style="list-style-type: none"> • Connect text with prior knowledge. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.

<p>15 Stories That Teach 4Explore "The Stone in the Road"</p>		<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Identify the problem a character faces. • Identify the solution to a problem a character faces. • Identify story grammar. • Make connections between text and self, text and world, and text to text. • Define theme. • Identify theme.
<p>15 Stories That Teach 5Introduce "Bruce and the Spider"</p>		<ul style="list-style-type: none"> • Define legend. • Define setting. • Identify setting(s). • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>15 Stories That Teach 6Explore "Bruce and the Spider "</p>	<p>RL.3.5</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Identify the problem a character faces. • Identify the solution to a problem a character faces. • Identify story grammar. • Make connections between text and self, text and world, and text to text. • Define theme. • Identify theme. • Describe characters by what they say, what they do, or what others say about them. • Describe how a character changes. • Determine the theme, moral, or lesson of a work of literature. • Understand a variety of literature representing different cultures and traditions.
<p>15 Stories That Teach 7Introduce "The Calabash Kids"</p>	<p>RL.3.10</p>	<ul style="list-style-type: none"> • Define drama. • Identify parts of a drama. • Define folktale. • Identify setting(s).

		<ul style="list-style-type: none"> • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>15 Stories That Teach 8Explore "The Calabash Kids"</p>	<p>RL.3.10</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Describe characters by what they say, what they do, or what others say about them. • Identify story grammar. • Describe how a character changes. • Understand a variety of literature representing different cultures and traditions. • Make connections between text and self, text and world, and text to text. • Make inferences and draw conclusions about the structure and elements of drama. • Explain the elements of plot, character, and dialogue. • Use information gained from illustration to demonstrate understanding of, for example, mood, character, or setting. • Define important questions that need to be answered: who, what, when, where, why, and how.
<p>15 Stories That Teach 9Reflections on Stories That Teach</p>	<p>SL.3.1, SL.3.1.C, SL.3.2, SL.3.3</p>	<ul style="list-style-type: none"> • Define compare and contrast. • Use before-reading strategies. • Compare texts from different cultures and time periods. • Compare and contrast literary elements in two or more literary selections. • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Read and discuss texts from different cultures, traditions, and time periods. • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Identify the main ideas and supporting details of a text read aloud, or information presented in a variety of media

		<p>and formats.</p> <ul style="list-style-type: none"> • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • Define adage. • Understand the meaning of common adages, proverbs, and idioms. • Explain one’s own ideas and understanding in light of discussion with peers. • Ask and answer questions about information from a speaker with enough detail to demonstrate understanding. • Contribute meaningfully to group discussions by being prepared, explaining one’s own ideas, building upon others' comments, and asking questions. • Identify plot elements: problem and solution. / Identify plot elements 2451 • Identify choices that a character makes and their consequences. • Describe how a character changes. - 3228 • Determine the theme, moral, or lesson of a work of literature. - 3236 • Identify theme. - 3317 • Read poetry and prose aloud. - 3338 • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>16 Nature’s Way 1 Introduce Songs and Secrets</p>		<ul style="list-style-type: none"> • Define stanza. • Identify stanzas in a poem. • Define rhyme. • Define speaker. • Distinguish between speaker and author. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Recognize the characteristics of poetry. • Identify rhyme in a literary selection. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read poetry and prose aloud. • Read a variety of texts for information and pleasure.
<p>16 Nature’s Way 2 Explore Songs and Secrets</p>	<p>RL.3.4</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions.

		<ul style="list-style-type: none"> • Identify stanzas in a poem. • Identify rhyme scheme. • Identify sensory language. • Identify rhyme in a literary selection. • Distinguish between literal and nonliteral, or figurative, language. • Define personification. • Identify personification. • Identify how sensory details and figurative language enhance poetry. • Compare and contrast using evidence from the text. • Make connections between text and self, text and world, and text to text. • Write examples of figurative language.
<p>16 Nature’s Way 3Introduce Castles in the Air</p>	<p>RL.3.4</p>	<ul style="list-style-type: none"> • Connect text to prior knowledge. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Distinguish between literal and figurative language. • Use figurative language. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>16 Nature’s Way 4Explore Castles in the Air</p>	<p>RL.3.4</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Identify personification. • Define simile. • Identify similes. • Define metaphor. • Identify the metaphor. • Explore and explain the meaning of figurative language used in poetry. • Compare and contrast literary elements in poetry. • Makes connections between text and self, text and world, and text to text. • Explore and explain the meaning of figurative language in poetry.

<p>16 Nature’s Way 5Introduce Nature’s Metaphors</p>		<ul style="list-style-type: none"> • Define metaphor. • Identify the metaphor. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>16 Nature’s Way 6Explore Nature’s Metaphors</p>	<p>RL.3.4</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Define metaphor. • Identify the metaphor. • Explore and explain the meaning of figurative language used in poetry. • Compare and contrast literary elements in poetry. • Make connections between text and self, text and world, and text to text. • Write a metaphor.
<p>16 Nature’s Way 7Reflections on Nature's Way</p>	<p>RL.3.4</p>	<ul style="list-style-type: none"> • Define speaker. • Define rhyme. • Define rhyme scheme. • Define figurative language. • Define simile. • Define metaphor. • Define personification. • Recognize the characteristics of poetry. • Identify rhyme scheme in a poem. • Identify stanzas in a poem. • Distinguish between speaker and author. • Recognize figurative language. • Identify the metaphor. • Compare and contrast literary elements in poetry. • Make connections between text and self, text and world, and text to text. • Explore and explain the meaning of figurative language used in poetry. • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.

<p>16 Nature’s Way 8Optional Your Choice</p>		
<p>17 Critical Skill Practice 4 1Directions (B)</p>		<ul style="list-style-type: none"> • Identify recipes as a type of directions. • Identify sequencing as critical to a recipe. • Use graphics to answer a question about a reading. • Follow third grade-level multistep instructions. • Identify directions as a way to organize ideas through sequencing. • Read instructional-level text with 90 percent accuracy. • Identify sequencing as critical to a recipe.
<p>17 Critical Skill Practice 4 2Fiction Passages (E)</p>		<ul style="list-style-type: none"> • Define third-person point of view. • Define third-person narrator. • Define conclusion. • Identify dialogue. • Recognize that stories include dialogue, which starts and ends with quotation marks. • Identify third-person narrator. • Describe the effect point of view has on a story. • Draw conclusions about characters using evidence from the text. • Identify the impact of alternative endings to a plot.
<p>17 Critical Skill Practice 4 3Nonfiction Passages (D)</p>		<ul style="list-style-type: none"> • Describe methods authors use to influence readers’ feelings. • Identify author's perspective/opinion. • Use context clues to determine word meanings. • Use text organizational features to locate and comprehend information (table of contents, glossary, chapter, index, title, author, illustrator, caption). • Restate main idea.
<p>17 Critical Skill Practice 4 4Fiction Passages (F)</p>		<ul style="list-style-type: none"> • Define setting. • Define character traits. • Define cause and effect. • Define theme. • Define compare and contrast. • Identify setting(s). • Identify character traits. • Compare and contrast characters in a literary selection. • Identify a cause and its effect on events and/or relationships. • Identify the theme of a third-grade passage.

<p>17 Critical Skill Practice 4 5Write About a Fiction Passage</p>		<ul style="list-style-type: none"> • Define summary. • Write a summary. • Summarize text and maintain accurate sequence.
<p>17 Critical Skill Practice 4 6Unit Checkpoint</p>		<ul style="list-style-type: none"> • Use graphics to answer a question about a reading. • Follow third grade-level multistep instructions. • Identify directions as a way to organize ideas through sequencing. • Read instructional-level text with 90 percent accuracy. • Identify sequencing as critical to a recipe. • Identify third-person narrator. • Describe the effect point of view has on a story. • Draw conclusions about characters using evidence from the text. • Identify the impact of alternative endings to a plot. • Identify dialogue. • Identify author’s perspective/opinion. • Use context clues to determine word meanings. • Describe methods authors use to influence readers’ feelings. • Use text organizational features to locate and comprehend information (table of contents, glossary, chapter, index, title, author, illustrator, caption). • Restate main idea. • Identify setting(s). • Identify character traits. • Compare and contrast characters in a literary selection. • Identify a cause and its effect on events and/or relationships. • Identify the theme of a third-grade passage. • Write a summary. • Summarize text and maintain accurate sequence. • Evaluate Unit Checkpoint results and choose activities for more practice.
<p>18 Folktales of Many Lands 1Introduce "The Leak in the Dike"</p>	<p>RL.3.1, RL.3.10</p>	<ul style="list-style-type: none"> • Define folktale. • Identify setting(s). • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.

<p>18 Folktales of Many Lands 2Explore "The Leak in the Dike"</p>	<p>RL.3.1, RL.3.2, RL.3.10</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Describe characters and their traits. • Define problem. • Define the problem in a story. • Define solution to the problem a character faces. • Identify problems and solutions in a story. • Define hero. • Identify the hero of a story. • Describe characters by what they do, what they say, or what others say about them. • Distinguish own opinion from that of the narrator or those of the characters. • Determine the theme, moral, or lesson of a work of literature. • Explain how theme, message, lesson, or moral is conveyed through details in a text. • Make connections between text and self, text and world, and text to text. • Deliver a narrative presentation. • Generate plausible alternative endings to plot.
<p>18 Folktales of Many Lands 3Introduce "William Tell"</p>	<p>RL.3.1, RL.3.10</p>	<ul style="list-style-type: none"> • Define villain. • Identify setting(s). • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>18 Folktales of Many Lands 4Explore "William Tell"</p>	<p>RL.3.1, RL.3.10</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Identify the hero of a story. • Identify choices that a character makes and their consequences. • Identify character traits. • Identify the villain of a story. • Describe characters by what they do, what they say, or what others say about them. • Compare and contrast characters in a literary selection.

		<ul style="list-style-type: none"> • Determine the theme, moral, or lesson of a work of literature. • Identify and use evidence from the text to support answers. • Make inferences using evidence from the text. • Make connections between text and self, text and world, and text to text. • Compare and contrast plot, setting, and character(s) of texts from different cultures. • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
18 Folktales of Many Lands 5 Introduce "The Stone-Cutter"	RL.3.1, RL.3.10	<ul style="list-style-type: none"> • Connect text with prior knowledge. • Identify setting(s). • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
18 Folktales of Many Lands 6 Explore "The Stone-Cutter"		<ul style="list-style-type: none"> • Identify concrete answers to questions. • Apply information read to answer questions. • Identify problems and solutions in a story. • Describe characters by what they do, what they say, or what others say about them. • Make inferences about characters using evidence from the text. • Determine the theme, moral, or lesson of a work of literature. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Make connections between text and self, text and world, and text to text. • Compare text from different cultures and time periods. • Compare and contrast the most important points presented by two texts on the same topic.
18 Folktales of Many Lands 7 Introduce "Aladdin and the Wonderful Lamp"		<ul style="list-style-type: none"> • Connect text with prior knowledge. • Identify main character. • Identify setting(s). • Use text organizational features to locate and comprehend

		<p>information (table of contents).</p> <ul style="list-style-type: none"> • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>18 Folktales of Many Lands 8Explore "Aladdin and the Wonderful Lamp"</p>		<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Define hero. • Identify the hero of a story. • Identify problems and solutions in a story. • Describe characters by what they do, what they say, or what others say about them. • Describe characters and their traits. • Define villain. • Identify the villain of a story. • Identify character traits. • Describe characters by what they do, what they say, or what others say about them. • Compare and contrast characters in a literary selection. • Determine the theme, moral, or lesson of a work of literature. • State an opinion. • Provide reasons that support an opinion. • Make connections between text and self, text and world, and text to text. • Compare text from different cultures and time periods. • Compare and contrast the most important points and details on two texts on the same topic.
<p>18 Folktales of Many Lands 9Reflections on Folktales from Many Lands (A)</p>	<p>RL.3.2</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Define hero. • Identify the hero of a story. • Identify problems and solutions in a story. • Describe characters by what they do, what they say, or what others say about them. • Describe characters and their traits. • Define villain. • Identify the villain of a story. • Identify character traits.

		<ul style="list-style-type: none"> • Describe characters by what they do, what they say, or what others say about them. • Compare and contrast characters in a literary selection. • Determine the theme, moral, or lesson of a work of literature. • State an opinion. • Provide reasons that support an opinion. • Make connections between text and self, text and world, and text to text. 2856 • Compare text from different cultures and time periods. • Compare and contrast the most important points and details on two texts on the same topic. • Organize ideas. • Identify supporting information. • Write a speech. • Practice a presentation.
<p>18 Folktales of Many Lands 10 Reflections on Folktales from Many Lands (B)</p>		<ul style="list-style-type: none"> • Identify the hero of a story. • Describe characters and their traits. • Describe characters by what they do, what they say, or what others say about them. • Identify descriptions that support comprehension. • Distinguish own opinion from that of the narrator or those of the characters. • Speak clearly. • Use public speaking techniques. • Deliver a presentation as a response to literature. • Identify problem and solution. • Identify choices that a character makes and their consequences. • Determine the theme, moral, or lesson of a work of literature. • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>18 Folktales of Many Lands 11 Optional Your Choice</p>		
<p>19 Critical Skills Assessments 1 Critical Reading and Argument Writing, Session 1</p>		<p>Complete a critical skills assessment that includes argument writing.</p>

<p>19 Critical Skills Assessments 2 Critical Reading and Argument Writing, Session 2</p>		<p>Complete a critical skills assessment that includes argument writing.</p>
<p>19 Critical Skills Assessments 3 Critical Reading and Argument Writing, Session 3</p>		<p>Complete a critical skills assessment that includes argument writing.</p>
<p>20 Reader's Choice 3 1 Novel Title (A)</p>		<ul style="list-style-type: none"> • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Make inferences and draw conclusions.
<p>20 Reader's Choice 3 2 Novel Title (B)</p>		<ul style="list-style-type: none"> • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Make inferences and draw conclusions. • Describe the effect point of view has on a story.
<p>20 Reader's Choice 3 3 Novel Title (C)</p>		<ul style="list-style-type: none"> • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text.
<p>20 Reader's Choice 3 4 Novel Title (D)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Make inferences and draw conclusions. • Use a graphic organizer to organize information.

<p>20 Reader's Choice 3 5 Novel Title (E)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Make inferences and draw conclusions.
<p>20 Reader's Choice 3 6 Novel Title (F)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Make inferences and draw conclusions. • Use information from the text to make predictions. • Make connections between text and self, text and world, and text to text. • Use a visual display to enhance facts or details.
<p>20 Reader's Choice 3 7 Novel Title (G)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Make inferences and draw conclusions.
<p>20 Reader's Choice 3 8 Novel Title (H)</p>		<ul style="list-style-type: none"> • Retell a story naming plot, setting, and character(s). • Build vocabulary through listening, reading and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on text, illustrations and/or prior knowledge. • Read and listen to a variety of texts for information and pleasure. • Activate prior knowledge by previewing text and/or discussing topic. • Retell or dramatize a story. • Identify setting.

		<ul style="list-style-type: none"> • Identify character(s). • Answer questions requiring literal recall of details.
20 Reader's Choice 3 9Novel Title (I)		<ul style="list-style-type: none"> • Use before-reading strategies. • Make connections between text and self, text and world, and text to text. • State an opinion. • Apply information read to answer questions. • Identify concrete answers to questions. • Infer answers to questions. • Read literature independently and proficiently. • Use a graphic organizer to organize information. • Determine meaning of unknown words in text. • Provide reasons for the opinion.
20 Reader's Choice 3 10Unit Review and Checkpoint		<ul style="list-style-type: none"> • Make connections between text and self, text and world, and text to text. • Speak clearly and at an appropriate pace for the type of communication. • Write or draw a response that identifies a text-to-self, text-to-world, and/or text-to-text connection. • Answer evaluative questions based on reading. • Apply information read to answer questions. • Identify concrete answers to questions. • Infer answers to questions. • Read a variety of texts for information and pleasure. • Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion. • 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 successive elements of a text build on an earlier section.
21 Critical Skill Practice 5 1Nonfiction Passages (E)		<ul style="list-style-type: none"> • Define author's purpose. • Determine purpose and audience. • Identify main idea. • Identify the main idea in a text. • Recognize that details support the topic sentence.

