

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75163	Grade Level	3
Course Name	Language Arts 3 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

In this course, the student will use critical thinking and reading comprehension skills to analyze fiction and nonfiction stories presented in McGraw-Hill's Wonders. Using a multi-draft reading approach, the student will discuss, analyze, and critique stories in order to make connections between readings, other titles and the world. Stories from the Reading/Writing Workshop and Literature Anthology will ask the student to ponder and make connections to the following essential questions, "How can learning help us grow?"; "What does it take to solve a problem?"; and "What are individual qualities important?". The student will use textual evidence from one or more sources to support his ideas

Throughout the course, the students will also develop writing skills. The basic writing content concentrates on writing quality sentences, organizing paragraphs, and adding detail to writing. The student will continue to use effective planning tools such as graphic organizers and outlines to create well-organized compositions. Through the five-stages of the writing process: prewriting, drafting, revising, editing, and publishing the student will write narrative and informative compositions. The student will continue to master spelling, grammar, and language skills. Wonders offers spelling lists based on the patterns and relationship of letters within words. Daily reading and writing activities reinforce the spelling strategies and give the student opportunities to use spelling words in context. The student will also learn the strokes of cursive handwriting.

WYOMING CONTENT AND PERFORMANCE STANDARDS

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.3.10	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 teacherled) 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., <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> ; <i>I walk</i> ; <i>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</i> , <i>smiled</i> , <i>cries</i> , <i>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</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>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</i> , <i>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</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>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>).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p>Unit 1: Language Arts Course Overview</p> <p>This unit will introduce your student to the Language Arts 3-5 course. In this unit, he will meet Maya, an animated character who will guide him through the course. Together, the student will work with words, watch videos, and practice language arts skills. In each lesson of the course, students will have an opportunity to practice what they have learned. Your student will also become familiar with the instructional routines presented throughout the course, so that he is ready to begin learning with the first lesson. This unit contains important information for the Learning Coach which will be useful throughout the course.</p>		<ul style="list-style-type: none"> • Introduce the student to the learning buddy who serves as a guide for the course • Provide a sample of the types of lesson slides and describe their purpose • Describe the types of activities the student will do in every lesson • Provide important information for the Learning Coach
<p>Unit 2: Storytime</p> <p>In this unit, the student will explore storytime while learning essential reading and writing skills. The reading selections encompass several genres, including fantasy texts and fairytales. The student will learn and practice reading comprehension skills, such as analyzing the lesson and characters and integrating ideas from several texts. Reading instruction also addresses fluency skills, such as reading with expression, and vocabulary development strategies, such as understanding word structure, using context clues, and referring to a dictionary. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding long and short vowel patterns, as well as grammar instruction in using complete sentences and understanding different sentence types.</p>	<ul style="list-style-type: none"> • RL.3.1, RL.3.2, RL.3.3, RL.3.7, RL.3.10 • RF.3.3.c, RF.3.4.b • SL.3.1, SL.3.1.b, SL.3.2, SL.3.3 • L.3.1.i, L.3.2.f, L.3.2.g, L.3.3, L.3.4, L.3.4.a, L.3.4.d, L.3.6 	<ul style="list-style-type: none"> • Analyze text illustrations, characterization, and dialogue in order to understand character development • Distinguish between sentences, sentence fragments, and questions; proofread sentences for mechanics errors • Predict, define, and accurately use academic vocabulary words using context clues • Apply knowledge of letter patterns and word structure to spell words correctly

