

## Wyoming Department of Education Required Virtual Education Course Syllabus

### BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75260	Grade Level	3
Course Name	Language Arts 3 B	# 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, 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> ).

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES
<p><b>Unit 1: Language Arts Course Overview</b></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"> <li>• Introduce the student to the learning buddy who serves as a guide for the course</li> <li>• Provide a sample of the types of lesson slides and describe their purpose</li> <li>• Describe the types of activities the student will do in every lesson</li> <li>• Provide important information for the Learning Coach</li> </ul>
<p><b>Unit 2: Choices</b></p> <p>In this unit, the student will explore the theme of choices while learning essential reading and writing skills. The reading selections highlight folktales. Students will learn and practice reading comprehension skills, such as determining the narrator's point of view, restating text evidence, and analyzing the author's use of dialogue. 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 variant vowel patterns, as well as grammar instruction to use linking verbs.</p>	<ul style="list-style-type: none"> <li>• RL.3.1, RL.3.2, RL.3.3, RL.3.6</li> <li>• RF.3.4.b</li> <li>• W.3.1.a, W.3.3.b, W.3.10</li> <li>• SL.3.1.b, SL.3.1.c, SL.3.1.d</li> <li>• L.3.1.a, L.3.1.d, L.3.2, L.3.2.f, L.3.2.g, L.3.3, L.3.3.b, L.3.4.b, L.3.4.c, L.3.5.b, L.3.6</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze features of a folktale by examining the theme, author's craft, and structure; determine and describe the narrator's point of view, citing textual evidence</li> <li>• Analyze and explain how the author uses dialogue to show how main characters solved problems</li> <li>• Classify, sort, and spell words with variant vowel spelling patterns</li> <li>• Predict, define, and accurately apply academic vocabulary words using context clues</li> <li>• Compose simple and compound sentences using linking verbs; apply an understanding of types of sentences to add correct punctuation marks to complete sentences</li> </ul>

<p><b>Unit 3: Skills and Talents</b></p> <p>In this unit, the student will explore the theme of skills and talents while learning essential reading and writing skills. The reading selections highlight the realistic fiction genre. The student will learn and practice reading comprehension skills, such as determining the author's viewpoint. 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 plural words and suffixes, as well as grammar instruction in contractions.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.4, RL.3.6, RL.3.9</li> <li>•RF.3.3.c, RF.3.4.a</li> <li>•W.3.1.a, W.3.1.b, W.3.3.b</li> <li>•SL.3.1, SL.3.1.c, SL.3.2</li> <li>•L.3.2.e, L.3.2.f, L.3.2.g, L.3.3, L.3.3.b, L.3.4.b, L.3.5.b, L.3.5.c, L.3.6</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze features of a realistic fiction texts by examining the theme, author's craft, and structure; determine and describe the narrator's point of view, citing textual evidence</li> <li>•Classify, sort, and spell plural words with -s, -es, and -ies; analyze and describe how the suffix -tion alters the meaning of words</li> <li>•Predict, define, and accurately apply academic vocabulary words using context clues</li> <li>•Explore several sources to build background on skills and talents; discuss using personal talents to help others in order to make personal connections to the theme</li> <li>•State an opinion about a main character's skills and talents; support with textual evidence, linking words, and details about the main character</li> </ul>
<p><b>Unit 4: Adaptations</b></p> <p>In this unit, the student will explore the theme of adaptations while learning essential reading and writing skills. The reading selections encompass expository texts and a folktale. 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 with intonation, 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 variant vowel /o/, as well as grammar instruction in helping verbs and main verbs.</p>	<ul style="list-style-type: none"> <li>•RL.3.1</li> <li>•RI.3.1, RI.3.4, RI.3.7, RI.3.8, RI.3.9, RI.3.10</li> <li>•W.3.1.b, W.3.2.a</li> <li>•SL.3.1, SL.3.1.c, SL.3.2, SL.3.5, SL.3.6</li> <li>•L.3.1.d, L.3.1.e, L.3.2.c, L.3.2.f, L.3.2.g, L.3.3, L.3.3.b, L.3.4.a, L.3.4.b, L.3.4.c, L.3.5.c</li> </ul>	<ul style="list-style-type: none"> <li>•Compare the structure, craft, and key ideas within expository texts in order to paraphrase, summarize, and retell text selections; identify key ideas and details about animal adaptations</li> <li>•Compare two texts in order to explain how an animal's environment affects how it lives</li> <li>•Predict, define, and accurately apply academic vocabulary words using context clues; examine shades of meaning among key vocabulary words</li> <li>•Apply knowledge of letter patterns and word structure to spell words with variant vowel /o/ correctly</li> </ul>
