

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA3V	Grade Level	3
Course Name	Language Arts Purple Literature and Comprehension	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Literature and Comprehension: Within this program, students will read a variety of poetry, fiction, and nonfiction. The reading selections in each unit share a common theme, topic, or genre. The accompanying lessons will develop students' literal and inferential comprehension skills. Students will read selections from the provided materials and then work online to analyze and examine the selections in more depth. They will work offline to further evaluate the work, make connections among works and the broader world, and apply the skills that they have learned in written assignments and creative projects. Students will also select books that they want to read from a list that is provided and analyze those works. In Critical Skills Practice units, students will practice important test-taking skills by reading passages and answering multiple-choice questions about what they have read. These questions are similar to those found on common standardized assessments and state tests.

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	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.b	Decode words with common Latin suffixes.
RF.3.3.c	Decode multisyllable words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read grade-level text with purpose and understanding.
RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.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	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b	Provide reasons that support the opinion.
W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	Develop the topic with facts, definitions, and details.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.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	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.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	Use temporal words and phrases to signal event order.
W.3.3.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	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	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	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.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 here 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	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b	Form and use regular and irregular plural nouns.
L.3.1.c	Use abstract nouns (e.g., childhood).
L.3.1.d	Form and use regular and irregular verbs.
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.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	Use coordinating and subordinating conjunctions.
L.3.1.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	Capitalize appropriate words in titles.
L.3.2.b	Use commas in addresses.
L.3.2.c	Use commas and quotation marks in dialogue.
L.3.2.d	Form and use possessives.
L.3.2.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	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	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	Choose words and phrases for effect.
L.3.3.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	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.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).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit 1: Lessons Learned</p> <p>1: Course Introduction</p> <p>2: Introduce "The Wind and the Sun"</p> <p>3: Explore "The Wind and the Sun"</p> <p>4: Introduce "The Bundle of Sticks"</p> <p>5: Explore "The Bundle of Sticks"</p> <p>6: Introduce "Why the Larks Flew Away"</p> <p>7: Explore "Why the Larks Flew Away"</p> <p>8: Reflections on Lessons Learned</p> <p>9: (Optional) Your Choice</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.7</p> <p>RL.3.10</p> <p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.5</p> <p>RI.3.9</p> <p>RI.3.10</p> <p>RF.3.4.a</p> <p>RF.3.10</p> <p>L.3.4.d</p> <p>L.3.6</p>	<p>Unit 1: Lessons Learned</p> <p>Describe setting.</p> <p>Define a fable as a story with a moral or lesson.</p> <p>Differentiate among literary genres.</p> <p>Read a variety of texts for information and pleasure.</p> <p>Define moral or lesson learned.</p> <p>Explain the moral or lesson in a fable.</p> <p>Use text features to make a prediction (illustrations, title).