		<ul style="list-style-type: none"> • Identify the main idea and supporting details either stated or inferred. • Draw conclusions from text.
21 Critical Skill Practice 5 2Poetry (C)		<ul style="list-style-type: none"> • Define figurative language. • Distinguish between literal and figurative language. • Define simile. • Identify rhyme scheme. • Identify speaker. • Identify similes. • Identify theme.
21 Critical Skill Practice 5 3Paired Passages (B)		<ul style="list-style-type: none"> • Define generalization. • Make generalizations from text. • Identify problem and solution. • Identify cause and effect. • Compare and contrast using evidence from the text. • Identify opinions. • Make generalizations from text.
21 Critical Skill Practice 5 4Write About Paired Passages		<ul style="list-style-type: none"> • Define first-person point of view. • Define third-person point of view. • Identify first person narrator(s). • Describe the effect point of view has on a story. • Identify and infer cause-and-effect relationships and draw conclusions. • Sequence events in a story. • Identify character traits. • Describe the effect point of view has on a story. • Identify author's purpose.
21 Critical Skill Practice 5 5Write About a Nonfiction Passage		<ul style="list-style-type: none"> • Compare and contrast literary elements in two or more literary selections. • Compare and contrast using evidence from the text. • Compare and contrast the most important points presented by two texts on the same topic. • Write a paragraph that compares and contrasts two texts.
21 Critical Skill Practice 5 6Unit Checkpoint		<ul style="list-style-type: none"> • Determine purpose and audience. • Identify the topic sentence that expresses the main idea of a paragraph. • Recognize that details support the topic sentence. • Identify the author's message in a third-grade nonfiction passage. • Draw conclusions from text. • Identify rhyme scheme.

		<ul style="list-style-type: none"> • Identify speaker. • Distinguish between literal and figurative language. • Identify similes. • Identify theme. • Identify problem and solution. • Identify cause and effect. • Compare and contrast using evidence from the text. • Identify opinions. • Make generalizations from text. • Identify and infer cause-and-effect relationships and draw conclusions. • Sequence events in a story. • Identify character traits. • Describe the effect point of view has on a story. • Identify author’s purpose. • Compare and contrast literary elements in two or more literary selections. • Compare and contrast the most important points and details on two texts on the same topic.
<p>21 Critical Skill Practice 5 7Your Choice</p>		
<p>22 Greek and Roman Myths 1Introduce "Mount Olympus and Its Inhabitants "</p>	<p>RL.3.9</p>	<ul style="list-style-type: none"> • Distinguish between fiction and nonfiction. • Identify setting. • Define myth. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read literature independently and proficiently. • Read a variety of texts for information and pleasure.
<p>22 Greek and Roman Myths 2Explore "Mount Olympus and Its Inhabitants"</p>	<p>RL.3.9</p>	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Demonstrate knowledge of authors, characters, and events in significant works of literature. • Identify setting. • Describe setting. • Use information from visuals to develop an understanding of the characters, setting, and plot.

		<ul style="list-style-type: none"> • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Identify character traits. • Write a summary. • Write a topic sentence introductory statement. • Write a concluding statement.
22 Greek and Roman Myths 3Introduce "The Naming of a Great City" and "The Greater Gift "	RL.3.9	<ul style="list-style-type: none"> • Define myth. • Define drama. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
22 Greek and Roman Myths 4Explore "The Naming of a Great City" and "The Greater Gift"	RL.3.9	<ul style="list-style-type: none"> • Identify setting. • Identify concrete answers to questions. • Apply information read to answer questions. • Define topic. • Define theme. • Distinguish between topic and theme. • State the topic directly. • Summarize the plot of a story. • Determine the theme, moral, or lesson of a work of literature. • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Identify character traits. • Compare and contrast literary elements in two or more literary selections. • Compare and contrast using evidence from the text. • Compare and contrast different versions of the same story. • State an opinion. • Provide reasons that support an opinion.
22 Greek and Roman Myths 5Introduce "The Story of Arachne"	RL.3.2, RL.3.9	<ul style="list-style-type: none"> • Connect text with prior knowledge. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions.

		<ul style="list-style-type: none"> • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
22 Greek and Roman Myths 6Explore "The Story of Arachne"	RL.3.2, RL.3.9	<ul style="list-style-type: none"> • Identify setting. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Determine the theme, moral, or lesson of a work of literature. • Identify character traits. • Understand a variety of literature representing different cultures and traditions. • Compare and contrast characters from different stories. • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology, and textual features, such as definitional footnotes or sidebars. • Use search tools to locate information (for example, hyperlink). • Determine the meaning of text-related words, including those related to mythology.
22 Greek and Roman Myths 7Introduce "The Story of Proserpina"	RL.3.9	<ul style="list-style-type: none"> • Connect text with prior knowledge. • Identify setting. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
22 Greek and Roman Myths 8Explore "The Story of Proserpina"	RL.3.9, RI.3.6	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Explain how the actions of characters contribute to the sequence of events. • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Determine the theme, moral, or lesson of a work of literature. • Distinguish between topic and theme. • Identify character traits. • Identify setting. • Describe setting.

		<ul style="list-style-type: none"> • Use information from visuals to develop an understanding of the characters, setting, and plot.
22 Greek and Roman Myths 9Introduce "A Flight Through the Sky"	RL.3.9, RI.3.6	<ul style="list-style-type: none"> • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Increase concept and content vocabulary. • Apply information read to answer questions. • Evaluate reading strategies. • Read literature independently and proficiently. • Read a variety of texts for information and pleasure.
22 Greek and Roman Myths 10Explore "A Flight Through the Sky"	RL.3.9	<ul style="list-style-type: none"> • Identify setting. • Infer answers to questions. • Identify problem and solution. • Explain how the actions of characters contribute to the sequence of events. • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Determine the theme, moral, or lesson of a work of literature. • Compare and contrast literary elements in two or more literary selections. • Generate plausible alternative endings to plot. • Make connections between text and self, text and world, and text to text.
22 Greek and Roman Myths 11Reflections on Greek and Roman Myths	RL.3.9, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D, SL.3.3, SL.3.6	<ul style="list-style-type: none"> • Describe characters and their traits. • Compare and contrast characters from different stories. • Answer evaluative questions based on reading. • Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others. • Speak clearly and at an appropriate pace for the type of communication. • Contribute meaningfully to group discussions by being prepared, explaining one's own ideas, building upon others' comments, and asking questions. • Determine the theme, moral, or lesson of a work of literature.

		<ul style="list-style-type: none"> • Describe setting. • Identify problem and solution. • Identify cause and effect. • Identify sensory language: vivid verbs. • Create a visual. • Apply the conventions of grammar, usage, mechanics, and spelling. • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
22 Greek and Roman Myths 12Your Choice		
23 The Glory of Greece 1Introduce The Glory of Greece (A)	RI.3.10	<ul style="list-style-type: none"> • Identify features of a nonfiction text. • Connect text to prior knowledge. • Use a graphic organizer to organize information. • Use text organizational features to locate and comprehend information (table of contents). • Use before-reading strategies. • Distinguish between fiction and nonfiction. • Increase concept and content vocabulary. • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
23 The Glory of Greece 2Explore The Glory of Greece (A)	RI.3.10	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Apply information read to answer questions. • Demonstrate knowledge of authors, characters, and events in significant works of literature. • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. • Identify features of nonfiction text. • Use text organizational features to locate and comprehend information (table of contents, glossary, chapter, index, title, author, illustrator, caption). • Identify generalizations and evidence that supports them in a text. • Make generalizations from text. • Recognize words that signal transitions.

		<ul style="list-style-type: none"> • Use a graphic organizer to organize information. • Make inferences using evidence from the text. • Use search tools to locate information (for example, hyperlink). • Make connections between text and self, text and world, and text to text. • Summarize the plot of a story.
23 The Glory of Greece 3Introduce The Glory of Greece (B)	RI.3.7, RI.3.10	<ul style="list-style-type: none"> • Connect text with prior knowledge. • Distinguish between fiction and nonfiction. • Use a graphic organizer to organize information. • Use before-reading strategies. • Increase concept and content vocabulary. • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
23 The Glory of Greece 4Explore The Glory of Greece (B)	RI.3.10	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Apply information read to answer questions. • Use graphics to answer a question. • Compare and contrast using evidence from the text. • Identify supporting details. • Demonstrate knowledge of authors, characters, and events in significant works of literature. • Distinguish between fiction and nonfiction. • Identify facts. • Draw conclusions using evidence from text. • Make inferences using evidence from the text. • Make inferences and draw conclusions. • Use search tools to locate information (for example, hyperlink). • Make connections between text and self, text and world, and text to text. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Determine the meaning of text-related words, including those related to mythology.
23 The Glory of Greece 5Introduce The Glory of Greece (C)	RI.3.10	<ul style="list-style-type: none"> • Connect text with prior knowledge. • Use a graphic organizer to organize information. • Use before-reading strategies.

		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>23 The Glory of Greece 6Explore The Glory of Greece (C)</p>	RI.3.7, RI.3.10	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Use graphics and visuals to comprehend meaning and answer questions (diagrams, charts, captions). • Compare and contrast using evidence from the text. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Determine the meaning of text-related words, including those related to mythology. • Compare and contrast using evidence from the text. • Identify supporting details. • Recount key (supporting) details. • Make connections between text and self, text and world, and text to text. • Use search tools to locate information (for example, hyperlink).
<p>23 The Glory of Greece 7Introduce The Glory of Greece (D)</p>	RI.3.10	<ul style="list-style-type: none"> • Connect text with prior knowledge. • Use a graphic organizer to organize information. • Use before-reading strategies. • Increase concept and content vocabulary. • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Read a variety of texts for information and pleasure.
<p>23 The Glory of Greece 8Explore The Glory of Greece (D)</p>	RI.3.10	<ul style="list-style-type: none"> • Identify concrete answers to questions. • Apply information read to answer questions. • Use text features to locate information. • Draw conclusions using evidence from text. • Make inferences using evidence from the text. • Recount key (supporting) details.

		<ul style="list-style-type: none"> • Recognize author’s opinion and distinguish it from own. • State an opinion related to topic. • Give reasons for opinion. • Write a paragraph. • Write an introductory statement. • Write a concluding statement.
23 The Glory of Greece 9Reflections on The Glory of Greece (A)		<ul style="list-style-type: none"> • Recount key (supporting) details. • Recognize author’s opinion and distinguish it from own. • State an opinion related to topic. • Identify descriptions that support comprehension. • Identify main idea and supporting details in a text. • State an opinion related to topic. • Organize ideas. • Write a speech.
23 The Glory of Greece 10Reflections on The Glory of Greece (B)		<ul style="list-style-type: none"> • State an opinion related to topic. • State the topic directly. • State an opinion related to topic. • State the topic directly. • Use search tools to locate information (for example, hyperlink). • Practice a presentation. • Deliver a presentation. • Speak clearly at an understandable pace. • Uses public speaking techniques. • Create a visual. • Use text organizational features to locate and comprehend information (table of contents, glossary, chapter, index, title, author, illustrator, caption). • Make generalizations from text. • Compare and contrast using evidence from the text. • Identify facts. • Identify supporting details. • Distinguish between fiction and nonfiction. • Use graphics and visuals to comprehend meaning and answer questions (diagrams, charts, captions). • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
23 The Glory of Greece 11Your Choice		

<p>24 Reader's Choice 4 1 Novel Title (A)</p>		<ul style="list-style-type: none"> • Differentiate among various literary genres. • Define novel. • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text.
<p>24 Reader's Choice 4 2 Novel Title (B)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Describe the effect point of view has on a story.
<p>24 Reader's Choice 4 3 Novel Title (C)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Define setting. • Define plot as what happens in a story.
<p>24 Reader's Choice 4 4 Novel Title (D)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions.

		<ul style="list-style-type: none"> • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Identify problems and solutions in a story. • Describe characters by what they do, what they say, or what others say about them. • Describe the effect point of view has on a story. • Write a summary.
<p>24 Reader's Choice 4 5 Novel Title (E)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Make inferences about characters using evidence from the text. • Draw conclusions about characters using evidence from the text.
<p>24 Reader's Choice 4 6 Novel Title (F)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Identify problems and solutions in a story. • Make inferences about characters using evidence from the text. • Draw conclusions about characters using evidence from the text. • Write a caption relating to an illustration.
<p>24 Reader's Choice 4 7 Novel Title (G)</p>		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents).

		<ul style="list-style-type: none"> • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text.
24 Reader's Choice 4 8Novel Title (H)		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Demonstrate comprehension of the text. • Write a caption relating to an illustration. • Make connections between text and self, text and world, and text to text.
24 Reader's Choice 4 9Novel Title (I)		<ul style="list-style-type: none"> • Use Before Reading strategies. • Determine meaning of unknown words in text. • Use text organizational features to locate and comprehend information (table of contents). • Read literature independently and proficiently. • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Make connections between text and self, text and world, and text to text. • Read literature independently and proficiently. • Make connections between text and self, text and world, and text to text.
24 Reader's Choice 4 10Unit Review and Checkpoint		<ul style="list-style-type: none"> • Identify concrete answers to questions. • Infer answers to questions. • Apply information read to answer questions. • Write or draw a response that identifies a text to self, text to world, and/or text to text connection. • Make connections between text and self, text and world, and text to text. • Answer evaluative questions based on reading. • Follow agreed-upon rules for discussions (e.g., gaining the

		<p>floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Speak clearly and at an appropriate pace for the type of communication. • Read and respond to books in a series.
24 Reader's Choice 4 11Your Choice		
25 Semester Review and Checkpoint 1Semester Review		<ul style="list-style-type: none"> • Complete a Semester Review on the elements of literature and responding to literature, nonfiction, and practical writing. • Differentiate among various literary genres. • Summarize a work of literature and maintain accurate sequence. • Write a summary. • Identify problems and solutions in a story. • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Determine the theme, moral, or lesson of a work of literature. • Use graphics to answer a question. • Identify main idea and supporting details in a text. • Identify author's purpose. • Identify rhyme scheme in a poem. • Identify speaker. • Identify personification. • Compare and contrast literary elements in two or more literary selections. • Follow directions to complete a task. • State an opinion related to a topic. • Apply the conventions of grammar, usage, mechanics, and spelling.
25 Semester Review and Checkpoint 2Semester Checkpoint (A)		<ul style="list-style-type: none"> • Complete a Semester Checkpoint on the elements of literature and responding to literature, nonfiction, and practical writing.