<p>Unit 3: Traditions</p> <p>In this unit, the student will explore traditions while learning essential reading and writing skills. The reading selections encompass several genres, including realistic fiction and expository texts. The student will learn and practice reading comprehension skills, such as paraphrasing, restating text evidence, and analyzing a character's thoughts and actions. Reading instruction also addresses fluency skills, such as reading with correct pacing, and vocabulary development strategies, such as understanding word structure, using context clues, and generating different forms of academic vocabulary words through the use of inflectional endings. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding long- and short-vowel patterns, as well as grammar instruction in using complete sentences and understanding different sentence types.</p>	<ul style="list-style-type: none"> •RL.3.1, RL.3.3, RL.3.4, RL.3.9 •RI.3.1 •RF.3.3, RF.3.3.c, RF.3.4, RF.3.4.a, RF.3.4.b •W.3.3, W.3.3.b •SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3 •L.3.1, L.3.1.f, L.3.1.i, L.3.2, L.3.2.g, L.3.3, L.3.3.b, L.3.4, L.3.4.a, L.3.4.b, L.3.4.d, L.3.5, L.3.5.b, L.3.6 	<ul style="list-style-type: none"> •Use visualization to better understand the characters and their actions in a story •Identify and classify types of sentences, including commands, statements, exclamations, and questions •Identify, define, and use academic vocabulary words using context clues •Apply knowledge of letter patterns and word structure to spell words correctly •Using text evidence, identify how authors use what the characters do and say to create the plot, or events, in a story
<p>Unit 4: Communities</p> <p>In this unit, the student will explore the theme of communities while learning essential reading and writing skills. The reading selections encompass several genres and include both narrative and expository texts. The student will learn and practice reading comprehension skills, such as examining the author's craft, determining main ideas/supporting details, and analyzing the author's purpose for writing. Reading instruction also addresses fluency skills, such as reading with correct rate and pacing, and vocabulary development strategies, such as examining the structure of compound words. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding long and short vowel patterns, as well as grammar instruction in using complete sentences and understanding different sentence types.</p>	<ul style="list-style-type: none"> •RL.3.1 •RI.3.1, RI.3.4, RI.3.8, RI.3.9, RI.3.10 •RF.3.4, RF.3.4.a •W.3.2, W.3.2.a, W.3.2.d, W.3.3, W.3.3.a, W.3.3.c, W.3.3.d, W.3.8 •SL.3.1, SL.3.1.a, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.4 •L.3.1, L.3.1.i, L.3.2, L.3.2.f, L.3.2.g, L.3.3, L.3.3.b, L.3.4, L.3.4.a, L.3.5, L.3.5.c, L.3.6 	<ul style="list-style-type: none"> •Ask questions about a story and identify details to answer questions in order to better understand a text •Identify the sequence of events in a text through signal words •Revise sentences in order to apply an understanding of subjects •Identify, define, and use academic vocabulary words using context clues •Apply knowledge of letter patterns and word structure to spell words correctly
<p>Unit 5: Inventions</p> <p>In this unit, the student will explore inventions while learning essential reading and writing skills. The reading selections are biographies and examples of narrative nonfiction. The student will learn and practice reading comprehension skills, such as analyzing the lesson and characters and integrating ideas from several texts. Reading instruction also addresses fluency skills, such as reading with expression, and vocabulary development strategies, such as understanding word structure, using figurative language, and referring to a dictionary. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding long and short vowel patterns, as well as grammar instruction in using complete sentences and understanding different sentence types.</p>	<ul style="list-style-type: none"> •RL.3.1, RL.3.4 •RI.3.1, RI.3.4, RI.3.8, RI.3.9 •RF.3.3, RF.3.3.c, RF.3.3.d, RF.3.4, RF.3.4.b •W.3.2, W.3.2.a, W.3.4, W.3.5 •SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.4 •L.3.1, L.3.1.i, L.3.2, L.3.2.f, L.3.2.g, L.3.3, L.3.3.b, L.3.5, L.3.5.a, L.3.5.c 	<ul style="list-style-type: none"> •Identify and explain cause and effect relationships within a text •Identify the complete predicates in sentences •Apply knowledge of letter patterns and word structure to spell words correctly •Identify and determine the meaning of metaphors in a text •Using evidence from the text, identify how an author's description of a character can illustrate the main idea in a text