</p> <p>Use before-reading strategies.</p> <p>Apply information read to answer questions.</p> <p>Compare a prediction about an action or event to what actually occurred within a text.</p> <p>Evaluate reading strategies.</p> <p>Define fiction.</p> <p>Read literature independently and proficiently.</p> <p>Use text organizational features to locate and comprehend information. (TOC)</p> <p>Summarize a work of literature and maintain accurate sequence.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Read poetry and prose aloud.</p> <p>Identify the moral or lesson in a fable.</p> <p>Define plot as what happens in a story.</p> <p>Infer answers to questions.</p> <p>Identify concrete answers to questions.</p> <p>Write a summary.</p>
<p>Unit 2: Animal Tales</p> <p>1: Introduce "Chipmunk and Bear"</p> <p>2: Explore "Chipmunk and Bear"</p> <p>3: Introduce "The Tiger, the Brahman, and the Jackal"</p> <p>4: Explore "The Tiger, the Brahman, and the Jackal"</p> <p>5: Introduce "The Squirrel and the Spider"</p> <p>6: Explore "The Squirrel and the Spider"</p> <p>7: Reflections on Animal Tales</p> <p>8: (Optional) Your Choice</p>	<p>RL.3.1</p> <p>RL.3.3</p> <p>RL.3.9</p> <p>RL.3.10</p> <p>RI.3.1</p> <p>RI.3.5</p> <p>RI.3.7</p> <p>RI.3.10</p> <p>RF.3.4.a</p> <p>W.3.2.a</p>	<p>Unit 2: Animal Tales</p> <p>Compare texts from different cultures and time periods.</p> <p>Compare and contrast characters from different stories.</p> <p>Write an introductory statement.</p> <p>Identify the solution to the problem a character faces.</p> <p>Describe how the solution to a problem demonstrates a character's traits.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Identify problems and solutions in a story.</p> <p>Describe the characters in the story using evidence from the text.</p> <p>Use a graphic organizer to organize information related to this unit's readings.</p> <p>Apply information read to answer questions.</p> <p>Identify the mood of a literary selection.</p> <p>Use text organizational features to locate and comprehend information (table of contents).</p> <p>Understand a variety of literature representing different cultures and traditions.</p> <p>Compare a prediction about an action or event to what actually occurred within a text.</p>
<p>Unit 3: Animals and Their People</p> <p>1: Introduce "Charlie and Topsy"</p> <p>2: Explore "Charlie and Topsy"</p> <p>3: Introduce "Moufflu"</p> <p>4: Explore "Moufflu"</p> <p>5: Introduce "Black Beauty"</p> <p>6: Explore "Black Beauty"</p> <p>7: Reflections on Animals and Their People</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.6</p> <p>RL.3.10</p> <p>RI.3.5</p> <p>RI.3.7</p> <p>RI.3.10</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>W.3.2.a</p> <p>W.3.2.b</p> <p>W.3.2.c</p> <p>W.3.2.d</p> <p>W.3.10</p> <p>W.3.3.b</p>	<p>Unit 3: Animals and Their People</p> <p>Review aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Write a summary.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Identify third person narrator.</p> <p>Summarize the plot of a story.</p> <p>Define character.</p> <p>Identify point of view in a selection.</p> <p>Define narrator.</p> <p>Use text organizational features to locate and comprehend information (table of contents).</p> <p>Identify details that explain characters' actions and feelings.</p> <p>Identify descriptions that support comprehension.</p> <p>Organize ideas.</p> <p>Distinguish own opinion from that of the narrator or those of the characters.</p> <p>Explain how specific aspects of a text's illustrations contribute to the meaning of the text.</p> <p>Apply information read to answer questions.</p> <p>Identify concrete answers to questions.</p> <p>Read poetry and prose aloud.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Describe how a character changes.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p> <p>Use descriptive details in writing.</p> <p>Use the first-person point of view.</p> <p>Use information gained from illustration to demonstrate understanding (e.g.,</p>

		<p>Use information gained from illustration to demonstrate understanding. (e.g. mood, character, setting). Read literature independently and proficiently. Summarize the plot of a story.</p>