<p>25 Semester Review and Checkpoint 3 Semester Checkpoint (B)</p>		<ul style="list-style-type: none"> • Differentiate among various literary genres. • Summarize a work of literature and maintain accurate sequence. • Write a summary. • Identify problems and solutions in a story. • Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories. • Determine the theme, moral, or lesson of a work of literature. • Use graphics to answer a question. • Identify main idea and supporting details in a text. • Identify author’s purpose. • Identify rhyme scheme in a poem. • Identify speaker. • Identify personification. • Compare and contrast literary elements in two or more literary selections. • Follow directions to complete a task. • State an opinion related to a topic. • Apply the conventions of grammar, usage, mechanics, and spelling. • Evaluate Checkpoint results and choose activities to review. • Read poetry and prose aloud. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>1 Journals 1 Introduction to Writing Skills</p>		<ul style="list-style-type: none"> • Understand the general course overview and structure in K12 Language Arts Purple. • Navigate the K12 Language Arts Purple Writing Skills program online.
<p>1 Journals 2 Introduction to Journals</p>	<p>W.3.10</p>	<ul style="list-style-type: none"> • Recognize a journal prompt. • Respond to a journal prompt. • Freewrite about a topic.
<p>1 Journals 3 Look Around</p>	<p>W.3.10</p>	<ul style="list-style-type: none"> • Recognize a journal prompt. • Respond to a journal prompt. • Freewrite about a topic.
<p>1 Journals 4 Ideas and Dreams</p>	<p>W.3.10</p>	<ul style="list-style-type: none"> • Recognize a journal prompt. • Respond to a journal prompt. • Freewrite about a topic.
<p>1 Journals 5 Write in Your Journal</p>		<ul style="list-style-type: none"> • Respond to a journal prompt. • Freewrite about a topic.

2 Sentences 1 Complete Sentences and Journal Entry		<ul style="list-style-type: none"> • Respond to a journal prompt. • Freewrite about a topic. • Identify a complete sentence. • Recognize that a complete sentence begins with a capital letter and has an end mark.
2 Sentences 2 Kinds of Sentences	L.3.1.I	<ul style="list-style-type: none"> • Identify declarative sentences. • Identify interrogative sentences. • Identify exclamatory sentences. • Identify imperative sentences. • Use declarative sentences. • Use interrogative sentences. • Use exclamatory sentences. • Use imperative sentences. • Recognize that a complete sentence begins with a capital letter and has an end mark.
2 Sentences 3 Simple Sentences (A)	L.3.1.I	<ul style="list-style-type: none"> • Identify simple sentences. • Write simple sentences.
2 Sentences 4 Simple Sentences (B)	L.3.1.I	<ul style="list-style-type: none"> • Identify simple sentences. • Write simple sentences.
2 Sentences 5 Compound Sentences (A)	L.3.1.I	<ul style="list-style-type: none"> • Identify compound sentences. • Identify coordinating conjunctions. • Use coordinating conjunctions.
2 Sentences 6 Compound Sentences (B)	L.3.1.I	<ul style="list-style-type: none"> • Use a comma before the conjunction in a compound sentence. • Form compound sentences. • Write compound sentences. • Use coordinating conjunctions.
2 Sentences 7 Complex Sentences (A)	L.3.1.I	<ul style="list-style-type: none"> • Identify complex sentences. • Use complex sentences.
2 Sentences 8 Complex Sentences (B)	L.3.1.H, L.3.1.I	<ul style="list-style-type: none"> • Identify complex sentences. • Use subordinating conjunctions in a complex sentence. • Write complex sentences.
2 Sentences 9 Unit Review	L.3.1.I	<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for more practice.

2 Sentences 10 Unit Checkpoint	L.3.1.1	<ul style="list-style-type: none"> • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice.
3 Paragraphs 1 Review Sentences and Journal Entry	W.3.10	<ul style="list-style-type: none"> • Recall what a sentence is. • Identify a complete sentence. • Recognize that a complete sentence begins with a capital letter and has an end mark. • Respond to a journal prompt. • Freewrite about a topic.
3 Paragraphs 2 Model Opinion Paragraph	RI.3.8	<ul style="list-style-type: none"> • Describe the elements of a paragraph. • Identify the topic sentence that expresses the main idea of the paragraph. • Identify reasons that support an opinion. • Identify transitions that connect ideas. • Identify the concluding sentence.
3 Paragraphs 3 Brainstorm Topics	RI.3.8	<ul style="list-style-type: none"> • Explore the writing process. • Brainstorm ideas for an opinion paragraph. • Choose a topic.
3 Paragraphs 4 Plan Your Paragraph	RI.3.8	<ul style="list-style-type: none"> • Use a graphic organizer to plan. • Distinguish between details that do and do not support the topic sentence.
3 Paragraphs 5 Draft Your Opinion Paragraph (A)	RI.3.8, W.3.10	<ul style="list-style-type: none"> • Use a graphic organizer to write a paragraph. • Write an opinion paragraph • State an opinion. • Provide reasons that support the opinion. • Use linking words and phrases to connect opinions and reasons. • Provide a concluding statement or section.
3 Paragraphs 6 Draft Your Opinion Paragraph (B)	RI.3.8, W.3.10	<ul style="list-style-type: none"> • Use a graphic organizer to write a paragraph. • Write an opinion paragraph • State an opinion. • Provide reasons that support the opinion. • Use linking words and phrases to connect opinions and reasons. • Provide a concluding statement or section. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects.

3 Paragraphs 7 Use a Dictionary and Thesaurus		<ul style="list-style-type: none"> • Recognize the kind of information found in a dictionary. • Use a dictionary. • Recognize the kind of information found in a thesaurus. • Use a thesaurus.
3 Paragraphs 8 Revise Your Paragraph	W.3.10	<ul style="list-style-type: none"> • Revise the draft of a paragraph. • Delete any ideas that spoil the unity. • Strengthen the topic sentence. • Use a thesaurus to check word choice.
3 Paragraphs 9 Proofread Your Paragraph	W.3.10	<ul style="list-style-type: none"> • Proofread a paragraph. • Use a dictionary to check spelling. • Capitalize the first word of a sentence.
3 Paragraphs 10 Publish Your Paragraph	W.3.10	<ul style="list-style-type: none"> • Include illustrations when useful. • Create a clean copy of the opinion paragraph. • Revise the draft of a paragraph.
4 Sentence Combining and Personal Story 1 Complete Subjects and Journal Entry	W.3.4	<ul style="list-style-type: none"> • Identify the subject of a sentence. • Identify the subject of an imperative sentence. • Respond to a journal prompt. • Freewrite about a topic.
4 Sentence Combining and Personal Story 2 Complete Predicates and Model Personal Story	W.3.3.A, W.3.4	<ul style="list-style-type: none"> • Identify the predicate of a sentence. • Describe the elements of a personal story. • Identify the beginning, middle, and end of a story. • Explain the significance of a story. • Recognize that a story is told in chronological order.
4 Sentence Combining and Personal Story 3 Combine Sentences and Brainstorm Your Topic	W.3.4	<ul style="list-style-type: none"> • Combine sentences to form one sentence with a compound predicate. • Use conjunctions to form compound predicates. • Brainstorm topics for a personal story. • Choose a topic.
4 Sentence Combining and Personal Story 4 Combine Sentences and Plan Your Personal Story	W.3.3.A, W.3.3.C, W.3.4	<ul style="list-style-type: none"> • Combine sentences to form one sentence with a compound subject. • Use conjunctions to form compound subjects. • Develop details for a story by answering questions. • Use a graphic organizer to put ideas in order of beginning, middle, and end.
4 Sentence Combining and Personal Story 5 Draft Your Personal Story	W.3.3.A, W.3.3.C, W.3.4	<ul style="list-style-type: none"> • Draft a personal story. • Put ideas in chronological order.
4 Sentence Combining and Personal Story 6 Combine	W.3.3.A, W.3.3.C,	<ul style="list-style-type: none"> • Combine two simple sentences to form a compound sentence.

Sentences and Draft Your Personal Story	W.3.3.D, W.3.4	<ul style="list-style-type: none"> • Use conjunctions to form compound sentences. • Draft a personal story. • Put ideas in chronological order. • State the significance of a story.
4 Sentence Combining and Personal Story 7 Improve Sentences with Details		<ul style="list-style-type: none"> • Expand sentences by adding details.
4 Sentence Combining and Personal Story 8 Revise Your Personal Story	W.3.3.A, W.3.4	<ul style="list-style-type: none"> • Revise a personal story. • Combine successive sentences that have the same subject or the same predicate. • Expand sentences by adding details. • Check for beginning, middle, and end and chronological order.
4 Sentence Combining and Personal Story 9 Unit Review and Proofread Your Personal Story	W.3.4, L.3.1.H	<ul style="list-style-type: none"> • Identify the subject of a sentence. • Identify the predicate of a sentence. • Combine sentences to form one sentence with a compound predicate. • Use conjunctions to form compound predicates. • Combine sentences to form one sentence with a compound subject. • Use conjunctions to form compound subjects. • Combine two simple sentences to form a compound sentence. • Use conjunctions to form compound sentences. • Expand sentences by adding details. • Proofread a personal story. • Check capitalization and punctuation of sentences.
4 Sentence Combining and Personal Story 10 Unit Checkpoint and Publish Your Personal Story	W.3.4, W.3.5, W.3.6	<ul style="list-style-type: none"> • Identify the subject of a sentence. • Identify the predicate of a sentence. • Combine sentences to form one sentence with a compound predicate. • Use conjunctions to form compound predicates. • Combine sentences to form one sentence with a compound subject. • Use conjunctions to form compound subjects. • Combine two simple sentences to form a compound sentence. • Use conjunctions to form compound sentences. • Expand sentences by adding details. • Make a clean copy of a personal story.

5 Critical Skills Practice 1 1 Vocabulary Skills (A)		<ul style="list-style-type: none"> • Define prefix. • Recall the meanings of prefixes. • Identify and use prefixes to determine word meaning. • Use sentence-level context as a clue to the meaning of a word or phrase.
5 Critical Skills Practice 1 2 Language Skills (A)		<ul style="list-style-type: none"> • Define complete sentence. • Identify subject and verb agreement. • Identify a complete sentence. • Expand sentences by adding details. • Use a verb that agrees with its subject.
5 Critical Skills Practice 1 3 Spelling Skills (A)		<ul style="list-style-type: none"> • Define homophone. • Define compound word. • Use sentence-level context as a clue to the meaning of a word or phrase. • Spell homophones. • Spell compound words.
5 Critical Skills Practice 1 4 Vocabulary Skills (B)		<ul style="list-style-type: none"> • Define suffix. • Recall the meaning of suffixes. • Identify and use suffixes to determine word meaning. • Use sentence-level context as a clue to the meaning of a word or phrase.
5 Critical Skills Practice 1 5 Unit Checkpoint		<ul style="list-style-type: none"> • Identify and use prefixes to determine word meaning. • Identify and use suffixes to determine word meaning. • Identify a complete sentence. • Expand sentences by adding details. • Use a verb that agrees with its subject. • Spell homophones. • Spell compound words. • Complete a Unit Checkpoint on critical skills. • Evaluate Unit Checkpoint results and choose activities for more practice.
6 Share Information in a Letter 1 Capital Letters & Commas in Days & Dates and Journal Entry		<ul style="list-style-type: none"> • Use a capital letter to begin the name of a day. • Use a capital letter to begin the name of a month. • Use a comma in a date. • Respond to a journal prompt. • Freewrite about a topic.
6 Share Information in a Letter 2 Model Personal Letter		<ul style="list-style-type: none"> • Recognize the parts of a friendly letter. • Describe the elements of a friendly letter. • Identify the purpose of a friendly letter.

		<ul style="list-style-type: none"> • Identify the audience of a friendly letter. • Identify voice and tone.
6 Share Information in a Letter 3 Heading of a Letter and Plan a Friendly Letter	L.3.2.B	<ul style="list-style-type: none"> • Recognize proper capitalization and punctuation in the heading of a letter. • Use capital letters and commas correctly in the heading of a letter. • Use a graphic organizer to plan. • Choose a topic.
6 Share Information in a Letter 4 Greeting & Closing of a Letter and Plan a Thank-You Letter		<ul style="list-style-type: none"> • Recognize capital letters and commas in the greeting and closing of a letter. • Use capital letters and commas in the greeting and closing of a letter. • Use a graphic organizer to plan. • Choose a topic.
6 Share Information in a Letter 5 Addresses and Plan a Letter of Invitation	L.3.2.B	<ul style="list-style-type: none"> • Use capital letters and punctuation correctly in addresses. • Address an envelope. • Use a graphic organizer to plan. • Choose a topic.
6 Share Information in a Letter 6 Draft Your Personal Letter	L.3.2.B	<ul style="list-style-type: none"> • Draft a personal letter. • Determine the purpose and audience for a piece of writing. • Use an appropriate voice and tone. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects.
6 Share Information in a Letter 7 Letters as E-mails	W.3.5, W.3.6	<ul style="list-style-type: none"> • Write an e-mail. • Use a word processor to write an e-mail.
6 Share Information in a Letter 8 Revise Your Personal Letter		<ul style="list-style-type: none"> • Revise a personal letter. • Provide complete information. • Revise the organization of a letter.
6 Share Information in a Letter 9 Unit Review and Proofread Your Personal Letter		<ul style="list-style-type: none"> • Use a capital letter to begin the name of a day. • Use a capital letter to begin the name of a month. • Use commas correctly in a friendly letter. • Recognize the parts of a friendly letter. • Recognize proper capitalization and punctuation in the heading of a letter. • Use capital letters and commas correctly in the heading of a letter. • Recognize capital letters and commas in the greeting and closing of a letter. • Use capital letters and commas in the greeting and closing

		<p>of a letter.</p> <ul style="list-style-type: none"> • Use capital letters and punctuation correctly in addresses. • Proofread a letter. • Indent each paragraph. • Use capital letters in heading, greeting, and closing. • Use commas in heading, greeting, and closing.
6 Share Information in a Letter 10 Unit Checkpoint and Publish Your Personal Letter		<ul style="list-style-type: none"> • Use a capital letter to begin the name of a day. • Use a capital letter to begin the name of a month. • Use commas correctly in a friendly letter. • Recognize the parts of a friendly letter. • Recognize proper capitalization and punctuation in the heading of a letter. • Use capital letters and commas correctly in the heading of a letter. • Recognize capital letters and commas in the greeting and closing of a letter. • Use capital letters and commas in the greeting and closing of a letter. • Use capital letters and punctuation correctly in addresses. • Address an envelope. • Publish a letter. • Make a clean copy of a personal letter. • Revise a personal letter.
7 Nouns and Informative Essay 1 Common & Proper Nouns and Journal Entry	L.3.1.A, L.3.1.D	<ul style="list-style-type: none"> • Identify common and proper nouns. • Use common and proper nouns. • Respond to a journal prompt. • Freewrite about a topic.
7 Nouns and Informative Essay 2 Collective, Abstract, & Compound Nouns and Model Informative Essay	W.3.2.A, W.3.2.B, L.3.1.A, L.3.1.C, L.3.1.D	<ul style="list-style-type: none"> • Use collective nouns. • Use abstract nouns. • Identify compound nouns. • Use compound nouns. • Describe the elements of an informative essay.
7 Nouns and Informative Essay 3 Singular & Plural Nouns and Brainstorm Topics	L.3.1.A, L.3.1.B, L.3.1.D	<ul style="list-style-type: none"> • Identify singular nouns. • Identify plural nouns. • Form and use plural nouns. • Form and use irregular plural nouns. • Brainstorm topics for an informative essay. • Choose a topic.