<p><b>Unit 5: Flight</b></p> <p>In this unit, the student will explore the theme of flight while learning essential reading and writing skills. The reading selections include narrative and expository texts. The student will learn and practice reading comprehension skills, such as identifying sequence of events and describing cause and effect relationships. 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 homophones, as well as grammar instruction with independent and dependent clauses.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.2</li> <li>•RI.3.1, RI.3.3, RI.3.8, RI.3.9</li> <li>•RF.3.3.d, RF.3.4.b</li> <li>•W.3.2, W.3.2.d</li> <li>•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</li> <li>•L.3.1.h, 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.c, L.3.5, L.3.5.c</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze several expository sources to build background on the concept of how people are able to fly</li> <li>•Identify and describe cause-and-effect relationships; determine the sequence of events</li> <li>•Predict, define, and accurately apply academic vocabulary using context clues</li> <li>•Apply knowledge of letter patterns and word structure to spell homophones and words with the prefix im- correctly</li> <li>•Identify independent and dependent clauses; apply an understanding of comma usage by correctly punctuating sentences with and without subordinating conjunctions</li> </ul>
<p><b>Unit 6: Inspiration</b></p> <p>In this unit, your student will explore the theme of inspiration while learning essential reading and writing skills. The reading selections focus on poetry. Your student will learn and practice reading comprehension skills, such as identifying main ideas and details, restating the theme, and analyzing figurative language such as metaphors. Reading instruction also addresses fluency skills, such as reading with appropriate expression, 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, your student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, your student will receive weekly spelling instruction, which focuses on spelling words with soft c and g sounds, as well as grammar instruction with past and present-tense irregular verbs.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.2, RL.3.4, RL.3.5</li> <li>•RF.3.3, RF.3.3.a, RF.3.3.c, RF.3.4, RF.3.4.b</li> <li>•W.3.3, W.3.3.b</li> <li>•SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.d, SL.3.2, SL.3.5</li> <li>•L.3.1, L.3.1.d, L.3.1.f, 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.3.4.b, L.3.5, L.3.5.a, L.3.5.c</li> </ul>	<ul style="list-style-type: none"> <li>•Examine features of poetry; determine main ideas and supporting details in order to summarize and describe the theme of a poem</li> <li>•Classify, sort, and spell plural words with -s, -es, and -ies; analyze and describe how the suffix -tion alters the meaning of words</li> <li>•Identify verbs; utilize present and past-tense irregular verbs in complete sentences</li> <li>•Classify, sort, and spell words with soft g and soft c; analyze and describe how the suffix -ous alters the meaning of words</li> <li>•Predict, define and accurately apply academic vocabulary words using context clues.</li> </ul>
<p><b>Unit 7: Let's Trade</b></p> <p>In this unit, your student will explore the theme of trading while learning essential reading and writing skills. The reading selections highlight fairy tales. Your student will learn and practice reading comprehension skills, such as determining the character's point of view, restating text evidence, and analyzing the author's use of details. 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, your student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, your student will receive weekly spelling instruction, which focuses on understanding compound words, as well as grammar instruction to utilize singular and plural nouns.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.2, RL.3.5, RL.3.6</li> <li>•RF.3.3.c, RF.3.4.a</li> <li>•W.3.1.b, W.3.1.c, W.3.2.c, W.3.3.a, W.3.10</li> <li>•SL.3.1.a, SL.3.1.c, SL.3.2, SL.3.5</li> <li>•L.3.1.a, L.3.1.d, L.3.1.f, L.3.2.e, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.b, L.3.4.c</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze features of a fairy tale by examining the theme, author's craft, and structure; examine and discuss how people can get what they need</li> <li>•Analyze how the author uses details to show a character's point of view. •Formulate and explain an opinion using facts and evidence</li> <li>•Classify, sort, and spell compound words</li> <li>•Predict, define, and accurately apply academic vocabulary words using context clues</li> <li>•Apply an understanding of singular and plural nouns by inserting pronouns in place of nouns or proper nouns within sentences</li> </ul>