<p>Unit 6: Landmarks</p> <p>In this unit, the student will explore the theme of landmarks while learning essential reading and writing skills. The reading selections encompass several expository texts. The student will learn and practice reading comprehension skills, such as determining the main idea and supporting details, analyzing the author's craft, and monitoring comprehension through self-guided questioning. Reading instruction also addresses fluency skills, such as reading with accuracy and correct pacing, and vocabulary development strategies, such as brainstorming related words in concept maps. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding long and short vowel patterns, as well as grammar instruction in using complete sentences and understanding different sentence types.</p>	<ul style="list-style-type: none"> •RL.3.4 •RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.9, RI.3.10, RF.3.4.b •RF.3.4.c •W.3.1.a •SL.3.1, SL.3.1.b, SL.3.1.c, SL.3.2 •L.3.1.h, L.3.1.i, L.3.2.e, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.5.a, L.3.5.b 	<ul style="list-style-type: none"> •Determine the main idea and supporting details of several expository texts •Compare main ideas from two texts to describe similarities to evaluate author's craft •Utilize context clues to determine the meaning of unknown words •Add conjunctions to simple sentences to make more complex sentences •Apply knowledge of letter patterns and word structure to spell words correctly

<p>Unit 7: Cooperation</p> <p>In this unit, the student will explore the theme of cooperation while learning essential reading and writing skills. The reading selections encompass several genres, including folktales. The student will learn and practice reading comprehension skills, such as retelling, determining the theme, restating text evidence, and analyzing a character's feelings and actions. Reading instruction also addresses fluency skills, such as reading with intonation and appropriate pacing, and vocabulary development strategies, such as understanding word structure, using context clues, and generating different forms of academic vocabulary words through the use of inflectional endings. Additionally, the student will learn the steps of the genre writing process and begin writing a personal narrative. The student will also apply writing skills in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding long and short vowel patterns, as well as grammar instruction to identify antonyms and words' shades of meaning.</p>	<ul style="list-style-type: none"> •RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10 •RF.3.4.a •W.3.1.a, W.3.1.c, W.3.2.c, W.3.3.a, W.3.3.b, W.3.3.c, W.3.5, W.3.6 •SL.3.1.d •L.3.1, L.3.1.a, L.3.1.c, L.3.2, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.c, L.3.6 	<ul style="list-style-type: none"> •Make, confirm, and apply predictions to better understand a folktale •Determine important details about a character's feelings and actions in order to identify the theme by examining the author's message •Predict, define, and accurately use academic vocabulary words using context clues •Identify common and proper nouns in sentences and apply knowledge of letter patterns and word structure to spell words correctly •Apply prewrite strategies to a personal narrative work
<p>Unit 8: Immigration</p> <p>In this unit, your student will explore the theme of immigration while learning essential reading and writing skills. The reading selections encompass several genres, including historical fiction. Your student will learn and practice reading comprehension skills, such as retelling, restating text evidence, and determining the theme. Reading instruction also addresses fluency skills, such as reading fluently at an appropriate rate, and vocabulary development strategies, such as understanding word structure, using context clues, and generating different forms of academic vocabulary words through the use of inflectional endings. Additionally, your student will learn to apply drafting strategies to a personal narrative. Your student will also apply skills in daily and weekly writing assignments. Finally, your student will receive weekly spelling instruction, which focuses on understanding long and short vowel patterns, as well as grammar instruction in identifying singular and plural nouns and understanding different sentence types.</p>	<ul style="list-style-type: none"> •RL.3.1, RL.3.2, RL.3.4, RL.3.6, RL.3.7, RL.3.10 •RI.3.1 •RF.3.4.b •W.3.2.a, W.3.2.b, W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.4, W.3.5, W.3.6 •SL.3.1, SL.3.1.a, SL.3.2, SL.3.4 •L.3.1.b, L.3.2, L.3.2.e, L.3.2.f, L.3.3, L.3.4.a, L.3.5.a, L.3.6 	<ul style="list-style-type: none"> •Make, confirm, and apply predictions and identify the theme to better understand historical fiction texts •Apply knowledge of letter patterns and word structure to spell words correctly •Identify and classify sentences as commands, statements, exclamations, and questions •Predict, define, and accurately apply academic vocabulary words using context clues •Apply draft strategies to a personal narrative work
