

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	LA
Course ID	AC01031-3	Grade Level	3
Course Name	Grade 3 Language Arts/Reading-CCSS	# of Credits	1
SCED Code	01031	Curriculum Type	Acellus

COURSE DESCRIPTION

Grade 3 Language Arts/Reading builds on students' basic language arts and reading skills by engaging them in with different types of texts and a variety of writing forms and structures. The course helps students develop their command of the conventions of standard English in writing and speaking, including grammar and usage, capitalization, punctuation, and spelling. It also helps students expand their vocabulary and develop their listening skills.

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.3.9	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 grade 3 topic or subject area.

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., because, therefore, since, for example) 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., also, another, and, more, but) 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 grade 3 topics and texts, 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., childhood).

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 walked; I walk; I will walk) 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., sitting, smiled, cries, happiness).
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 grade 3 reading and content, 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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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., company, companion).
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., take steps).
L.3.5.b	b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.5.c	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 - Nouns	RL.3.5; RI.3.1; RI.3.2; RI.3.7; RI.3.10; RF.3.4.a; RF.3.4.c; L.3.1.a; L.3.1.b; L.3.1.c; L.3.2.e; L.3.2.f; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10; L.3.1.a	In this unit, students will discover what nouns are and why they are important. They will learn about plural nouns, irregular nouns, and abstract nouns. They will learn how to spell plural nouns and words with short vowels. They will also learn how to identify a main idea in a text.
Unit 2 - Personal Narrative	RL.3.1; RL.3.2; RL.3.3; RI.3.3; RF.3.4.a; RF.3.4.c; W.3.3.a; W.3.3.b; W.3.3.c; W.3.3.d; L.3.2.b; L.3.2.c; L.3.2.e; L.3.2.f; L.3.6; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10	Students will learn how to write entertaining personal narratives that include dialogue and descriptions. They will learn how to begin and end a narrative effectively and discuss strategies for finding mistakes in their writing. They will learn how to spell words with Long A and Long O. They will also evaluate fiction and learn how to answer questions about what they read.

Unit 3 - Word Parts-Root Words	RL.3.2; RL.3.4; RL.3.10; RI.3.4; RI.3.7; RI.3.10; RF.3.3.a; RF.3.3.b; RF.3.3.c; RF.3.4.a; RF.3.4.c; RF.3.4.a; RF.3.4.c; L.3.2.e; L.3.2.f; L.3.4.b; L.3.4.c; L.3.6; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10	In this unit, students will explore different word families. They will learn how to use math and science roots to understand new words. They will also learn how to use word families to spell and read unfamiliar words. They will also learn how to spell words with Long I and learn how to identify a main idea in more challenging texts.
Unit 4 - Pronouns	RL.3.2; RL.3.3; RF.3.3.c; RF.3.4.a; RF.3.4.c; L.3.2.e; L.3.2.f; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10; L.3.1.a	As students take this unit, they will discover pronouns: plurals and subject vs. object pronouns. They will learn about subject and verb agreement as well as pronoun and antecedent agreement. They will learn how to spell words with long E and words with silent letters. They will also analyze characters in fiction.
Unit 5 - Opinion Writing	RF.3.4.a; RF.3.4.c; W.3.1.a; W.3.1.b; W.3.1.c; W.3.1.d; L.3.2.a; L.3.2.e; L.3.2.f; L.3.6; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10; W.3.7	In this unit, students will learn how to write an effective opinion piece from creating an introduction to ending with a strong conclusion. They will learn to spell words with three letter blends and with digraphs. They will also look at capitalization in titles.
Unit 6 - Prefixes	RL.3.4; RL.3.10; RI.3.2; RI.3.4; RI.3.7; RI.3.10; RF.3.3.a; RF.3.3.c; RF.3.4.a; RF.3.4.c; L.3.2.e; L.3.2.f; L.3.4.b; L.3.4.c; L.3.6; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10	Students will work with prefixes: what they are and how to use them to create and understand words. They will use math and number prefixes. They will learn about contractions and how to spell them. They will also practice finding the main idea in scientific text.
Unit 7 - Possessives	RL.3.3; RL.3.7; RI.3.5; RI.3.7; RI.3.10; RF.3.4.a; RF.3.4.c; L.3.2.d; L.3.2.e; L.3.2.f; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10	As students complete this unit, they will understand about possessive nouns, how to use them and how to spell them. They will identify the difference between contractions and possessive pronouns. They will also discuss how to evaluate the illustrations of a text for information and learn how to spell words with AR and OR.