<p><b>Unit 8: Reuse and Recycle</b> In this unit, your student will explore the theme of conservation while learning essential reading and writing skills. The reading selections highlight the realistic fiction genre. Your student will learn and practice reading comprehension skills, such as determining the character's viewpoint. Reading instruction also addresses fluency skills, such as reading fluently with intonation, 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 the steps of the writing process and apply them in daily and weekly writing assignments. Finally, your student will receive weekly spelling instruction, which focuses on understanding compound words, as well as grammar instruction in plural pronouns.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.2, RL.3.6, RI.3.9</li> <li>•RF.3.3, RF.3.3.a, RF.3.3.b, RF.3.4, RF.3.4.a</li> <li>•W.3.1, W.3.1.b, W.3.1.c, W.3.1.d, W.3.2.c, W.3.3, W.3.3.b, W.3.10</li> <li>•SL.3.1, SL.3.1.b, SL.3.2</li> <li>•L.3.1, L.3.1.a, L.3.2, L.3.2.e, L.3.2.f, L.3.3, L.3.4, L.3.4.a, L.3.4.c, L.3.4.d, L.3.5</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze features of realistic fiction texts by examining the theme, author's craft, and structure; determine and describe the narrator's point of view, citing textual evidence</li> <li>•Classify, sort, and spell homographs; analyze and describe how the prefix re- alters the meaning of words</li> <li>•Predict, define, and accurately apply academic vocabulary words using context clues</li> <li>•Explore several sources to build background on conservation; discuss reusing in order to make personal connections to the theme</li> <li>•Formulate and explain an opinion about whether or not the author gives enough details to figure out a character's point of view</li> </ul>
<p><b>Unit 9: Teaming Up</b> In this unit, the student will explore the theme of collaboration while learning essential reading and writing skills. The reading selections encompass expository and narrative texts. 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 with phrasing 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, 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 closed vowels, as well as grammar instruction in pronoun-verb agreement.</p>	<ul style="list-style-type: none"> <li>•RL.3.1</li> <li>•RI.3.1, RI.3.4, RI.3.6, RI.3.9•RF.3.3.c</li> <li>•RF.3.4.b</li> <li>•W.3.2.a, W.3.5</li> <li>•SL.3.1.d, SL.3.2</li> <li>•L.3.1, L.3.1.a, L.3.1.f, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.b, L.3.4.c, L.3.5, L.3.6</li> </ul>	<ul style="list-style-type: none"> <li>•Compare the structure, craft, and key ideas within expository texts in order to paraphrase, summarize, and retell text selections; identify key ideas and details about teamwork</li> <li>•Compare two texts in order to explain the dangers of wildfires as well as how people can help prevent natural disasters; cite relevant textual evidence</li> <li>•Predict, define, and accurately apply academic vocabulary words using context clues; examine shades of meaning among key vocabulary words</li> <li>•Apply knowledge of letter patterns and word structure to spell words with closed syllables correctly</li> <li>•Demonstrate mastery of pronoun-verb agreement by composing sentences with pronoun-verb agreement</li> </ul>
<p><b>Unit 10: Good Citizens</b> In this unit, the student will explore the theme of citizenship while learning essential reading and writing skills. The reading selections highlight biographies. The student will learn and practice reading comprehension skills, such as determining the author's viewpoint and restating text evidence. Reading instruction also addresses fluency skills, such as reading with 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 final -y and -i, as well as grammar instruction in possessive pronouns.