<p>7 Nouns and Informative Essay 4 Plan Your Informative Essay</p>	<p>W.3.2.A, W.3.2.B, L.3.1.D</p>	<ul style="list-style-type: none"> • Determine purpose and audience. • Use a graphic organizer to plan. • Group related information together. • Develop the topic with facts, definitions, and details. • Include illustrations when useful. • Use feedback from others to plan.
<p>7 Nouns and Informative Essay 5 Singular Possessive Nouns and Draft Your Informative Essay</p>	<p>W.3.2.A, W.3.2.B, W.3.2.C, L.3.1.A, L.3.1.D</p>	<ul style="list-style-type: none"> • Recognize possessive nouns. • Form singular possessive nouns. • Write an informative essay. • Introduce a topic. • Organize ideas in logical order. • Use transitions to connect ideas.
<p>7 Nouns and Informative Essay 6 Plural Possessive Nouns and Draft Your Informative Essay</p>	<p>W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, L.3.1.A, L.3.1.B, L.3.1.D</p>	<ul style="list-style-type: none"> • Recognize possessive nouns. • Form plural possessive nouns. • Write an informative essay. • Introduce a topic. • Organize ideas in a logical order. • Use transitions to connect ideas. • Provide a concluding statement or section.
<p>7 Nouns and Informative Essay 7 Simple Subjects</p>	<p>L.3.1.D</p>	<ul style="list-style-type: none"> • Identify the simple subject.
<p>7 Nouns and Informative Essay 8 Revise Your Informative Essay</p>	<p>W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D</p>	<ul style="list-style-type: none"> • Revise an informative essay. • Use transitions to connect ideas. • Provide complete information. • Organize ideas in a logical order.
<p>7 Nouns and Informative Essay 9 Unit Review and Proofread Your Informative Essay</p>	<p>L.3.2.G</p>	<ul style="list-style-type: none"> • Identify and use proper and common nouns. • Respond to a journal prompt. • Use collective nouns. • Use abstract nouns. • Identify compound nouns. • Use compound nouns. • Identify singular nouns. • Identify plural nouns. • Form and use plural nouns. • Form and use irregular plural nouns. • Recognize possessive nouns. • Form singular possessive nouns. • Form plural possessive nouns. • Identify the simple subject. • Proofread an informative essay.

		<ul style="list-style-type: none"> • Capitalize proper nouns. • Spell plural nouns correctly. • Use a comma before the conjunction in a compound sentence.
<p>7 Nouns and Informative Essay</p> <p>10 Unit Checkpoint and Publish Your Informative Essay</p>		<ul style="list-style-type: none"> • Identify and use proper and common nouns. • Respond to a journal prompt. • Use collective nouns. • Use abstract nouns. • Identify compound nouns. • Use compound nouns. • Identify singular nouns. • Identify plural nouns. • Form and use plural nouns. • Form and use irregular plural nouns. • Recognize possessive nouns. • Form singular possessive nouns. • Form plural possessive nouns. • Identify the simple subject. • Make a clean copy of the essay. • Include illustrations when useful. • Revise an informative essay.
<p>8 Critical Skills Practice 2 1</p> <p>Language Skills (B)</p>		<ul style="list-style-type: none"> • Identify verbs in sentences. • Identify and use verbs in simple present, simple past, and simple future tenses.
<p>8 Critical Skills Practice 2 2</p> <p>Vocabulary Skills (C)</p>		<ul style="list-style-type: none"> • Recall what synonyms and antonyms are. • Identify synonyms. • Identify antonyms.
<p>8 Critical Skills Practice 2 3</p> <p>Language Skills (C)</p>		<ul style="list-style-type: none"> • Identify the subject and verb of a sentence. • Use a verb that agrees with its subject.
<p>8 Critical Skills Practice 2 4</p> <p>Spelling Skills (B)</p>		<ul style="list-style-type: none"> • Recall the meaning of suffixes. • Spell words ending in the vowel suffix -ed. • Spell words ending in the vowel suffix -ing.
<p>8 Critical Skills Practice 2 5</p> <p>Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use verbs in simple present, simple past, and simple future tenses. • Identify synonyms. • Identify antonyms. • Identify the subject and verb of a sentence. • Use a verb that agrees with its subject. • Spell words ending in the vowel suffix -ed. • Spell words ending in the vowel suffix -ing. • Complete a Unit Checkpoint on critical skills.

		<ul style="list-style-type: none"> • Evaluate Unit Checkpoint results and choose activities for more practice.
9 Verbs and Persuasive Essay 1 Action Verbs and Journal Entry	L.3.1.A, L.3.1.D, L.3.1.E	<ul style="list-style-type: none"> • Identify action verbs. • Replace weak verbs with strong action verbs. • Use action verbs in sentences. • Respond to a journal prompt. • Freewrite about a topic.
9 Verbs and Persuasive Essay 2 Being Verbs and Model Persuasive Essay	W.3.1.A, W.3.1.B, W.3.1.C, L.3.1.A, L.3.1.D, L.3.1.E	<ul style="list-style-type: none"> • Identify being verbs. • Use being verbs in sentences. • Describe the elements of a persuasive essay. • Identify an opinion. • Identify reasons that support an opinion. • Recognize the tone of the essay. • Recognize the structure of the essay. • Use linking words to connect opinions and reasons.
9 Verbs and Persuasive Essay 3 Helping Verbs & Verb Phrases and Brainstorm Topics	L.3.1.A, L.3.1.D, L.3.1.E	<ul style="list-style-type: none"> • Identify verbs in sentences. • Identify helping verbs. • Identify and use verb phrases. • Brainstorm topics for a persuasive essay.
9 Verbs and Persuasive Essay 4 Simple Predicates and Choose a Topic	W.3.1.A, L.3.1.D, L.3.1.E	<ul style="list-style-type: none"> • Identify the simple predicate, or verb, in a sentence. • Choose a topic for a persuasive essay. • State an opinion. • Write an opinion statement. • Use a graphic organizer to plan.
9 Verbs and Persuasive Essay 5 Verb Phrases and Fact or Opinion	L.3.1.D, L.3.1.E	<ul style="list-style-type: none"> • Identify the simple predicate, or verb, in a sentence. • List reasons for an opinion. • Distinguish between fact and opinion.
9 Verbs and Persuasive Essay 6 Inverted Sentence Order and Support Your Opinion	W.3.1.A, W.3.1.B, L.3.1.D, L.3.1.E	<ul style="list-style-type: none"> • Identify the verb in a sentence in inverted order. • Provide reasons that support an opinion. • Use a graphic organizer to plan.
9 Verbs and Persuasive Essay 7 Draft Your Persuasive Essay	W.3.1.A, W.3.1.B, W.3.1.C, L.3.3.A	<ul style="list-style-type: none"> • Write a persuasive essay. • Introduce a topic. • State an opinion. • Provide reasons that support an opinion. • Choose words and phrases for effect. • Use linking words and phrases to connect opinions and reasons.

<p>9 Verbs and Persuasive Essay 8 Unit Review and Draft Your Persuasive Essay</p>	<p>W.3.1.A, W.3.1.B, W.3.1.C, L.3.1.A, L.3.3.A</p>	<ul style="list-style-type: none"> • Identify action verbs. • Replace weak verbs with strong action verbs. • Use action verbs in sentences. • Identify being verbs. • Use being verbs in sentences. • Identify verbs in sentences. • Identify helping verbs. • Identify and use verb phrases. • Identify the simple predicate, or verb, in a sentence. • Identify the verb in a sentence in inverted order. • Write a persuasive essay. • Introduce a topic. • State an opinion. • Provide reasons that support an opinion. • List reasons for an opinion. • Choose words and phrases for effect. • Use linking words and phrases to connect opinions and reasons. • Provide a concluding section or statement.
<p>9 Verbs and Persuasive Essay 9 Unit Checkpoint and Draft Your Persuasive Essay</p>	<p>W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.4, L.3.3.A</p>	<ul style="list-style-type: none"> • Identify action verbs. • Replace weak verbs with strong action verbs. • Use action verbs in sentences. • Identify being verbs. • Use being verbs in sentences. • Identify verbs in sentences. • Identify helping verbs. • Identify and use verb phrases. • Identify the simple predicate, or verb, in a sentence. • Identify the verb in a sentence in inverted order. • Write a persuasive essay. • Introduce a topic. • State an opinion. • Provide reasons that support an opinion. • Choose words and phrases for effect. • Use linking words and phrases to connect opinions and reasons. • Provide a concluding section or statement. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects.
<p>10 Turn a Persuasive Essay into a Business Letter 1</p>		<ul style="list-style-type: none"> • Recognize the parts of a formal, or business, letter. • Respond to a journal prompt. • Freewrite about a topic.

Parts of a Business Letter and Journal Entry		
10 Turn a Persuasive Essay into a Business Letter 2 Inside Address and Revise Your Persuasive Essay		<ul style="list-style-type: none"> • Recognize the parts of a formal, or business, letter. • Recognize the parts of an inside address. • Revise a persuasive essay. • Revise language based on purpose and audience.
10 Turn a Persuasive Essay into a Business Letter 3 Salutation & Closing and Revise Your Persuasive Essay		<ul style="list-style-type: none"> • Recognize how a salutation begins and ends in a business letter. • Recognize how a closing begins and ends in a business letter. • Revise a persuasive essay. • Check that the essay has an introduction, body, and conclusion. • Strengthen reasons that support a stand. • Check that the body of the essay has three reasons. • Delete unnecessary details.
10 Turn a Persuasive Essay into a Business Letter 4 Address an Envelope to a Business		<ul style="list-style-type: none"> • Recognize the parts of a business envelope. • Address a business envelope.
10 Turn a Persuasive Essay into a Business Letter 5 Unit Review and Turn Your Essay into a Business Letter		<ul style="list-style-type: none"> • Recognize the parts of a formal, or business, letter. • Recognize the parts of an inside address. • Recognize how a salutation begins and ends in a business letter. • Recognize how a closing begins and ends in a business letter. • Recognize the parts of a business envelope. • Implement the parts of a business letter.
10 Turn a Persuasive Essay into a Business Letter 6 Unit Checkpoint and Proofread Your Letter & Envelope	L.3.2.G	<ul style="list-style-type: none"> • Recognize the parts of a formal, or business, letter. • Recognize the parts of an inside address. • Recognize how a salutation begins and ends in a business letter. • Recognize how a closing begins and ends in a business letter. • Recognize the parts of a business envelope. • Proofread a business letter.
10 Turn a Persuasive Essay into a Business Letter 7 Publish Your Business Letter		<ul style="list-style-type: none"> • Make a clean copy of a business letter. • Use a word processing program to produce a final draft. • Revise a business letter.

11 Critical Skills Practice 3 1 Spelling Skills (C)		<ul style="list-style-type: none"> • Alphabetize words. • Alphabetize words to the third letter.
11 Critical Skills Practice 3 2 Vocabulary Skills (D)		<ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context.
11 Critical Skills Practice 3 3 Language Skills (D)		<ul style="list-style-type: none"> • Identify parts of speech. • Identify how a part of speech is used in a sentence.
11 Critical Skills Practice 3 4 Vocabulary Skills (E)		<ul style="list-style-type: none"> • Define shades of meaning. • Distinguish shades of meanings among related words.
11 Critical Skills Practice 3 5 Unit Checkpoint		<ul style="list-style-type: none"> • Alphabetize words to the third letter. • Distinguish the literal and nonliteral meanings of words and phrases in context. • Identify how a part of speech is used in a sentence. • Distinguish shades of meanings among related words. • Complete a Unit Checkpoint on critical skills. • Evaluate Unit Checkpoint results and choose activities for more practice.
12 Semester Review and Checkpoint 1 Semester Review: Sentences, Sentence Combining, Capital Letters & Commas in a Letter, and Critical Skills		<ul style="list-style-type: none"> • Complete a Semester Review of grammar, usage, mechanics, and critical skills. • Evaluate Semester Review results and choose activities for More Practice.
12 Semester Review and Checkpoint 2 Semester Checkpoint: Sentences, Sentence Combining, Capital Letters & Commas in a Letter, and Critical Skills		<ul style="list-style-type: none"> • Complete a Semester Checkpoint of grammar, usage, mechanics, and critical skills. • Evaluate Semester Checkpoint results and choose activities for More Practice.
12 Semester Review and Checkpoint 3 Semester Review: Nouns, Verbs, Parts of a Business Letter, and Critical Skills		<ul style="list-style-type: none"> • Complete a Semester Review of grammar, usage, mechanics, and critical skills. • Evaluate Semester Review results and choose activities for More Practice.
12 Semester Review and Checkpoint 4 Semester Checkpoint: Nouns, Verbs,		<ul style="list-style-type: none"> • Complete a Semester Checkpoint of grammar, usage, mechanics, and critical skills. • Evaluate Semester Checkpoint results and choose activities for More Practice.

Parts of a Business Letter, and Critical Skills		
13 Quotations and Short Research Project 1 Quotation Marks and Journal Entry		<ul style="list-style-type: none"> • Recognize that quotation marks are used around the exact words of an author or speaker. • Respond to a journal prompt. • Freewrite about a topic.
13 Quotations and Short Research Project 2 Capital Letters in Quotations and Model Short Research Project	W.3.7, L.3.2.A	<ul style="list-style-type: none"> • Use a capital letter to begin a quotation. • Describe the elements of a short research project.
13 Quotations and Short Research Project 3 Commas in Quotations and Choose Your Topic	W.3.5, W.3.6, W.3.7, W.3.10, L.3.2.A	<ul style="list-style-type: none"> • Use a comma to separate a quotation from the speaker tag. • Choose a topic for a short research project. • Gather information from print and digital sources.
13 Quotations and Short Research Project 4 Take Notes About Your Topic	W.3.5, W.3.6, W.3.7, W.3.10	<ul style="list-style-type: none"> • Gather information from print and digital sources. • Take brief notes on sources. • Sort evidence into provided categories.
13 Quotations and Short Research Project 5 Organize Your Project (A)	W.3.7, W.3.10	<ul style="list-style-type: none"> • Create a short research project.
13 Quotations and Short Research Project 6 Organize Your Project (B)	W.3.7, W.3.10	<ul style="list-style-type: none"> • Create a short research project.
13 Quotations and Short Research Project 7 Unit Review and Complete Your Short Research Project	W.3.7, W.3.10	<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for more practice. • Create a short research project.
13 Quotations and Short Research Project 8 Unit Checkpoint and Present Your Project	W.3.7, W.3.10	<ul style="list-style-type: none"> • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice. • Present a short research project. • Speak in complete sentences to provide requested detail or clarification.
14 Critical Skills Practice 4 1 Research Skills		<ul style="list-style-type: none"> • Define reference. • Identify and select the best reference source.

14 Critical Skills Practice 4 2 Writing Strategies (A)		<ul style="list-style-type: none"> • Define the author's purpose. • Identify purpose for writing.
14 Critical Skills Practice 4 3 Writing Strategies (B)		<ul style="list-style-type: none"> • Define main idea. • Define supporting details. • Identify the main idea and supporting details. • Organize text using main idea and supporting details.
14 Critical Skills Practice 4 4 Writing Prompts		<ul style="list-style-type: none"> • Recognize a writing prompt that calls for a narrative response. • Determine how to respond to a writing prompt.
14 Critical Skills Practice 4 5 Unit Checkpoint		<ul style="list-style-type: none"> • Complete a Unit Checkpoint on Critical Skills. • Evaluate Unit Checkpoint results and choose activities for More Practice. • Identify and select the best reference source. • Identify purpose for writing. • Identify the main idea and supporting details. • Organize text using main idea and supporting details. • Write a response to a writing prompt. • Recognize a writing prompt that calls for a narrative response. • Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. • Use an appropriate organizational pattern in writing. • Write a narrative with a beginning, middle, and end.
15 Pronouns and Book Review 1 Singular Personal Pronouns and Journal Entry	L.3.1.A	<ul style="list-style-type: none"> • Identify and use singular personal pronouns. • Respond to a journal prompt. • Freewrite about a topic.
15 Pronouns and Book Review 2 Plural Personal Pronouns and Model Book Review	L.3.1.A	<ul style="list-style-type: none"> • Identify and use plural personal pronouns. • Describe the elements of a book review. • Respond to a book review.
15 Pronouns and Book Review 3 Subject Pronouns and Choose Your Book to Review	L.3.1.A	<ul style="list-style-type: none"> • Identify and use subject pronouns. • Brainstrom books to review. • Determine pros and cons of each book. • Choose a book to review.
15 Pronouns and Book Review 4 Pronouns After Action Verbs and Plan Your Book Review	L.3.1.A	<ul style="list-style-type: none"> • Identify and use pronouns after actions verbs. • Use a story map to plan.