<p>Unit 9: Government</p> <p>In this unit, the student will explore the theme of government while learning essential reading and writing skills. The reading selections highlight several expository texts. The student will learn and practice reading comprehension skills, such as examining the author's craft, determining main ideas/supporting details, and thinking aloud. Reading instruction also addresses fluency skills, such as reading with appropriate phrasing, and vocabulary development strategies, such as determining similes and shades of meaning. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on spelling words with silent letters, as well as grammar instruction in using complete sentences and understanding various types of nouns.</p>	<ul style="list-style-type: none"> •RI.3.1, RI.3.4, RI.3.6, RI.3.7, RI.3.9 •RF.3.3.d, RF.3.4.b •W.3.1.b, W.3.2.b, W.3.5 •SL.3.1.c, SL.3.2, SL.3.3 •L.3.1.b, L.3.2.d, L.3.2.f, L.3.2.g, L.3.3, L.3.3.b, L.3.4.a, L.3.5.a, L.3.5.c 	<ul style="list-style-type: none"> •Analyze the structure, craft, and key ideas within expository texts in order to paraphrase, summarize, and retell text selections •Explain why voting is important and how people work together for the government; support with textual evidence •Predict, define and accurately apply academic vocabulary words using context clues; examine shades of meaning amongst key vocabulary words •Apply knowledge of letter patterns and word structure to spell words with silent letters correctly •Analyze features of singular nouns, plural nouns, irregular plural nouns, and collective nouns.
<p>Unit 10: Survival</p> <p>In this unit, the student will explore the theme of survival while learning essential reading and writing skills. The reading selections focus on expository texts. The student will learn and practice reading comprehension skills, such as identifying cause and effect, restating text evidence, and examining the author's viewpoint. Reading instruction also addresses fluency skills, such as reading at an appropriate rate, and vocabulary development strategies, such as understanding word structure, using context clues, and adding or changing inflectional endings. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on spelling words with three letter blends, as well as grammar instruction in joining subject nouns and predicate nouns.</p>	<ul style="list-style-type: none"> •RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.9 •RF.3.3.c, RF.3.4.a •W.3.2.c, W.3.3.a, W.3.3.b, W.3.3.c, W.3.5, W.3.6 •SL.3.1, SL.3.1.a, SL.3.2, SL.3.3, SL.3.5 •L.3.1.a, L.3.1.b, L.3.2.b, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.b, L.3.4.d 	<ul style="list-style-type: none"> •Analyze the text, structure, and craft of expository texts in order to determine the author's point of view and formulate a personal point view statement •Apply knowledge of letter patterns and word structure to spell words with three-letter blends correctly •Predict, define, and accurately use academic vocabulary words using context clues •Determine the main ideas and details of a text in order to summarize key points about the topic
<p>Unit 11: Figure It Out</p> <p>In this unit, the student will explore the theme of figuring it out while learning essential reading and writing skills. The reading selections focus on poetry. Your student will learn and practice reading comprehension skills, such as explaining the meaning of the figurative language types: personification, alliteration, and similes. Reading instruction also addresses fluency skills, such as reading with accuracy and correct pacing, and vocabulary development strategies, such as brainstorming related words in concept maps. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding digraphs, as well as grammar instruction in types of nouns.</p>	<ul style="list-style-type: none"> •RL.3.1, RL.3.5, RL.3.6 •RF.3.4.b •W.3.2.a, W.3.2.b, W.3.6 •SL.3.1.a, SL.3.1.b, SL.3.2, SL.3.6 •L.3.2.d, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.b, L.3.5.a, L.3.5.b, L.3.5.c, L.3.6 	<ul style="list-style-type: none"> •Analyze the structure, craft, figurative language, and key ideas within poems in order to predict, paraphrase, summarize, and retell text selections. •Predict, define and accurately apply academic vocabulary words using context clues; examine shades of meaning amongst key vocabulary words. •Apply knowledge of letter patterns and word structure to spell words with digraphs correctly. •Write a limerick or rhyming poem about an invention; demonstrate an understanding of similes by including similes in personal poetry. •Analyze how people can figure things out by comparing several poems.