</p>	<ul style="list-style-type: none"> <li>•RI.3.1, RI.3.2, RI.3.5, RI.3.6, RI.3.7, RI.3.9</li> <li>•RF.3.3.a, RF.3.4.b</li> <li>•RF.3.4.b</li> <li>•W.3.6, W.3.10</li> <li>•SL.3.1, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.6</li> <li>•L.3.1.a, L.3.2.b, 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.b</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze features of biographies by examining the theme, author's craft, and structure; determine and describe the author's point of view, citing textual evidence</li> <li>•Classify, sort, and spell plural words with the inflectional endings -y and -i; analyze and describe how the suffix -ness and prefix un- alter the meaning of words</li> <li>•Predict, define, and accurately apply academic vocabulary words using context clues</li> <li>•Explore several sources to build background on citizenship; discuss what good citizens do in order to make personal connections to the theme</li> <li>•Formulate and explain an opinion about the author's use of text features to tell more about the topic</li> </ul>
<p><b>Unit 11: Energy</b> In this unit, the student will explore the theme of energy while learning essential reading and writing skills. The reading selections encompass expository texts and a folktale. 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 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, 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 words with open syllables, as well as grammar instruction in pronoun-verb agreement.</p>	<ul style="list-style-type: none"> <li>•RL.3.1</li> <li>•RI.3.1, RI.3.3, RI.3.4, RI.3.9•RF.3.3.c</li> <li>•RF.3.4.b</li> <li>•W.3.1.a, W.3.10</li> <li>•SL.3.1.b, SL.3.1.d</li> <li>•L.3.1.a, L.3.2.d, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.b, L.3.4.d, L.3.6</li> </ul>	<ul style="list-style-type: none"> <li>•Examine features of expository texts; determine main ideas and supporting details in order to summarize important ideas about energy</li> <li>•Classify, sort, and spell plural words with open syllables; analyze and describe how the suffix -able and prefix re- alter the meaning of words</li> <li>•Identify possessive verbs; utilize present and past-tense possessive verbs in complete sentences</li> <li>•Compare information in two texts to explain key ideas about different kinds of energy</li> <li>•Identify homophones and utilize context clues to determine which spelling belongs in context</li> </ul>
<p><b>Unit 12: Treasures</b> In this unit, your student will explore the theme of treasures while learning essential reading and writing skills. The reading selections highlight myths and plays. Your student will learn and practice reading comprehension skills, such as determining the theme, restating text evidence, and analyzing the author's use of details. 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, your student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, your student will receive weekly spelling instruction, which focuses on understanding plural words, as well as grammar instruction on adjectives.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.2</li> <li>•RF.3.3.c</li> <li>•W.3.1.a, W.3.2.a, W.3.5</li> <li>•SL.3.1.b, SL.3.2, SL.3.3, SL.3.5</li> <li>•L.3.1.a, L.3.1.i, L.3.2.e, L.3.2.f, L.3.2.g, L.3.3, L.3.3.a, L.3.3.b, L.3.4.a, L.3.4.c, L.3.5.b, L.3.5.c, L.3.6</li> </ul>	<ul style="list-style-type: none"> <li>•Identify main ideas and supporting details in order to summarize important ideas about myths and treasures</li> <li>•Classify, sort, and spell plural words with prefixes, analyzing how prefixes alter the meaning of words</li> <li>•Predict, define, and accurately apply academic vocabulary using context clues; apply an understanding of adjectives to create simple, compound, or complex sentences using adjectives</li> <li>•Utilizing text evidence, analyze how the author uses the elements of a play to tell a story; identify and describe the theme of texts</li> <li>•Explore several sources to build background on treasures; discuss how to decide what's important in order to make personal connections to the theme</li> </ul>

<p><b>Unit 13: Weather</b> In this unit, the student will explore the theme of weather while learning essential reading and writing skills. The reading selections highlight the historical fiction genre. The student will learn and practice reading comprehension skills, such as determining the theme. Reading instruction also addresses fluency skills, such as reading fluently 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 final consonant -le, as well as grammar instruction in adverbs.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.2, RL.3.4</li> <li>•RF.3.3.b, RF.3.4.a</li> <li>•W.3.2, W.3.2.a, W.3.2.b, W.3.5, W.3.7</li> <li>•SL.3.1.a, SL.3.1.b, SL.3.2, SL.3.5</li> <li>•L.3.1.g, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.c, L.3.5.a, L.3.5.b</li> </ul>	<ul style="list-style-type: none"> <li>•Identify themes and supporting details in historical fiction to summarize important ideas about weather</li> <li>•Classify, sort, and spell plural words with final consonant -le</li> <li>•Predict, define and accurately apply academic vocabulary using context clues</li> <li>•Examine characteristics and examples of idioms to determine the meaning of idioms within texts</li> <li>•Explain an opinion about whether the author gives enough information about the character's actions and feelings to determine the theme of the story</li> </ul>