15 Pronouns and Book Review 5 Possessive Pronouns and Review Summaries	L.3.1.A, L.3.2.D	<ul style="list-style-type: none"> • Identify and use possessive pronouns in sentences. • Define summary. • Determine what kind of information belongs in a summary.
15 Pronouns and Book Review 6 Possessive Pronouns and Write Your Summary	L.3.1.A, L.3.2.D	<ul style="list-style-type: none"> • Identify and use possessive pronouns in sentences. • Choose information for a summary. • Write a summary.
15 Pronouns and Book Review 7 Draft Your Book Review		<ul style="list-style-type: none"> • Write a book review. • Use a summary in the book review. • Use temporal words and phrases to signal event order. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects.
15 Pronouns and Book Review 8 Pronouns with –self	L.3.1.A	<ul style="list-style-type: none"> • Identify and use pronouns that end in –self or –selves.
15 Pronouns and Book Review 9 Revise Your Book Review		<ul style="list-style-type: none"> • Revise for complete information. • Revise for order of ideas.
15 Pronouns and Book Review 10 Unit Review and Proofread Your Book Review		<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for More Practice. • Proofread the book review.
15 Pronouns and Book Review 11 Unit Checkpoint and Publish Your Book Review		<ul style="list-style-type: none"> • Identify and use singular personal pronouns. • Identify and use plural personal pronouns. • Identify and use subject pronouns. • Identify and use pronouns after actions verbs. • Identify and use possessive pronouns in sentences. • Identify and use pronouns that end in –self or –selves. • Make a clean copy of a book review. • Revise a book review.
16 Book Review Presentation 1 Consider Media to Use and Journal Entry	SL.3.5	<ul style="list-style-type: none"> • Respond to a journal prompt. • Freewrite about a topic. • Examine media options for illustration.
16 Book Review Presentation 2 Plan Your Project	SL.3.5	<ul style="list-style-type: none"> • Choose media. • Gather materials for a project.

16 Book Review Presentation 3 Work on Your Project (A)	SL.3.5	<ul style="list-style-type: none"> • Develop a project. • Use a visual display to enhance facts or details.
16 Book Review Presentation 4 Work on Your Project (B)	SL.3.5	<ul style="list-style-type: none"> • Develop a project. • Use a visual display to enhance facts or details.
16 Book Review Presentation 5 Practice Your Presentation	SL.3.5	<ul style="list-style-type: none"> • Develop a project. • Use a visual display to enhance facts or details. • Practice a presentation.
16 Book Review Presentation 6 Present Your Book Review Project	W.3.5, W.3.6, SL.3.4, SL.3.5, SL.3.6	<ul style="list-style-type: none"> • Share the book review and project. • Speak clearly at an understandable pace. • Speak in complete sentences.
17 Agreement and Plan a Research Report 1 Subject– Verb Agreement and Journal Entry	L.3.1.F	<ul style="list-style-type: none"> • Use a verb that agrees with its subject. • Respond to a journal prompt. • Freewrite about a topic.
17 Agreement and Plan a Research Report 2 Subject– Verb Agreement and Model Research Report	L.3.1.F	<ul style="list-style-type: none"> • Use a verb that agrees with its subject. • Describe the elements of a research report. • Respond to a research report. • Identify purpose and audience. • Identify words and phrases that reveal the tone of a text.
17 Agreement and Plan a Research Report 3 Pronoun–Antecedent Agreement and Choose a Topic	W.3.7, L.3.1.F	<ul style="list-style-type: none"> • Use a pronoun that agrees with the noun to which it refers. • Brainstorm topics for a research report. • Recall information from experiences. • Choose a topic for a research report.
17 Agreement and Plan a Research Report 4 Pronoun–Antecedent Agreement and Find Sources	W.3.7, W.3.8, L.3.1.F	<ul style="list-style-type: none"> • Use a pronoun that agrees with the noun to which it refers. • Recognize the purpose of an encyclopedia. • Recognize the purpose of an atlas. • Use a print source to find information. • Use a digital source to find information.
17 Agreement and Plan a Research Report 5 Take Notes About Your Research Topic (A)	W.3.7, W.3.8	<ul style="list-style-type: none"> • Take brief notes on sources.
17 Agreement and Plan a Research Report 6 Take	W.3.7, W.3.8	<ul style="list-style-type: none"> • Take brief notes on sources.

Notes About Your Research Topic (B)		
17 Agreement and Plan a Research Report 7 Take Notes About Your Research Topic (C)	W.3.7, W.3.8	<ul style="list-style-type: none"> • Take brief notes on sources.
17 Agreement and Plan a Research Report 8 Organize Your Notes	W.3.7, W.3.8	<ul style="list-style-type: none"> • Sort evidence into provided categories.
17 Agreement and Plan a Research Report 9 Use an Outline	W.3.7	<ul style="list-style-type: none"> • Use an outline to organize information.
17 Agreement and Plan a Research Report 10 Unit Review		<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for more practice. • Use a verb that agrees with its subject. • Use a pronoun that agrees with the noun to which it refers.
17 Agreement and Plan a Research Report 11 Unit Checkpoint		<ul style="list-style-type: none"> • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice. • Use a verb that agrees with its subject. • Use a pronoun that agrees with the noun to which it refers.
18 Adjectives and Write a Research Report 1 Descriptive Adjectives and Journal Entry	L.3.1.A	<ul style="list-style-type: none"> • Respond to a journal prompt. • Freewrite about a topic. • Recognize descriptive words known as adjectives. • Recognize that adjectives describe nouns. • Use adjectives to describe someone or something.
18 Adjectives and Write a Research Report 2 Strong Adjectives and Start Your Research Report Draft	W.3.7, L.3.1.A	<ul style="list-style-type: none"> • Use adjectives to describe someone or something. • Replace ordinary adjectives with specific adjectives. • Write a research report. • Write an introduction to a research report.
18 Adjectives and Write a Research Report 3 Articles and Work on Your Research Report Draft	W.3.7, L.3.1.A	<ul style="list-style-type: none"> • Use the, a, and an correctly. • Write a research report. • Write a new paragraph for each new idea. • Develop a topic with facts, definitions, and details.

		<ul style="list-style-type: none"> • Group related information together. • Use linking words and phrases to connect ideas within categories of information.
18 Adjectives and Write a Research Report 4 Work on Your Research Report Draft	W.3.7	<ul style="list-style-type: none"> • Write a research report. • Write a new paragraph for each new idea. • Develop a topic with facts, definitions, and details. • Group related information together. • Use linking words and phrases to connect ideas within categories of information.
18 Adjectives and Write a Research Report 5 Complete Your Research Report Draft	W.3.7	<ul style="list-style-type: none"> • Write a research report. • Write a new paragraph for each new idea. • Develop a topic with facts, definitions, and details. • Group related information together. • Use linking words and phrases to connect ideas within categories of information. • Provide a concluding statement or section. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects.
18 Adjectives and Write a Research Report 6 Other Adjectives	L.3.1.A	<ul style="list-style-type: none"> • Use limiting adjectives. • Use this, that, these, and those.
18 Adjectives and Write a Research Report 7 Compare with Adjectives and Revise Your Research Report (A)	W.3.7, L.3.1.A, L.3.1.G, L.3.3.B	<ul style="list-style-type: none"> • Add –er and –est to some adjectives to show comparisons. • Revise a research report. • Revise for ideas and content. • Revise for formal language.
18 Adjectives and Write a Research Report 8 Compare with Adjectives and Revise Your Research Report (B)	W.3.7, L.3.1.A, L.3.1.G	<ul style="list-style-type: none"> • Use more and most with some adjectives and adverbs to show comparisons. • Revise a research report. • Revise for structure. • Revise for organization.
18 Adjectives and Write a Research Report 9 Proofread Your Research Report	W.3.7	<ul style="list-style-type: none"> • Proofread a research report. • Proofread for use of quotation marks. • Proofread for spelling.
18 Adjectives and Write a Research Report 10 Unit Review and Publish Your Research Report	W.3.7	<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for

		<p>More Practice.</p> <ul style="list-style-type: none"> • Make a clean copy of a research report.
18 Adjectives and Write a Research Report 11 Unit Checkpoint and Publish Your Research Report	W.3.7	<ul style="list-style-type: none"> • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice. • Make a clean copy of a research report.
19 Adverbs and Research Report Presentation 1 Adverbs and Journal Entry	L.3.1.A	<ul style="list-style-type: none"> • Respond to a journal prompt. • Freewrite about a topic. • Recognize descriptive words called adverbs. • Recognize that adverbs describe verbs. • Identify adverbs that tell how. • Identify adverbs that tell when. • Identify adverbs that tell where.
19 Adverbs and Research Report Presentation 2 Compare with Adverbs and Plan Your Presentation	L.3.1.A	<ul style="list-style-type: none"> • Choose points from a research report to use in a presentation. • Identify and use adverbs that show comparisons. • Use more and most with some adjectives and adverbs to show comparisons. • Recognize that adjectives describe nouns and adverbs describe verbs.
19 Adverbs and Research Report Presentation 3 Choose Media for Your Presentation		<ul style="list-style-type: none"> • Choose media for a presentation. • Include illustrations when useful. • Report on a topic with appropriate facts and relevant details.
19 Adverbs and Research Report Presentation 4 Presentation Skills		<ul style="list-style-type: none"> • Review the elements of a presentation.
19 Adverbs and Research Report Presentation 5 Practice Your Presentation		<ul style="list-style-type: none"> • Practice a presentation. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects.
19 Adverbs and Research Report Presentation 6 Unit Review and Practice Your Presentation		<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for More Practice. • Practice a presentation.
19 Adverbs and Research Report Presentation 7 Unit		<ul style="list-style-type: none"> • Deliver a presentation. • Speak clearly at an understandable pace. • Speak in complete sentences to provide requested detail

Checkpoint and Deliver Your Presentation		<p>or clarification.</p> <ul style="list-style-type: none"> • Ask and answer questions about information from a speaker. • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice.
20 Capital Letters, Punctuation, and Forms 1 Proper Nouns and Journal Entry	L.3.2.A	<ul style="list-style-type: none"> • Use a capital letter to begin a proper noun. • Respond to a journal prompt. • Freewrite about a topic.
20 Capital Letters, Punctuation, and Forms 2 Abbreviations and Model Form	L.3.2.A	<ul style="list-style-type: none"> • Capitalize and punctuate abbreviations and initials correctly. • Describe the kind of information on a form. • Respond to questions about a form.
20 Capital Letters, Punctuation, and Forms 3 Beginning Words and an Invitation Form	L.3.2.A	<ul style="list-style-type: none"> • Use a comma after a transitional word or phrase. • Recognize the kind of information in an invitation form. • Fill out an invitation form.
20 Capital Letters, Punctuation, and Forms 4 Words in a Series and Library Card Application		<ul style="list-style-type: none"> • Use commas to separate words in a series. • Recognize the kind of information in a library card application. • Fill out a library card application.
20 Capital Letters, Punctuation, and Forms 5 Unit Review and a Schedule		<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for More Practice. • Recognize the kind of information in a schedule. • Fill out a schedule.
20 Capital Letters, Punctuation, and Forms 6 Unit Checkpoint and Proofread a Form		<ul style="list-style-type: none"> • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice. • Proofread the forms. • Proofread for errors in capitalization. • Proofread for errors in abbreviations.
21 Verb Tense and Plan a Short Story 1 Principal	L.3.1.E	<ul style="list-style-type: none"> • Respond to a journal prompt. • Freewrite about a topic.

Parts of Verbs and Journal Entry		<ul style="list-style-type: none"> • Identify and use the principal parts of regular verbs. • Identify and use the principal parts of irregular verbs.
21 Verb Tense and Plan a Short Story 2 Present Tense Verbs and Model Short Story	L.3.1.E	<ul style="list-style-type: none"> • Identify and use present tense. • Describe the elements of a short story. • Respond to a short story.
21 Verb Tense and Plan a Short Story 3 Future Tense Verbs and Brainstorm Story Ideas	L.3.1.E	<ul style="list-style-type: none"> • Identify and use future tense. • Brainstorm ideas for an imaginative story. • Choose an idea for a story.
21 Verb Tense and Plan a Short Story 4 Past Tense Verbs and Choose a Setting for Your Story	L.3.1.E	<ul style="list-style-type: none"> • Identify and use past tense. • Choose a setting for a story.
21 Verb Tense and Plan a Short Story 5 Irregular Past Tense Verbs and Choose Characters for Your Story	W.3.3.A	<ul style="list-style-type: none"> • Identify and use past tense. • Choose characters for a story. • Describe each character.
21 Verb Tense and Plan a Short Story 6 Irregular Past Tense Verbs and Choose a Plot for Your Story		<ul style="list-style-type: none"> • Identify and use past tense. • Organize an event sequence that unfolds naturally.
21 Verb Tense and Plan a Short Story 7 Plan Your Story	W.3.3.A, W.3.3.B, L.3.1.E	<ul style="list-style-type: none"> • Use a graphic organizer to plan a story.
21 Verb Tense and Plan a Short Story 8 Focus on Dialogue	W.3.3.B, L.3.2.C	<ul style="list-style-type: none"> • Use quotation marks around a speaker's exact words. • Begin a new paragraph each time the speaker changes. • Write dialogue. • Recognize differences between spoken language and written language.
21 Verb Tense and Plan a Short Story 9 Unit Review and Write Dialogue	W.3.3.B, L.3.2.C	<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for more practice. • Use quotation marks around a speaker's exact words. • Begin a new paragraph each time the speaker changes. • Write dialogue.

<p>21 Verb Tense and Plan a Short Story 10 Unit Checkpoint and Review Your Story Plan</p>	<p>W.3.3.B</p>	<ul style="list-style-type: none"> • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice. • Revise a story plan.
<p>22 Some Parts of Speech and Write a Short Story 1 Prepositions & Prepositional Phrases and Journal Entry</p>		<ul style="list-style-type: none"> • Identify prepositions. • Identify prepositional phrases. • Respond to a journal prompt. • Freewrite about a story.
<p>22 Some Parts of Speech and Write a Short Story 2 Interjections and Draft Your Story</p>	<p>W.3.3.A, W.3.3.B, W.3.3.C, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Identify and use interjections. • Write a short story. • Write the beginning of a story. • Establish a situation in a story. • Introduce the characters in a story.
<p>22 Some Parts of Speech and Write a Short Story 3 Good & Well and Draft Your Story</p>	<p>W.3.3.A, W.3.3.B, W.3.3.C, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Distinguish between adverbs and adjectives. • Use good and well in sentences. • Draft the middle of a story. • Use dialogue and descriptions of actions, thoughts, and feelings to develop characters in a story. • Use temporal words and phrases to signal event order.
<p>22 Some Parts of Speech and Write a Short Story 4 Double Negatives and Draft Your Story</p>	<p>W.3.3.A, W.3.3.B, W.3.3.C, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Identify double negatives in sentences. • Fix double negatives in sentences. • Draft the middle of a story. • Use dialogue and descriptions of actions, thoughts, and feelings to develop characters in a story. • Use temporal words and phrases to signal event order.
<p>22 Some Parts of Speech and Write a Short Story 5 Unit Review and Draft Your Story</p>	<p>W.3.3.A, W.3.3.B, W.3.3.C, W.3.3.D, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Complete a review of grammar, usage, and mechanics skills. • Evaluate Unit Review results and choose activities for more practice. • Draft the middle of a story. • Use dialogue and descriptions of actions, thoughts, and feelings to develop characters in a story. • Use temporal words and phrases to signal event order. • Write a conclusion to a story.