<p>Unit 4: Critical Skills Practice 1 1: Fiction Passages (A) 2: Fiction Passages (B) 3: Directions (A) 4: Practical Reading - Forms 5: Unit Checkpoint</p>	<p>R.L.3.1 RL.3.3 RL.3.10 RI.3.1 RI.3.2 RI.3.5 RF.3.4.a</p>	<p>Unit 4: Critical Skills Practice 1 Identify genre. Identify directions as a way to organize ideas through sequencing. Identify setting(s). Identify the theme of a third grade passage. Read instructional-level text with 90% accuracy. Describe characters by what they say, what they do, how others feel about them. Use information from the text to make predictions. Use text organizational features to locate and comprehend information. (TOC, Glossary, chapter, index, title, author, illustrator, caption) Identify plot elements. Answer literal comprehension questions about a third grade passage. Demonstrate comprehension of text.</p>
<p>Unit 5: You Need To Make A Choice Henry Huggins Young Abe Lincoln and Abe Lincoln Goes to Washington Shiloh Charlotte's Web In the Year of the Boar and Jackie Robinson Caddie Woodlawn Pippi Longstocking The Sign of the Beaver The Original Adventures of Hank the Cowdog How to Eat Fried Worms Little House on the Prairie Mrs. Frisby and the Rats of NIMH Who Was Martin Luther King, Jr.? Space Heroes and Space Busters</p>	<p>RL.3.3 RL.3.10 RF.3.4.a RF.3.4.b RF.3.4.c</p>	<p>Unit 5: You Need To Make A Choice Read grade-level text with purpose and understanding. Describe characters based on speech, actions, or interactions with others. Demonstrate comprehension of text. Identify the theme.</p> <p>This unit requires that the student makes a choice before taking any lessons.</p>
<p>Unit 6: Critical Skills Assignment 1: Critical Reading and Narrative Writing 1 2: Critical Reading and Narrative Writing 2 3: Critical Reading and Narrative Writing 3</p>	<p>RI.3.1 W.3.3.a W.3.3.b W.3.3.c W.3.3.d W.3.4 W.3.5</p>	<p>Unit 6: Critical Skills Assignment Read several passages and answer multiple choice questions about them. Write short answers to questions that include examples or support from the story. Write a multi-paragraph narrative essay.</p>
<p>Unit 7: Weather or Not 1: Introduce "Forecasting the Weather" 2: Explore "Forecasting the Weather" 3: Introduce "Let It Rain!" 4: Explore "Let It Rain!" 5: Introduce "Winter Storms" 6: Explore "Winter Storms" 7: Introduce "Wind" 8: Explore "Wind" 9: Introduce "Storm Chasers" 10: Explore "Storm Chasers" 11: Reflections on Weather</p>	<p>RL.3.6 RL.3.10 RI.3.3 RI.3.5 RI.3.8 RF.3.4.a W.3.3 W.3.3.a W.3.3.b W.3.3.c W.3.10</p>	<p>Unit 7: Weather or Not Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Identify facts. Sequence events in a text. Describe the relationship between a series of steps. Identify main idea and supporting details in a text. Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence). Define narrator. Describe the effect point of view has on a story. Identify third person narrator. Write a fictional story. Summarize the plot of a story. Write dialogue. Define character. Use text organizational features to locate and comprehend information (table of contents).</p>

<p>Unit 8: Animal Friends Poetry</p> <p>1: Introduce Poems about Cats and Dogs</p> <p>2: Explore Poems about Cats and Dogs</p> <p>3: Introduce "The Elephant" and "The Silent Snake"</p> <p>4: Explore "The Elephant" and "The Silent Snake"</p> <p>5: Reflections on Animal Friends Poetry</p>	<p>RL.3.5</p> <p>RL.3.10</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>W.3.4</p> <p>SL.3.5</p> <p>L.3.3</p> <p>L.3.3.a</p>	<p>Unit 8: Animal Friends Poetry</p> <p>Write poetry that includes figurative language.</p> <p>Write poetry that includes rhythm and rhyme scheme.</p> <p>Deliver a dramatic interpretation.</p> <p>Write poetry that includes sensory language.</p> <p>Identify sensory language.</p> <p>Identify onomatopoeia.</p> <p>Identify alliteration</p> <p>Identify rhyme in a literary selection.</p> <p>Identify simile.</p> <p>Identify stanzas.</p> <p>Recognize rhyming couplets.</p> <p>Review aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.</p> <p>Recognize the characteristics of poetry.</p> <p>Deliver a dramatic interpretation of a poem.</p>