<p>Unit 12: Be Unique In this unit, the student will explore the theme of uniqueness while learning essential reading and writing skills. The reading selections encompass several genres, including folktales. The student will learn and practice reading comprehension skills, such as retelling, determining the theme, restating text evidence, and analyzing the author's use of humor. Reading instruction also addresses fluency skills, such as reading with expression, and vocabulary development strategies, such as understanding word structure, using context clues, and generating different forms of academic vocabulary words through the use of inflectional endings. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding r-controlled vowel patterns, as well as grammar instruction to identify action verbs and words' shades of meaning.</p>	<ul style="list-style-type: none"> •RL.3.1, RL.3.2, RL.3.3, RL.3.4 •RF.3.4.b •W.3.2.a, W.3.2.d, W.3.3.a •SL.3.1.c, SL.3.2, SL.3.6 •L.3.1.a, L.3.2.c, L.3.2.e, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.5.a, L.3.5.b, L.3.6 	<ul style="list-style-type: none"> •Analyze features of folktales by examining theme, author's craft, and text structure; synthesize information from several sources to determine how animals' features help them solve problems •Explain the steps in a process •Predict, define, and accurately apply academic vocabulary words using context clues •Apply knowledge of letter patterns and word structure to spell words with r-controlled vowels correctly •Evaluate the function of action verbs within sentences; substitute stronger action words for weaker action words
<p>Unit 13: Leadership In this unit, the student will explore the theme of leadership while learning essential reading and writing skills. The reading selections encompass several genres, including historical fiction. The student will learn and practice reading comprehension skills, such as summarizing, restating text evidence, and evaluating cause-and-effect relationships. Reading instruction also addresses fluency skills, such as reading fluently with good phrasing and vocabulary development strategies, such as understanding word structure, using context clues, and generating different forms of academic vocabulary words through the use of inflectional endings. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding r-controlled vowel patterns, as well as grammar instruction in subject-verb agreement for present-tense verbs.</p>	<ul style="list-style-type: none"> •RL.3.1, RL.3.3, RL.3.4, RL.3.7, RI.3.9 •RF.3.3, RF.3.3.a, RF.3.4.a •W.3.2.a, W.3.2.c, W.3.2.c, W.3.3.a •SL.3.1.b, SL.3.2, SL.3.6 •L.3.1.a, L.3.1.f, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.5.a, L.3.6 	<ul style="list-style-type: none"> •Analyze features of historical fiction texts by examining theme, author's craft, and text structure; synthesize information from several sources to determine how one person can change the way people think •Identify cause-and-effect relationships by examining signal words in order to explain how causes and effects affect story events •Predict, define and accurately apply academic vocabulary words using context clues •Apply knowledge of letter patterns and word structure to spell words with r-controlled vowels correctly •Evaluate subject-verb agreement of present-tense verbs within sentences
<p>Unit 14: Discoveries In this unit, the student will explore the theme of discoveries while learning essential reading and writing skills. The reading selections encompass expository texts and a legend. The student will learn and practice reading comprehension skills such as summarizing, restating text evidence, and comparing two texts. Reading instruction also addresses fluency skills such as reading accurately with good phrasing and vocabulary development strategies such as understanding word structure, using context clues, and generating different forms of academic vocabulary words through the use of inflectional endings. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on understanding r-controlled vowel patterns, as well as grammar instruction in subject-verb agreement for past-tense verbs.