<p>22 Some Parts of Speech and Write a Short Story 6 Unit Checkpoint and Draft Your Story</p>	<p>W.3.3.B, W.3.3.C, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Complete a Unit Checkpoint on grammar, usage, and mechanics skills. • Evaluate Unit Checkpoint results and choose activities for more practice. • Write a conclusion to a story.
<p>22 Some Parts of Speech and Write a Short Story 7 Revise Your Story (A)</p>	<p>W.3.3.B, W.3.3.C, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Revise a story. • Add content to strengthen story.
<p>22 Some Parts of Speech and Write a Short Story 8 Revise Your Story (B)</p>	<p>W.3.3.B, W.3.3.C, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> • Revise a story. • Revise a story for organization. • Revise a story for language and word choice.
<p>22 Some Parts of Speech and Write a Short Story 9 Proofread Your Story</p>	<p>W.3.10</p>	<ul style="list-style-type: none"> • Proofread a story. • Proofread for quotation marks. • Proofread for commas. • Proofread for capital letters.
<p>22 Some Parts of Speech and Write a Short Story 10 Publish Your Story (A)</p>	<p>W.3.10</p>	<ul style="list-style-type: none"> • Publish a short story.
<p>22 Some Parts of Speech and Write a Short Story 11 Publish Your Story (B)</p>	<p>W.3.10</p>	<ul style="list-style-type: none"> • Publish a short story.
<p>23 Semester Review and Checkpoint 1 Semester Review: Quotations, References, Pronouns, Agreement, and Adjectives</p>		<ul style="list-style-type: none"> • Recognize that quotation marks are used around the exact words of an author or speaker. • Use a capital letter to begin a quotation. • Use a comma to separate a quotation from the speaker tag. • Identify and select the best reference source. • Identify and use singular personal pronouns. • Identify and use plural personal pronouns. • Identify and use subject pronouns. • Identify and use pronouns after actions verbs. • Identify and use possessive pronouns in sentences. • Identify and use pronouns that end in –self and –selves. • Use a verb that agrees with its subject. • Use a pronoun that agrees with the noun to which it refers. • Complete a Semester Review of grammar, usage, mechanics, and critical skills. • Evaluate Semester Review results and choose activities for

		more practice.
23 Semester Review and Checkpoint 2 Semester Checkpoint: Quotations, References, Pronouns, Agreement, and Adjectives		<ul style="list-style-type: none"> • Recognize descriptive words known as adjectives. • Recognize that adjectives describe nouns. • Use adjectives to describe someone or something. • Replace ordinary adjectives with specific adjectives. • Use the, a, and an correctly. • Use limiting adjectives. • Use this, that, these, and those. • Add –er and –est to some adjectives to show comparisons. • Use more and most with some adjectives and adverbs to show comparisons. • Complete a Semester Checkpoint of grammar, usage, mechanics, and critical skills. • Evaluate Semester Checkpoint results and choose activities for more practice.
23 Semester Review and Checkpoint 3 Semester Review: Adverbs, Capital Letters & Punctuation, Verb Tense, and Some Parts of Speech		<ul style="list-style-type: none"> • Recognize descriptive words called adverbs. • Recognize that adverbs describe verbs. • Identify adverbs that tell how. • Identify adverbs that tell when. • Identify adverbs that tell where. • Identify and use adverbs that show comparisons. • Use more and most with some adjectives and adverbs to show comparisons. • Recognize that adjectives describe nouns and adverbs describe verbs. • Use a capital letter to begin a proper noun. • Capitalize and punctuate abbreviations and initials correctly. • Use a comma after a transitional word or phrase. • Use commas to separate words in a series. • Complete a Semester Review of grammar, usage, and mechanics skills. • Evaluate Semester Review results and choose activities for more practice.
23 Semester Review and Checkpoint 4 Semester Checkpoint: Adverbs, Capital Letters & Punctuation, Verb Tense, and Some Parts of Speech		<ul style="list-style-type: none"> • Identify and use the principal parts of regular verbs. • Identify and use the principal parts of irregular verbs. • Identify and use present tense. • Identify and use future tense. • Identify and use past tense. • Identify prepositions. • Identify prepositional phrases.

		<ul style="list-style-type: none"> • Identify and use interjections. • Distinguish between adverbs and adjectives. • Use good and well in sentences. • Identify double negatives in sentences. • Fix double negatives in sentences. • Complete a Semester Checkpoint of grammar, usage, and mechanics skills. • Evaluate Semester Checkpoint results and choose activities for more practice.
1 Compound Words and Math Words 1 Introduce Compound Words (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 2 Practice Compound Words (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 3 More Practice Compound Words (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 4 Introduce Compound Words (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 5 Practice Compound Words (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 6 More Practice Compound Words (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 7 Introduce Math Words	L.3.6	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 8 Practice Math Words	L.3.6	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Compound Words and Math Words 9 Unit Review:	L.3.6	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

Compound Words and Math Words		
1 Compound Words and Math Words 10 Unit Checkpoint: Compound Words and Math Words	L.3.6	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 1 Introduce Homographs (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 2 Practice Homographs (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 3 More Practice Homographs (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 4 Introduce Homographs (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 5 Practice Homographs (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 6 More Practice Homographs (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 7 Introduce Aquatic Words		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 8 Practice Aquatic Words		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 9 Unit Review: Homographs and Aquatic Words		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
2 Homographs and Aquatic Words 10 Unit Checkpoint:		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

Homographs and Aquatic Words		
3 Synonyms, Dictionary Skills, and Abbreviations 1 Introduce Synonyms (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 2 Practice Synonyms (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 3 More Practice Synonyms (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 4 Introduce Dictionary Skills (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 5 Practice Dictionary Skills (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 6 More Practice Dictionary Skills (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 7 Introduce Abbreviations (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 8 Practice Abbreviations (A)	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 9 Unit Review: Synonyms, Dictionary Skills, and Abbreviations	L.3.5.B, L.3.5.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
3 Synonyms, Dictionary Skills, and Abbreviations 10 Unit Checkpoint:		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

Synonyms, Dictionary Skills, and Abbreviations		
4 Antonyms, Prefixes, and Multiple-Meaning Words 1 Introduce Antonyms and Prefix in–	RF.3.3.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 2 Practice Antonyms and Prefix in–	RF.3.3.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 3 More Practice Antonyms and Prefix in–	RF.3.3.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 4 Introduce Antonyms and Prefix un–	RF.3.3.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 5 Practice Antonyms and Prefix un–	RF.3.3.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 6 More Practice Antonyms and Prefix un–		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 7 Introduce Multiple-Meaning Words and Parts of Speech (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 8 Practice Multiple-Meaning Words and Parts of Speech (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

4 Antonyms, Prefixes, and Multiple-Meaning Words 9 Unit Review: Antonyms, Prefixes, and Multiple-Meaning Words		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
4 Antonyms, Prefixes, and Multiple-Meaning Words 10 Unit Checkpoint: Antonyms, Prefixes, and Multiple-Meaning Words		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 1 Introduce Suffix –able (A)	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 2 Practice Suffix –able (A)	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 3 More Practice Suffix –able (A)	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 4 Introduce Suffix –able (B)	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 5 Practice Suffix –able (B)	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 6 More Practice Suffix –able (B)	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 7 Introduce Homophones (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 8 Practice Homophones (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
5 Suffixes and Homophones 9 Unit Review: Suffixes and Homophones	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

5 Suffixes and Homophones 10 Unit Checkpoint: Suffixes and Homophones	L.3.4.B	<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 1 Introduce Weather Words (A)		<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 2 Practice Weather Words (A)		<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 3 More Practice Weather Words (A)		<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 4 Introduce Weather Words (B)		<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 5 Practice Weather Words (B)		<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 6 More Practice Weather Words (B)		<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 7 Introduce Parts of Speech and Suffix –or	RF.3.3.B	<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 8 Practice Parts of Speech and Suffix –or	RF.3.3.B	<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 9 Unit Review: Weather Words and Suffixes	RF.3.3.B	<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.
6 Weather Words and Suffixes 10 Unit Checkpoint: Weather Words and Suffixes	RF.3.3.B	<ul style="list-style-type: none"> Objectives aligned to the Common Core Curriculum for third grade. Early learners acquire vocabulary through active exposure.

7 Suffixes and Contractions 1 Introduce Suffixes –er and –est (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 2 Practice Suffixes –er and –est (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 3 More Practice Suffixes –er and –est (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 4 Introduce Suffixes –er and –est (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 5 Practice Suffixes –er and –est (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 6 More Practice Suffixes –er and –est (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 7 Introduce Contractions (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 8 Practice Contractions (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 9 Unit Review: Suffixes and Contractions		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
7 Suffixes and Contractions 10 Unit Checkpoint: Suffixes and Contractions		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 1 Introduce Suffix -tion (A)	RF.3.3.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 2 Practice Suffix –tion (A)	RF.3.3.B, L.3.4.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

8 Suffixes and Shades of Meaning 3 More Practice Suffix –tion (A)	RF.3.3.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 4 Introduce Suffix –tion(B)	RF.3.3.B, L.3.4.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 5 Practice Suffix –tion(B)	RF.3.3.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 6 More Practice Suffix –tion(B)	RF.3.3.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 7 Introduce Shades of Meaning (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 8 Practice Shades of Meaning (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 9 Unit Review: Suffixes and Shades of Meaning	RF.3.3.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
8 Suffixes and Shades of Meaning 10 Unit Checkpoint: Suffixes and Shades of Meaning	RF.3.3.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 1 Introduce Solar System Words (A)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 2 Practice Solar System Words (A)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 3 More Practice Solar System Words (A)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

9 Solar System Words 4 Introduce Solar System Words (B)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 5 Practice Solar System Words (B)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 6 More Practice Solar System Words (B)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 7 Introduce Solar System Words (C)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 8 Practice Solar System Words (C)	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 9 Unit Review: Solar System Words	L.3.5.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
9 Solar System Words 10 Unit Checkpoint: Solar System Words		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 1 Introduce Compound Words (C)	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 2 Practice Compound Words (C)	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 3 More Practice Compound Words (C)	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 4 Introduce Compound Words (D)	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

10 Compound Words, Acronyms, and Abbreviations 5 Practice Compound Words (D)	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 6 More Practice Compound Words (D)	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 7 Introduce Acronyms and Abbreviations	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 8 Practice Acronyms and Abbreviations	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 9 Unit Review: Compound Words, Acronyms, and Abbreviations	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
10 Compound Words, Acronyms, and Abbreviations 10 Unit Checkpoint: Compound Words, Acronyms, and Abbreviations	RF.3.3.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 1 Introduce Latin Roots (A)	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 2 Practice Latin Roots (A)	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

11 Latin Roots and Homographs 3 More Practice Latin Roots (A)	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 4 Introduce Latin Roots (B)	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 5 Practice Latin Roots (B)	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 6 More Practice Latin Roots (B)	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 7 Introduce Homographs (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 8 Practice Homographs (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 9 Unit Review: Latin Roots and Homographs	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
11 Latin Roots and Homographs 10 Unit Practice: Latin Roots and Homographs	L.3.4.C	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 1 Introduce Synonyms (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 2 Practice Synonyms (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 3 More Practice Synonyms (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

12 Synonyms and Abbreviations 4 Introduce Synonyms (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 5 Practice Synonyms (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 6 More Practice Synonyms (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 7 Introduce Abbreviations (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 8 Practice Abbreviations (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 9 Unit Review: Synonyms and Abbreviations		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
12 Synonyms and Abbreviations 10 Unit Checkpoint: Synonyms and Abbreviations		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 1 Introduce Prefixes pre– and mis–	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 2 Practice Prefixes pre– and mis–	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 3 More Practice Prefixes pre– and mis–	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 4 Introduce Prefixes re– and dis–	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

13 Prefixes and Multiple-Meaning Words 5 Practice Prefixes re– and dis–	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 6 More Practice Prefixes re– and dis–	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 7 Introduce Multiple-Meanings and Parts of Speech (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 8 Practice Multiple-Meanings and Parts of Speech (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 9 Unit Review: Prefixes and Multiple-Meaning Words	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
13 Prefixes and Multiple-Meaning Words 10 Unit Checkpoint: Prefixes and Multiple-Meaning Words	L.3.4.B	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 1 Introduce Antonyms with the Suffixes –ful and –less		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 2 Practice Antonyms with the Suffixes –ful and –less		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 3 More Practice Antonyms with the Suffixes –ful and –less		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 4 Introduce Antonyms with the Suffix –ly		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

14 Suffixes and Antonyms 5 Practice Antonyms with the Suffix –ly		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 6 More Practice Antonyms with the Suffix –ly		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 7 Introduce Suffixes –y, –er, and –est		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 8 Practice Suffixes –y, –er, and –est		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 9 Unit Review: Suffixes and Antonyms		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
14 Suffixes and Antonyms 10 Unit Checkpoint: Suffixes and Antonyms		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 1 Introduce Categories (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 2 Practice Categories (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 3 More Practice Categories (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 4 Introduce Categories (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 5 Practice Categories (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 6 More Practice Categories (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

15 Categories and Homophones 7 Introduce Homophones (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 8 Practice Homophones (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 9 Unit Review: Categories and Homophones		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
15 Categories and Homophones 10 Unit Checkpoint: Categories and Homophones		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 1 Introduce Dictionary Skills (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 2 Practice Dictionary Skills (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 3 More Practice Dictionary Skills (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 4 Introduce Dictionary Skills (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 5 Practice Dictionary Skills (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 6 More Practice Dictionary Skills (C)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 7 Introduce Contractions (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

16 Dictionary Skills and Contractions 8 Practice Contractions (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 9 Unit Review: Dictionary Skills and Contractions		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
16 Dictionary Skills and Contractions 10 Unit Checkpoint: Dictionary Skills and Contractions		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 1 Introduce Suffix –ous (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 2 Practice Suffix –ous (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 3 More Practice Suffix –ous (A)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 4 Introduce Suffix –ous (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 5 Practice Suffix –ous (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 6 More Practice Suffix –ous (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 7 Introduce Shades of Meaning (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 8 Practice Shades of Meaning (B)		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

17 Suffix –ous and Shades of Meaning 9 Unit Review: Suffix –ous and Shades of Meaning		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
17 Suffix –ous and Shades of Meaning 10 Unit Checkpoint: Suffix –ous and Shades of Meaning		<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 1 Introduce Literal and Nonliteral Meanings (A)	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 2 Practice Literal and Nonliteral Meanings (A)	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 3 More Practice Literal and Nonliteral Meanings (A)	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 4 Introduce Literal and Nonliteral Meanings (B)	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 5 Practice Literal and Nonliteral Meanings (B)	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 6 More Practice Literal and Nonliteral Meanings (B)	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.

18 Literal and Nonliteral Meanings and Latin and Greek Roots 7 Introduce Latin and Greek Roots	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 8 Practice Latin and Greek Roots	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 9 Unit Review: Literal and Nonliteral Meanings and Latin and Greek Roots	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
18 Literal and Nonliteral Meanings and Latin and Greek Roots 10 Unit Checkpoint: Literal and Nonliteral Meanings and Latin and Greek Roots	L.3.5.A	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
1 Heart Words and Short Vowel Sounds 1 Introduce Heart Words and Short Vowel Sounds	RF.3.3.D, L.3.2.F	<ul style="list-style-type: none"> • Spell words containing short vowel sounds. • Spell Heart Words.
1 Heart Words and Short Vowel Sounds 2 Practice Spelling Words 1	RF.3.3.D, L.3.2.F	
1 Heart Words and Short Vowel Sounds 3 Practice Spelling Words 2	RF.3.3.D, L.3.2.F	
1 Heart Words and Short Vowel Sounds 4 Review Spelling Words	RF.3.3.D, L.3.2.F	
1 Heart Words and Short Vowel Sounds 5 Unit Checkpoint	RF.3.3.D, L.3.2.F	
2 Heart Words and Suffixes –s & –es 1 Introduce Heart	L.3.2.E	<ul style="list-style-type: none"> • Spell plurals ending in –s or –es. • Spell Heart Words.