Unit 8 - Informative Writing	<p>RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RI.3.10; RF.3.3.d; RF.3.4.a; RF.3.4.c; W.3.2.a; W.3.2.b; W.3.2.c; W.3.2.d; L.3.2.e; L.3.2.f; L.3.6; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10; W.3.7</p>	<p>In this unit, students will walk through the process of informative writing including computer research, taking notes, and organizing ideas to make informative connections. They will learn how to spell words with variant vowels and other vowel teams.</p>
Unit 9 - Reading and Listening Comprehension	<p>RL.3.4; RL.3.10; RI.3.1; RI.3.2; RI.3.4; RI.3.5; RI.3.7; RF.3.3.d; RF.3.4.a; RF.3.4.c; RF.3.4.b; SL.3.2; L.3.2.e; L.3.2.f; L.3.5.a; L.3.6; SL.3.1.a; SL.3.1.b; SL.3.1.c; SL.3.1.d; SL.3.2; SL.3.3; SL.3.4; SL.3.5; SL.3.6</p>	<p>Students will focus on reading and listening skills in this unit. They will evaluate oral presentations as well as media such as diagrams and other visuals. They will learn to spell more words with variant vowels and learn to identify the difference between figurative and literal writing.</p>
Unit 10 - Dictionaries and Glossaries	<p>RL.3.4; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.10; RF.3.4.a; RF.3.4.c; L.3.2.e; L.3.2.f; L.3.2.g; L.3.4.d</p>	<p>As they take this unit, students will explore the benefits of using dictionaries and glossaries. They will learn about synonyms and antonyms and how to use text resources to find them. They will also learn to spell words with OW sounds and practice finding cause and effect relationships in non-fiction texts.</p>
Unit 11 - Discussions	<p>RL.3.1; RL.3.2; RL.3.3; RL.3.4; RL.3.10; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RF.3.3.d; RF.3.4.a; RF.3.4.c; RF.3.4.b; SL.3.2; L.3.2.e; L.3.2.f; L.3.6; W.3.7; SL.3.1.a; SL.3.1.b; SL.3.1.c; SL.3.1.d; SL.3.2; SL.3.3; SL.3.4; SL.3.5; SL.3.6</p>	<p>Students will learn the tricks and etiquette for discussions: as a class and one-on-one. They will learn to ask relevant questions to build the discussion and increase understanding. They will learn how to spell homophones, use context clues, and evaluate fables for morals.</p>

Unit 12 - Verbs	RL.3.1; RL.3.3; RL.3.4; RL.3.5; RL.3.6; RI.3.4; RI.3.6; RF.3.3.d; RF.3.4.a; RF.3.4.c; L.3.1.d; L.3.1.e; L.3.1.f; L.3.2.e; L.3.2.f; L.3.4.a; L.3.1.a	In this unit, students will work with verbs: action, helping, and linking verbs. They will analyze stories to see character development and identify the point of view of a text. They will learn to spell words with soft C and G and how to use paragraph clues to understand new words.
Unit 13 - Explanatory Writing	RL.3.4; RL.3.7; RL.3.10; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.7; RI.3.10; RF.3.3.c; RF.3.3.d; RF.3.4.a; RF.3.4.c; W.3.2.a; W.3.2.b; W.3.2.c; W.3.2.d; L.3.2.e; L.3.2.f; L.3.2.g; L.3.6; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10; W.3.7	Students will work through the process of writing explanatory text including introductions, ordered steps, clear details, conclusions, illustrations, and proofreading. Students will learn to spell words with R vowels and compound words. They will also evaluate illustrations of a text and practice using a dictionary or context clues to understand academic words.
Unit 14 - Sentence Structure	RL.3.1; RL.3.2; RL.3.3; RL.3.5; RL.3.7; RL.3.9; RL.3.10; RF.3.3.c; RF.3.3.d; RF.3.4.a; RF.3.4.c; L.3.1.h; L.3.1.i; L.3.2.e; L.3.2.f	Students will identify what a sentence is and work with sentence structure, creating compound and complex sentences correctly. They will also learn how to spell words with closed syllables and evaluate fiction by comparing and contrasting books in a series.
Unit 15 - Suffixes	RL.3.1; RL.3.2; RL.3.10; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.7; RI.3.8; RI.3.8; RI.3.9; RI.3.10; RF.3.3.a; RF.3.3.c; RF.3.3.d; RF.3.4.a; RF.3.4.c; L.3.1.b; L.3.2.e; L.3.2.f	In this unit, students will learn how to use suffixes to make new words. They will discover myths and learn how to find morals in them. Students will learn to spell words with different inflectional endings. They will also compare and contrast as well as analyze non-fiction text to find connections.