</p>	<ul style="list-style-type: none"> •RL.3.1 •RI.3.1, RI.3.2, RI.3.4, RI.3.9 •RF.3.3.b, RF.3.3.d •W.3.2.a, W.3.3.a, W.3.5 •SL.3.1.a, SL.3.1.c, SL.3.1.d, SL.3.2 •L.3.1.e, L.3.1.f, L.3.2.f, L.3.2.g, L.3.3, L.3.4, L.3.4.a, L.3.4.b, L.3.4.c, L.3.5.b, L.3.6 	<ul style="list-style-type: none"> •Analyze the structure, craft, and key ideas within expository texts in order to paraphrase, summarize, and retell text selections; identify key ideas and details about solar system discoveries •Identify examples of regular and irregular past-tense verbs in singular and plural subjects as well as in simple and compound sentences •Predict, define and accurately apply academic vocabulary words using context clues; examine shades of meaning among key vocabulary words •Apply knowledge of letter patterns and word structure to spell words with r-controlled vowels correctly •Integrate knowledge and ideas from two texts in order to explain what is known about Earth and its neighbors
<p>Unit 15: New Ideas In this unit, the student will explore the theme of new ideas while learning essential reading and writing skills. The reading selections focus on expository texts. The student will learn and practice reading comprehension skills, such as identifying main ideas and details, restating text evidence, and examining the relationship between problems and solutions. Reading instruction also addresses fluency skills, such as reading with appropriate phrasing, and vocabulary development strategies, such as understanding word structure, using context clues, and adding or changing inflectional endings. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on spelling words with the prefixes pre-, dis-, and mis-, as well as grammar instruction in subject-verb agreement within the future tense.</p>	<ul style="list-style-type: none"> •RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.9 •RF.3.3.a, RF.3.3.b, RF.3.4.b •W.3.2.d, W.3.6 •SL.3.1, SL.3.1.a •L.3.1.e, L.3.2.a, L.3.2.f, L.3.3, L.3.4.a, L.3.4.b, L.3.4.c, L.3.4.d, L.3.5.b 	<ul style="list-style-type: none"> •Apply an understanding of the summarization strategy by summarizing main ideas and key details within an expository text •Describe the relationship between problems and resulting new ideas; cite relevant textual evidence •Predict, define, and accurately apply academic vocabulary using context clues •Apply knowledge of letter patterns and word structure to spell words with the prefixes pre-, dis-, and mis- correctly •Analyze several expository sources to build background on the concept of nature inspiring new ideas

<p>Unit 16: Value the Past</p> <p>In this unit, the student will explore the theme of valuing the past while learning essential reading and writing skills. The reading selections focus on expository texts. The student will learn and practice reading comprehension skills, such as identifying main ideas and details, restating text evidence, and sequencing main events. Reading instruction also addresses fluency skills, such as reading with appropriate phrasing, and vocabulary development strategies, such as understanding word structure of root words, prefixes, and suffixes, using context clues, and adding or changing inflectional endings. Additionally, the student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, the student will receive weekly spelling instruction, which focuses on spelling words with diphthongs, as well as grammar instruction in joining sentences using regular and irregular verbs.</p>	<ul style="list-style-type: none"> •RI.3.1, RI.3.2, RI.3.4, RI.3.8, RI.3.9, RI.3.10 •RF.3.3, RF.3.3.a, RF.3.3.b, RF.3.4.b •W.3.1.a •SL.3.1.b, SL.3.1.c, SL.3.2 •L.3.1.b, L.3.1.f, L.3.2.b, L.3.2.e, L.3.2.f, L.3.2.g, L.3.3, L.3.4.b, L.3.4.c 	<ul style="list-style-type: none"> •Examine sequences of events in expository texts in order to understand the significance of historical events •Predict, define, and accurately apply academic vocabulary words using context clues; examine shades of meaning amongst key vocabulary words; analyze meanings of key words by examining the root word, prefixes, and suffixes •Analyze meanings of key words by examining the root word, prefixes, and suffixes •Apply knowledge of letter patterns and word structure to spell words with diphthongs correctly •Join sentences with the same subject for regular and irregular verb forms
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