Words and Suffixes –s & –es		
2 Heart Words and Suffixes –s & –es 2 Practice Spelling Words 1	L.3.2.E	
2 Heart Words and Suffixes –s & –es 3 Practice Spelling Words 2	L.3.2.E	
2 Heart Words and Suffixes –s & –es 4 Review Spelling Words	L.3.2.E	
2 Heart Words and Suffixes –s & –es 5 Unit Checkpoint	L.3.2.E	
3 Heart Words and –ng & –nk Words 1 Introduce Heart Words and –ng & –nk Words		<ul style="list-style-type: none"> • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell Heart Words.
3 Heart Words and –ng & –nk Words 2 Practice Spelling Words 1		
3 Heart Words and –ng & –nk Words 3 Practice Spelling Words 2		
3 Heart Words and –ng & –nk Words 4 Review Spelling Words		
3 Heart Words and –ng & –nk Words 5 Unit Checkpoint		
4 Heart Words and Long a Spellings 1 Introduce Heart Words and Long a Spellings		<ul style="list-style-type: none"> • Spell words containing the long a sound spelled a, ai, ay, eigh, or a-consonant-e. • Spell Heart Words.
4 Heart Words and Long a Spellings 2 Practice Spelling Words 1		

4 Heart Words and Long a Spellings 3 Practice Spelling Words 2		
4 Heart Words and Long a Spellings 4 Review Spelling Words		
4 Heart Words and Long a Spellings 5 Unit Checkpoint		
5 Heart Words and Long i Spellings 1 Introduce Heart Words and Long i Spellings		<ul style="list-style-type: none"> • Spell words containing the long i sound spelled i, ie, igh, y, or i-consonant-e. • Spell Heart Words.
5 Heart Words and Long i Spellings 2 Practice Spelling Words 1		
5 Heart Words and Long i Spellings 3 Practice Spelling Words 2		
5 Heart Words and Long i Spellings 4 Review Spelling Words		
5 Heart Words and Long i Spellings 5 Unit Checkpoint		
6 Review Heart Words, Short Vowels, Suffixes –s & –es, –ng & –nk Words, and Long a & i Spellings 1 Review Heart Words, Short Vowels, Suffixes –s & –es, –ng & –nk Words, and Long a & i Spellings		<ul style="list-style-type: none"> • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell words containing the long i sound spelled i, ie, igh, y, or i-consonant-e. • Spell words containing short vowel sounds. • Spell plurals ending in –s or –es. • Spell words containing the long a sound spelled a, ai, ay, eigh, or a-consonant-e. • Spell Heart Words.
6 Review Heart Words, Short Vowels, Suffixes –s & –es, –ng & –nk Words, and Long a & i Spellings 2 Practice Spelling Words 1		
6 Review Heart Words, Short Vowels, Suffixes –s &		

-es, -ng & -nk Words, and Long a & i Spellings 3 Practice Spelling Words 2		
6 Review Heart Words, Short Vowels, Suffixes -s & -es, -ng & -nk Words, and Long a & i Spellings 4 Review Spelling Words		
6 Review Heart Words, Short Vowels, Suffixes -s & -es, -ng & -nk Words, and Long a & i Spellings 5 Unit Checkpoint		
7 Heart Words and Long o Spellings 1 Introduce Heart Words and Long o Spellings		<ul style="list-style-type: none"> • Spell words containing the long o sound spelled o, oa, oe, ow, ough, or o-consonant-e. • Spell Heart Words.
7 Heart Words and Long o Spellings 2 Practice Spelling Words 1		
7 Heart Words and Long o Spellings 3 Practice Spelling Words 2		
7 Heart Words and Long o Spellings 4 Review Spelling Words		
7 Heart Words and Long o Spellings 5 Unit Checkpoint		
8 Heart Words and Long e Spellings 1 Introduce Heart Words and Long e Spellings		<ul style="list-style-type: none"> • Spell words containing the long e sound spelled e, ee, ea, ie, y, and e-consonant-e. • Spell Heart Words.
8 Heart Words and Long e Spellings 2 Practice Spelling Words 1		
8 Heart Words and Long e Spellings 3 Practice Spelling Words 2		

8 Heart Words and Long e Spellings 4 Review Spelling Words		
8 Heart Words and Long e Spellings 5 Unit Checkpoint		
9 Heart Words and Long u Spellings 1 Introduce Heart Words and Long u Spellings		<ul style="list-style-type: none"> • Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e. • Spell Heart Words.
9 Heart Words and Long u Spellings 2 Practice Spelling Words 1		
9 Heart Words and Long u Spellings 3 Practice Spelling Words 2		
9 Heart Words and Long u Spellings 4 Review Spelling Words		
9 Heart Words and Long u Spellings 5 Unit Checkpoint		
10 Heart Words and Long Double o Spellings 1 Introduce Heart Words and Long Double o Spellings		<ul style="list-style-type: none"> • Spell words containing the long double o sound spelled oo, u, ue, ew, ou, or u-consonant-e. • Spell Heart Words.
10 Heart Words and Long Double o Spellings 2 Practice Spelling Words 1		
10 Heart Words and Long Double o Spellings 3 Practice Spelling Words 2		
10 Heart Words and Long Double o Spellings 4 Review Spelling Words		
10 Heart Words and Long Double o Spellings 5 Unit Checkpoint		

<p>11 Heart Words and /ow/ & /oi/ Spellings 1 Introduce Heart Words and /ow/ & /oi/ Spellings</p>		<ul style="list-style-type: none"> • Spell words containing the sound /ow/ spelled ou or ow. • Spell words containing the sound /oi/ spelled oi or oy. • Spell Heart Words.
<p>11 Heart Words and /ow/ & /oi/ Spellings 2 Practice Spelling Words 1</p>		
<p>11 Heart Words and /ow/ & /oi/ Spellings 3 Practice Spelling Words 2</p>		
<p>11 Heart Words and /ow/ & /oi/ Spellings 4 Review Spelling Words</p>		
<p>11 Heart Words and /ow/ & /oi/ Spellings 5 Unit Checkpoint</p>		
<p>12 Review Heart Words, Long o, e, & u Spellings, Long Double o Spellings, and /ow/ & /oi/ Spellings 1 Review Heart Words, Long o, e, & u Spellings, Long Double o Spellings, and /ow/ & /oi/ Spellings</p>		<ul style="list-style-type: none"> • Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e. • Spell words containing the long double o sound spelled oo, u, ue, ew, ou, or u-consonant-e. • Spell words containing the sound /ow/ spelled ou or ow. • Spell words containing the sound /oi/ spelled oi or oy. • Spell words containing the long o sound spelled o, oa, oe, ow, ough, or o-consonant-e. • Spell words containing the long e sound spelled e, ee, ea, ie, y, and e-consonant-e. • Spell Heart Words.
<p>12 Review Heart Words, Long o, e, & u Spellings, Long Double o Spellings, and /ow/ & /oi/ Spellings 2 Practice Spelling Words 1</p>		
<p>12 Review Heart Words, Long o, e, & u Spellings, Long Double o Spellings, and /ow/ & /oi/ Spellings 3 Practice Spelling Words 2</p>		
<p>12 Review Heart Words, Long o, e, & u Spellings,</p>		

Long Double o Spellings, and /ow/ & /oi/ Spellings 4 Review Spelling Words		
12 Review Heart Words, Long o, e, & u Spellings, Long Double o Spellings, and /ow/ & /oi/ Spellings 5 Unit Checkpoint		
13 Heart Words and /ur/ Spellings 1 Introduce Heart Words and /ur/ Spellings		<ul style="list-style-type: none"> • Spell words containing the sound /ur/ spelled er, ir, ur and ear. • Spell Heart Words.
13 Heart Words and /ur/ Spellings 2 Practice Spelling Words 1		
13 Heart Words and /ur/ Spellings 3 Practice Spelling Words 2		
13 Heart Words and /ur/ Spellings 4 Review Spelling Words		
13 Heart Words and /ur/ Spellings 5 Unit Checkpoint		
14 Heart Words and Long e & Long i Spelled y 1 Introduce Heart Words and Long e & Long i Spelled y		<ul style="list-style-type: none"> • Spell words containing the long i or long e sounds spelled with the letter y. • Spell Heart Words.
14 Heart Words and Long e & Long i Spelled y 2 Practice Spelling Words 1		
14 Heart Words and Long e & Long i Spelled y 3 Practice Spelling Words 2		
14 Heart Words and Long e & Long i Spelled y 4 Review Spelling Words		

14 Heart Words and Long e & Long i Spelled y 5 Unit Checkpoint		
15 Heart Words and Vowel Suffixes on Words Ending in y 1 Introduce Heart Words and Vowel Suffixes on Words Ending in y	L.3.2.F	<ul style="list-style-type: none"> • Spell words ending with the vowel suffixes –ing, –ed, –er, or –es. • Spell Heart Words.
15 Heart Words and Vowel Suffixes on Words Ending in y 2 Practice Spelling Words 1	L.3.2.F	
15 Heart Words and Vowel Suffixes on Words Ending in y 3 Practice Spelling Words 2	L.3.2.F	
15 Heart Words and Vowel Suffixes on Words Ending in y 4 Review Spelling Words	L.3.2.F	
15 Heart Words and Vowel Suffixes on Words Ending in y 5 Unit Checkpoint	L.3.2.F	
16 Heart Words and Dropping Silent e Before Vowel Suffixes 1 Introduce Heart Words and Dropping Silent e Before Vowel Suffixes		<ul style="list-style-type: none"> • Spell words requiring the silent e to be dropped before adding a vowel suffix. • Spell Heart Words.
16 Heart Words and Dropping Silent e Before Vowel Suffixes 2 Practice Spelling Words 1		
16 Heart Words and Dropping Silent e Before Vowel Suffixes 3 Practice Spelling Words 2		
16 Heart Words and Dropping Silent e Before		

Vowel Suffixes 4 Review Spelling Words		
16 Heart Words and Dropping Silent e Before Vowel Suffixes 5 Unit Checkpoint		
17 Heart Words and Doubling Consonants Before Adding Vowel Suffixes 1 Introduce Heart Words and Doubling Consonants Before Adding Vowel Suffixes		<ul style="list-style-type: none"> • Spell words requiring doubling the final consonant before adding a vowel suffix. • Spell Heart Words.
17 Heart Words and Doubling Consonants Before Adding Vowel Suffixes 2 Practice Spelling Words 1		
17 Heart Words and Doubling Consonants Before Adding Vowel Suffixes 3 Practice Spelling Words 2		
17 Heart Words and Doubling Consonants Before Adding Vowel Suffixes 4 Review Spelling Words		
17 Heart Words and Doubling Consonants Before Adding Vowel Suffixes 5 Unit Checkpoint		
18 Review Heart Words, /ur/ Spellings, Long e & i Spelled y, and Adding Vowel Suffixes 1 Review Heart Words, /ur/ Spellings, Long e & i Spelled y, and Adding Vowel Suffixes		<ul style="list-style-type: none"> • Spell words containing the long i or long e sounds spelled with the letter y. • Spell words containing the sound /ur/ spelled er, ir, ur and ear. • Spell words ending with the vowel suffixes –ing, –ed, –er, or –es. • Spell words requiring the silent e to be dropped before adding a vowel suffix. • Spell words requiring doubling the final consonant before adding a vowel suffix. • Spell Heart Words.

<p>18 Review Heart Words, /ur/ Spellings, Long e & i Spelled y, and Adding Vowel Suffixes 2 Practice Spelling Words 1</p>		
<p>18 Review Heart Words, /ur/ Spellings, Long e & i Spelled y, and Adding Vowel Suffixes 3 Practice Spelling Words 2</p>		
<p>18 Review Heart Words, /ur/ Spellings, Long e & i Spelled y, and Adding Vowel Suffixes 4 Review Spelling Words</p>		
<p>18 Review Heart Words, /ur/ Spellings, Long e & i Spelled y, and Adding Vowel Suffixes 5 Unit Checkpoint</p>		
<p>19 Heart Words and Soft c & g Spellings 1 Introduce Heart Words and Soft c & g Spellings</p>		<ul style="list-style-type: none"> • Spell words containing the sound /s/ spelled c. • Spell words containing the sound /j/ spelled g. • Spell Heart Words.
<p>19 Heart Words and Soft c & g Spellings 2 Practice Spelling Words 1</p>		
<p>19 Heart Words and Soft c & g Spellings 3 Practice Spelling Words 2</p>		
<p>19 Heart Words and Soft c & g Spellings 4 Review Spelling Words</p>		
<p>19 Heart Words and Soft c & g Spellings 5 Unit Checkpoint</p>		

<p>20 Heart Words and /aw/ & /z/ Spellings 1 Introduce Heart Words and /aw/ & /z/ Spellings</p>		<ul style="list-style-type: none"> • Spell words containing the sound /aw/ spelled al. • Spell words containing the sound /z/ spelled ze and se. • Spell Heart Words.
<p>20 Heart Words and /aw/ & /z/ Spellings 2 Practice Spelling Words 1</p>		
<p>20 Heart Words and /aw/ & /z/ Spellings 3 Practice Spelling Words 2</p>		
<p>20 Heart Words and /aw/ & /z/ Spellings 4 Review Spelling Words</p>		
<p>20 Heart Words and /aw/ & /z/ Spellings 5 Unit Checkpoint</p>		
<p>21 Heart Words and Triple Consonant Blends 1 Introduce Heart Words and Triple Consonant Blends</p>	<p>L.3.2.F</p>	<ul style="list-style-type: none"> • Spell words containing the triple consonant blends scr, spr, spl, str, and squ. • Spell Heart Words.
<p>21 Heart Words and Triple Consonant Blends 2 Practice Spelling Words 1</p>	<p>L.3.2.F</p>	
<p>21 Heart Words and Triple Consonant Blends 3 Practice Spelling Words 2</p>	<p>L.3.2.F</p>	
<p>21 Heart Words and Triple Consonant Blends 4 Review Spelling Words</p>	<p>L.3.2.F</p>	
<p>21 Heart Words and Triple Consonant Blends 5 Unit Checkpoint</p>	<p>L.3.2.F</p>	
<p>22 Heart Words, Digraphs, and Trigraphs 1 Introduce Heart Words, Digraphs, and Trigraphs</p>		<ul style="list-style-type: none"> • Spell words containing the digraphs sh, th, ch, or ph. • Spell words containing the trigraphs dge and tch. • Spell Heart Words.