Unit 16 - Drama and Poetry	RL.3.1; RL.3.2; RL.3.4; RL.3.5; RL.3.6; RL.3.10; RF.3.3.c; RF.3.4.a; RF.3.4.c; RF.3.4.b; L.3.2.e; L.3.2.f; L.3.5.a	Students will experience the beauty and excitement of poetry and drama, exploring the structure, point of view, and figurative language that is used to create them. They will learn how to spell words with open syllables. They will also work to find themes and increase understanding as they read poetry.
Unit 17 - Verb Tenses and Irregular Verbs	RL.3.4; RL.3.10; RI.3.4; RI.3.10; RF.3.3.a; RF.3.3.c; RF.3.3.d; RF.3.4.a; RF.3.4.c; L.3.1.d; L.3.1.e; L.3.1.f; L.3.2.e; L.3.2.f; L.3.4.a; L.3.5.c; L.3.6	In exciting time travel lessons, students will experience different verb tenses. They will learn when to use the verbs for each tense including irregular verbs. They will also learn to spell words that end with L syllables and practice using context clues to understand the meaning of unfamiliar words.
Unit 18 - Adjectives	RF.3.3.d; RF.3.4.a; RF.3.4.c; L.3.1.g; L.3.2.e; L.3.2.f; L.3.3.a; L.3.5.b; L.3.5.c; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10; L.3.1.a	In this unit, students will explore adjectives, what they are, how they are used, and when to add endings to them. They will learn about comparative and superlative adjectives and how to improve their writing by using more specific adjectives. They will also learn how to spell words with vowel teams.
Unit 19 - Adverbs	RL.3.4; RI.3.4; RF.3.3.a; RF.3.3.b; RF.3.3.c; RF.3.3.d; RF.3.4.a; RF.3.4.c; L.3.1.g; L.3.2.e; L.3.2.f; L.3.3.a; L.3.4.b; L.3.4.c; L.3.5.c; L.3.1.a	As students complete these lessons, they will learn about adverbs: what they describe and how to use them to compare. Students will learn how to spell words with R syllables. They will also work with prefixes and suffixes and learn how to spell words with common suffixes.

<p>Unit 20 - Speaking and Publishing</p>	<p>RL.3.2; RL.3.3; RL.3.4; RL.3.10; RI.3.1; RI.3.2; RI.3.3; RF.3.3.a; RF.3.3.d; RF.3.4.a; RF.3.4.c; RF.3.4.b; L.3.1.b; L.3.2.e; L.3.2.f; L.3.3.a; L.3.3.b; L.3.5.b; L.3.5.c; L.3.6; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10; SL.3.1.a; SL.3.1.b; SL.3.1.c; SL.3.1.d; SL.3.2; SL.3.3; SL.3.4; SL.3.5; SL.3.6; L.3.1.a</p>	<p>Students will learn about speaking and presenting in this unit: preparing an oral report, printing and sharing a written work, why they should share their work, and how to choose effective words for it. They will evaluate the differences in speaking vs. writing. They will also learn how to spell more words with inflectional endings and evaluate folktales to find morals.</p>
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