<p><b>Unit 14: Learning to Succeed</b> In this unit, the student will explore the theme of success while learning essential reading and writing skills. The reading selections highlight biographies. The student will learn and practice reading comprehension skills, such as determining the problem and solution. Reading instruction also addresses fluency skills, such as reading fluently with accuracy, 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 meanings of Greek and Latin roots, as well as grammar instruction in adjectives and adverbs.</p>	<ul style="list-style-type: none"> <li>•RL.3.10</li> <li>•RI.3.1, RI.3.3, RI.3.4, RI.3.8</li> <li>•RF.3.3.c, RF.3.4.b, RF.3.4.c</li> <li>•W.3.2.a, W.3.5</li> <li>•SL.3.1.b, SL.3.2</li> <li>•L.3.1, L.3.1.a, L.3.1.g, L.3.2, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.c</li> </ul>	<ul style="list-style-type: none"> <li>•Identify themes and supporting details in biographies to summarize important ideas about success.</li> <li>•Classify, sort, and spell words with vowel team syllables.</li> <li>•Predict, define and accurately apply academic vocabulary using context clues.</li> <li>•Determine the meaning of unknown words by defining common Greek and Latin roots.</li> <li>•Analyze how the author of a text compares and contrasts information to explain a topic, citing textual evidence.</li> </ul>
<p><b>Unit 15: Animals and You</b> In this unit, the student will explore the theme of animals 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 comparing and contrasting information. 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 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 vowels as well as grammar instruction focusing on comparative and superlative adverbs.</p>	<ul style="list-style-type: none"> <li>•RI.3.1, RI.3.4, RI.3.8</li> <li>•RF.3.3.c, RF.3.4.a</li> <li>•W.3.2.d, W.3.5, W.3.6, W.3.7, W.3.10</li> <li>•SL.3.1.c, SL.3.2, SL.3.5</li> <li>•L.3.1.a, L.3.1.g, L.3.2.f, L.3.2.g, L.3.3, L.3.4.a, L.3.4.b, L.3.4.c, L.3.5.b</li> </ul>	<ul style="list-style-type: none"> <li>•Identify themes and supporting details in expository texts to summarize important ideas about animals</li> <li>•Classify, sort, and spell words with r-controlled vowels</li> <li>•Predict, define and accurately apply academic vocabulary using context clues</li> <li>•Analyze features of comparative and superlative adverbs to correctly use adverbs and adjectives within sentences</li> <li>•Analyze how the author of a text compares and contrasts information to explain a topic, citing textual evidenc</li> </ul>
<p><b>Unit 16: Funny Times</b> In this unit, your student will explore the theme of humor while learning essential reading and writing skills. The reading selections encompass different types of poems. Your student will learn and practice reading comprehension skills, such as determining the narrator's point of view and comparing two 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 generating different forms of academic vocabulary words through the use of inflectional endings. Additionally, your student will learn the steps of the writing process and apply them in daily and weekly writing assignments. Finally, your student will receive weekly spelling instruction, which focuses on understanding words with suffixes, as well as grammar instruction in idioms and prepositional phrases.</p>	<ul style="list-style-type: none"> <li>•RL.3.1, RL.3.4, RL.3.6</li> <li>•RF.3.3.a, RF.3.3.d, RF.3.4.b</li> <li>•W.3.3.b</li> <li>•SL.3.1.a, SL.3.1.b, SL.3.1.d</li> <li>•L.3.1.a, L.3.1.i, L.3.2.e, L.3.2.g, L.3.3, L.3.4.a, L.3.4.c, L.3.5.a, L.3.5.b</li> </ul>	<ul style="list-style-type: none"> <li>•Identify themes and supporting details in poems to summarize important ideas about humor.</li> <li>•Classify, sort, and spell plural words with suffixes -ful, -less, and -ly; analyze how suffixes change the meanings of the words.</li> <li>•Predict, define and accurately apply academic vocabulary using context clues.</li> <li>•Identify features and examples of prepositions; add prepositions to simple, compound, and complex sentences.</li> <li>•Utilizing text evidence from poems, analyze how the author uses details about events and other characters to show the narrator's point of view.</li> </ul>