22 Heart Words, Digraphs, and Trigraphs 2 Practice Spelling Words 1		
22 Heart Words, Digraphs, and Trigraphs 3 Practice Spelling Words 2		
22 Heart Words, Digraphs, and Trigraphs 4 Review Spelling Words		
22 Heart Words, Digraphs, and Trigraphs 5 Unit Checkpoint		
23 Heart Words, Contractions, and Consonant Suffixes 1 1 Introduce Heart Words, Contractions, and Consonant Suffixes 1		<ul style="list-style-type: none"> • Spell contractions. • Spell words ending with consonant suffixes. • Spell Heart Words.
23 Heart Words, Contractions, and Consonant Suffixes 1 2 Practice Spelling Words 1		
23 Heart Words, Contractions, and Consonant Suffixes 1 3 Practice Spelling Words 2		
23 Heart Words, Contractions, and Consonant Suffixes 1 4 Review Spelling Words		
23 Heart Words, Contractions, and Consonant Suffixes 1 5 Unit Checkpoint		
24 Review Heart Words, Soft c & g, /aw/ & /z/, Triple Consonant Blends, Digraphs, Trigraphs, Contractions and		<ul style="list-style-type: none"> • Spell words containing the sound /s/ spelled c. • Spell words containing the sound /j/ spelled g. • Spell words containing the sound /aw/ spelled al. • Spell words containing the sound /z/ spelled ze and se. • Spell words containing the triple consonant blends scr, spr,

<p>Consonant Suffixes 1 Review Heart Words, Soft c & g, /aw/ & /z/, Triple Consonant Blends, Digraphs, Trigraphs, Contractions and Consonant Suffixes</p>		<p>spl, str, and squ.</p> <ul style="list-style-type: none"> • Spell words containing the digraphs sh, th, ch, or ph. • Spell words containing the trigraphs dge and tch. • Spell contractions. • Spell words ending with consonant suffixes. • Spell Heart Words.
<p>24 Review Heart Words, Soft c & g, /aw/ & /z/, Triple Consonant Blends, Digraphs, Trigraphs, Contractions and Consonant Suffixes 2 Practice Spelling Words 1</p>		
<p>24 Review Heart Words, Soft c & g, /aw/ & /z/, Triple Consonant Blends, Digraphs, Trigraphs, Contractions and Consonant Suffixes 3 Practice Spelling Words 2</p>		
<p>24 Review Heart Words, Soft c & g, /aw/ & /z/, Triple Consonant Blends, Digraphs, Trigraphs, Contractions and Consonant Suffixes 4 Review Spelling Words</p>		
<p>24 Review Heart Words, Soft c & g, /aw/ & /z/, Triple Consonant Blends, Digraphs, Trigraphs, Contractions and Consonant Suffixes 5 Unit Checkpoint</p>		
<p>25 Heart Words and Consonant Suffixes 2 1 Introduce Heart Words and Consonant Suffixes 2</p>		<ul style="list-style-type: none"> • Spell words ending with consonant suffixes. • Spell Heart Words.

25 Heart Words and Consonant Suffixes 2 2 Practice Spelling Words 1		
25 Heart Words and Consonant Suffixes 2 3 Practice Spelling Words 2		
25 Heart Words and Consonant Suffixes 2 4 Review Spelling Words		
25 Heart Words and Consonant Suffixes 2 5 Unit Checkpoint		
26 Heart Words and Prefixes 1 Introduce Heart Words and Prefixes		<ul style="list-style-type: none"> • Spell words beginning with the prefixes re-, dis-, or un-. • Spell Heart Words.
26 Heart Words and Prefixes 2 Practice Spelling Words 1		
26 Heart Words and Prefixes 3 Practice Spelling Words 2		
26 Heart Words and Prefixes 4 Review Spelling Words		
26 Heart Words and Prefixes 5 Unit Checkpoint		
27 Heart Words and /l/ or /ul/ Spellings 1 Introduce Heart Words and /l/ or /ul/ Spellings		<ul style="list-style-type: none"> • Spell words containing the sounds /l/ or /ul/ spelled le or el. • Spell Heart Words.
27 Heart Words and /l/ or /ul/ Spellings 2 Practice Spelling Words 1		
27 Heart Words and /l/ or /ul/ Spellings 3 Practice Spelling Words 2		

27 Heart Words and /l/ or /ul/ Spellings 4 Review Spelling Words		
27 Heart Words and /l/ or /ul/ Spellings 5 Unit Checkpoint		
28 Heart Words and r-Controlled Vowels 1 Introduce Heart Words and r-Controlled Vowels		<ul style="list-style-type: none"> • Spell words containing the sound /ar/ spelled ar. • Spell words containing the sound /or/ spelled or. • Spell words containing the sound /ur/ spelled or or ar. • Spell Heart Words.
28 Heart Words and r-Controlled Vowels 2 Practice Spelling Words 1		
28 Heart Words and r-Controlled Vowels 3 Practice Spelling Words 2		
28 Heart Words and r-Controlled Vowels 4 Review Spelling Words		
28 Heart Words and r-Controlled Vowels 5 Unit Checkpoint		
29 Heart Words and /aw/ Spellings 1 Introduce Heart Words and /aw/ Spellings		<ul style="list-style-type: none"> • Spell words containing the sound /aw/ a, aw, or au. • Spell Heart Words.
29 Heart Words and /aw/ Spellings 2 Practice Spelling Words 1		
29 Heart Words and /aw/ Spellings 3 Practice Spelling Words 2		
29 Heart Words and /aw/ Spellings 4 Review Spelling Words		
29 Heart Words and /aw/ Spellings 5 Unit Checkpoint		

<p>30 Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/ 1 Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/</p>		<ul style="list-style-type: none"> • Spell words ending with consonant suffixes. • Spell words beginning with the prefixes re-, dis-, or un-. • Spell words containing the sounds /l/ or /ul/ spelled le or el. • Spell words containing the sound /ar/ spelled ar. • Spell words containing the sound /or/ spelled or. • Spell words containing the sound /ur/ spelled or or ar. • Spell words containing the sound /aw/ a, aw, or au. • Spell Heart Words.
<p>30 Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/ 2 Practice Spelling Words 1</p>		
<p>30 Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/ 3 Practice Spelling Words 2</p>		
<p>30 Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/ 4 Review Spelling Words</p>		
<p>30 Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/ 5 Unit Checkpoint</p>		
<p>31 Heart Words and Long & Short Double o Spelled oo 1 Introduce Heart Words and Long & Short Double o Spelled oo</p>		<ul style="list-style-type: none"> • Spell words containing the short double o sound spelled oo. • Spell words containing the long double o sound spelled oo. • Spell Heart Words.
<p>31 Heart Words and Long & Short Double o Spelled</p>		

oo 2 Practice Spelling Words 1		
31 Heart Words and Long & Short Double o Spelled oo 3 Practice Spelling Words 2		
31 Heart Words and Long & Short Double o Spelled oo 4 Review Spelling Words		
31 Heart Words and Long & Short Double o Spelled oo 5 Unit Checkpoint		
32 Heart Words and Suffix –ed 1 Introduce Heart Words and Suffix –ed	L.3.2.E	<ul style="list-style-type: none"> • Spell words ending in the vowel suffix –ed. • Spell Heart Words.
32 Heart Words and Suffix –ed 2 Practice Spelling Words 1	L.3.2.E	
32 Heart Words and Suffix –ed 3 Practice Spelling Words 2	L.3.2.E	
32 Heart Words and Suffix –ed 4 Review Spelling Words	L.3.2.E	
32 Heart Words and Suffix –ed 5 Unit Checkpoint	L.3.2.E	
33 Heart Words and Suffix –ing 1 Introduce Heart Words and Suffix –ing		<ul style="list-style-type: none"> • Spell words ending in the vowel suffix –ing. • Spell Heart Words.
33 Heart Words and Suffix –ing 2 Practice Spelling Words 1		
33 Heart Words and Suffix –ing 3 Practice Spelling Words 2		

33 Heart Words and Suffix –ing 4 Review Spelling Words		
33 Heart Words and Suffix –ing 5 Unit Checkpoint		
34 Heart Words, Silent Consonants, Words Ending in ic, and Homophones 1 Introduce Heart Words, Silent Consonants, Homophones, and Words Ending in ic		<ul style="list-style-type: none"> • Spell words containing the letter combinations wr and kn. • Spell words containing the sound /ɪk/ spelled ic. • Spell homophones. • Spell Heart Words.
34 Heart Words, Silent Consonants, Words Ending in ic, and Homophones 2 Practice Spelling Words 1		
34 Heart Words, Silent Consonants, Words Ending in ic, and Homophones 3 Practice Spelling Words 2		
34 Heart Words, Silent Consonants, Words Ending in ic, and Homophones 4 Review Spelling Words		
34 Heart Words, Silent Consonants, Words Ending in ic, and Homophones 5 Unit Checkpoint		
35 Heart Words and Sounds of the ea Spelling 1 Introduce Heart Words and Sounds of the ea Spelling		<ul style="list-style-type: none"> • Spell words containing the long a sound, the long e sound, or the short e sound spelled ea. • Spell Heart Words.
35 Heart Words and Sounds of the ea Spelling 2 Practice Spelling Words 1		
35 Heart Words and Sounds of the ea Spelling 3 Practice Spelling Words 2		

35 Heart Words and Sounds of the ea Spelling 4 Review Spelling Words		
35 Heart Words and Sounds of the ea Spelling 5 Unit Checkpoint		
36 Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea 1 Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea		<ul style="list-style-type: none"> • Spell words containing the short double o sound spelled oo. • Spell words containing the long double o sound spelled oo. • Spell words ending in the vowel suffix –ed. • Spell words ending in the vowel suffix –ing. • Spell words containing the letter combinations wr and kn. • Spell words containing the sound /ɪk/ spelled ic. • Spell words containing the long a sound, the long e sound, or the short e sound spelled ea. • Spell homophones. • Spell Heart Words.
36 Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea 2 Practice Spelling Words 1		
36 Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea 3 Practice Spelling Words 2		
36 Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea 4 Review Spelling Words		
36 Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea 5 Unit Checkpoint		
1 Cursive Handwriting 1 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly.

		<ul style="list-style-type: none"> • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
1 Cursive Handwriting 1 2 Cursive Handwriting 2		
1 Cursive Handwriting 1 3 Cursive Handwriting 3		
1 Cursive Handwriting 1 4 Cursive Handwriting 4		
1 Cursive Handwriting 1 5 Cursive Handwriting 5		
2 Cursive Handwriting 2 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
2 Cursive Handwriting 2 2 Cursive Handwriting 2		
2 Cursive Handwriting 2 3 Cursive Handwriting 3		
2 Cursive Handwriting 2 4 Cursive Handwriting 4		

<p>2 Cursive Handwriting 2 5 Cursive Handwriting 5</p>		
<p>3 Cursive Handwriting 3 1 Cursive Handwriting 1</p>		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
<p>3 Cursive Handwriting 3 2 Cursive Handwriting 2</p>		
<p>3 Cursive Handwriting 3 3 Cursive Handwriting 3</p>		
<p>3 Cursive Handwriting 3 4 Cursive Handwriting 4</p>		
<p>3 Cursive Handwriting 3 5 Cursive Handwriting 5</p>		
<p>4 Cursive Handwriting 4 1 Cursive Handwriting 1</p>		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
<p>4 Cursive Handwriting 4 2 Cursive Handwriting 2</p>		

4 Cursive Handwriting 4 3 Cursive Handwriting 3		
4 Cursive Handwriting 4 4 Cursive Handwriting 4		
4 Cursive Handwriting 4 5 Cursive Handwriting 5		
5 Cursive Handwriting 5 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
5 Cursive Handwriting 5 2 Cursive Handwriting 2		
5 Cursive Handwriting 5 3 Cursive Handwriting 3		
5 Cursive Handwriting 5 4 Cursive Handwriting 4		
5 Cursive Handwriting 5 5 Cursive Handwriting 5		
6 Cursive Handwriting 6 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip.

		<ul style="list-style-type: none"> • Connect one letter to another when writing a word in cursive.
6 Cursive Handwriting 6 2 Cursive Handwriting 2		
6 Cursive Handwriting 6 3 Cursive Handwriting 3		
6 Cursive Handwriting 6 4 Cursive Handwriting 4		
6 Cursive Handwriting 6 5 Cursive Handwriting 5		
7 Cursive Handwriting 7 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
7 Cursive Handwriting 7 2 Cursive Handwriting 2		
7 Cursive Handwriting 7 3 Cursive Handwriting 3		
7 Cursive Handwriting 7 4 Cursive Handwriting 4		
7 Cursive Handwriting 7 5 Cursive Handwriting 5		
8 Cursive Handwriting 8 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality.

		<ul style="list-style-type: none"> • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
8 Cursive Handwriting 8 2 Cursive Handwriting 2		
8 Cursive Handwriting 8 3 Cursive Handwriting 3		
8 Cursive Handwriting 8 4 Cursive Handwriting 4		
8 Cursive Handwriting 8 5 Cursive Handwriting 5		
9 Cursive Handwriting 9 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
9 Cursive Handwriting 9 2 Cursive Handwriting 2		
9 Cursive Handwriting 9 3 Cursive Handwriting 3		
9 Cursive Handwriting 9 4 Cursive Handwriting 4		
9 Cursive Handwriting 9 5 Cursive Handwriting 5		
10 Cursive Handwriting 10 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly.

		<ul style="list-style-type: none"> • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
10 Cursive Handwriting 10 2 Cursive Handwriting 2		
10 Cursive Handwriting 10 3 Cursive Handwriting 3		
10 Cursive Handwriting 10 4 Cursive Handwriting 4		
10 Cursive Handwriting 10 5 Cursive Handwriting 5		
11 Cursive Handwriting 11 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
11 Cursive Handwriting 11 2 Cursive Handwriting 2		
11 Cursive Handwriting 11 3 Cursive Handwriting 3		
11 Cursive Handwriting 11 4 Cursive Handwriting 4		

11 Cursive Handwriting 11 5 Cursive Handwriting 5		
12 Cursive Handwriting 12 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
12 Cursive Handwriting 12 2 Cursive Handwriting 2		
12 Cursive Handwriting 12 3 Cursive Handwriting 3		
12 Cursive Handwriting 12 4 Cursive Handwriting 4		
12 Cursive Handwriting 12 5 Cursive Handwriting 5		
13 Cursive Handwriting 13 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
13 Cursive Handwriting 13 2 Cursive Handwriting 2		

13 Cursive Handwriting 13 3 Cursive Handwriting 3		
13 Cursive Handwriting 13 4 Cursive Handwriting 4		
13 Cursive Handwriting 13 5 Cursive Handwriting 5		
14 Cursive Handwriting 14 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
14 Cursive Handwriting 14 2 Cursive Handwriting 2		
14 Cursive Handwriting 14 3 Cursive Handwriting 3		
14 Cursive Handwriting 14 4 Cursive Handwriting 4		
14 Cursive Handwriting 14 5 Cursive Handwriting 5		
15 Cursive Handwriting 15 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip.

		<ul style="list-style-type: none"> • Connect one letter to another when writing a word in cursive.
15 Cursive Handwriting 15 2 Cursive Handwriting 2		
15 Cursive Handwriting 15 3 Cursive Handwriting 3		
15 Cursive Handwriting 15 4 Cursive Handwriting 4		
15 Cursive Handwriting 15 5 Cursive Handwriting 5		
16 Cursive Handwriting 16 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
16 Cursive Handwriting 16 2 Cursive Handwriting 2		
16 Cursive Handwriting 16 3 Cursive Handwriting 3		
16 Cursive Handwriting 16 4 Cursive Handwriting 4		
16 Cursive Handwriting 16 5 Cursive Handwriting 5		
17 Cursive Handwriting 17 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality.

		<ul style="list-style-type: none"> • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
17 Cursive Handwriting 17 2 Cursive Handwriting 2		
17 Cursive Handwriting 17 3 Cursive Handwriting 3		
17 Cursive Handwriting 17 4 Cursive Handwriting 4		
17 Cursive Handwriting 17 5 Cursive Handwriting 5		
18 Cursive Handwriting 18 1 Cursive Handwriting 1		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.
18 Cursive Handwriting 18 2 Cursive Handwriting 2		
18 Cursive Handwriting 18 3 Cursive Handwriting 3		
18 Cursive Handwriting 18 4 Cursive Handwriting 4		
18 Cursive Handwriting 18 5 Cursive Handwriting 5		
19 Course Completion 1 Course Completion 1		