<p>Unit 9: Critical Skills Practice 2</p> <p>1: Nonfiction Passages (A)</p> <p>2: Poetry (A)</p> <p>3: Fiction Passages (C)</p> <p>4: Nonfiction Passages (B)</p> <p>5: Unit Checkpoint</p>	<p>RL.3.1</p> <p>RL.3.3</p> <p>RL.3.10</p> <p>RI.3.2</p> <p>RI.3.3</p> <p>RI.3.4</p> <p>RI.3.10</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>RF.3.4.c</p>	<p>Unit 9: Critical Skills Practice 2</p> <p>Identify the problem a character faces in a text.</p> <p>Identify action verbs in a poem.</p> <p>Identify the solution to a problem a character faces in a text.</p> <p>Describe characters by what they say, what they do, and what others say about them.</p> <p>Draw conclusions using evidence from text.</p> <p>Sequence events in a text.</p> <p>Identify defining characteristics of common genres (e.g., poetry, drama, fiction, nonfiction).</p> <p>Identify sound patterns (e.g., onomatopoeia, alliteration) in a third grade passage.</p> <p>Identify theme.</p> <p>Distinguish between biography and autobiography.</p> <p>Identify rhyme scheme.</p> <p>Differentiate the main idea and supporting details in a third grade passage.</p> <p>Identify author's purpose.</p>
<p>Unit 10: George Washington: Soldier, Hero, President</p> <p>1: Introduce George Washington: Soldier, Hero, President</p> <p>2: Explore George Washington: Soldier, Hero, President</p> <p>3: Introduce George Washington: Soldier, Hero, President</p> <p>4: Explore George Washington: Soldier, Hero, President</p> <p>5: Introduce George Washington: Soldier, Hero, President</p> <p>6: Explore George Washington: Soldier, Hero, President</p> <p>7: Reflections on George Washington: Soldier, Hero, President</p>	<p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.9</p> <p>RI.3.10</p> <p>RF.3.4.a</p> <p>W.3.2</p> <p>W.3.2.a</p> <p>W.3.2.b</p> <p>W.3.2.c</p> <p>W.3.2.d</p>	<p>Unit 10: George Washington: Soldier, Hero, President</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Identify important questions that need to be answered.</p> <p>Organize information around a main idea.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Write a summary.</p> <p>Include details in draft.</p> <p>State the topic directly.</p> <p>Write an introduction.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Read a variety of texts for information and pleasure.</p> <p>Use a graphic organizer to organize information.</p> <p>Compare and contrast using evidence from the text.</p> <p>Apply the conventions of grammar, usage, mechanics, and spelling.</p> <p>Create a visual.</p> <p>Write a concluding statement.</p> <p>Use vivid images that relate to the main idea.</p> <p>Identify main idea and supporting details in a text.</p> <p>Write a headline.</p>
<p>Unit 11: Critical Skills Practice 3</p> <p>1: Nonfiction Passages (C)</p> <p>2: Fiction Passages (D)</p> <p>3: Paired Passages (A)</p> <p>4: Poetry (B)</p> <p>5: Unit Checkpoint</p>	<p>RL.3.1</p> <p>RL.3.3</p> <p>RL.3.4</p> <p>RL.3.9</p> <p>RL.3.10</p> <p>L.3.4.a</p> <p>L.3.5</p> <p>L.3.5.a</p>	<p>Unit 11: Critical Skills Practice 3</p> <p>Generate questions about what has been read.</p> <p>Compare and contrast characters.</p> <p>Identify causes.</p> <p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p> <p>Distinguish between author and narrator.</p> <p>Use text to make a prediction.</p> <p>Compare and contrast descriptions that support comprehension.</p> <p>Compare and contrast literary elements.</p> <p>Use context to determine the meaning of unfamiliar words.</p> <p>Identify first person narrator(s).</p> <p>Identify effects.</p> <p>Distinguish between literal and nonliteral, or figurative, language in poetry.</p> <p>Identify organization by main idea and supporting details.</p>

<p>Unit 12: You Need To Make A Choice</p> <p>Henry Huggins Young Abe Lincoln and Abe Lincoln Goes to Washington Shiloh Charlotte's Web In the Year of the Boar and Jackie Robinson Caddie Woodlawn Pippi Longstocking The Sign of the Beaver The Original Adventures of Hank the Cowdog How to Eat Fried Worms Little House on the Prairie Mrs. Frisby and the Rats of NIMH Who Was Martin Luther King, Jr.? Space Heroes and Space Busters</p>	<p>RL.3.3 RL.3.10 RF.3.4.a RF.3.4.b RF.3.4.c</p>	<p>Unit 12: You Need To Make A Choice</p> <p>Read grade-level text with purpose and understanding. Describe characters based on speech, actions, or interactions with others. Demonstrate comprehension of text. Identify the theme.</p> <p>This unit requires that the student makes a choice before taking any lessons.</p>
<p>Unit 13: Critical Skills Assignment</p> <p>1: Critical Reading and Informative Writing 1 2: Critical Reading and Informative Writing 2 3: Critical Reading and Informative Writing 3</p>	<p>RI.3.8 RI.3.9 W.3.2.a W.3.2.b W.3.2.c W.3.2.d W.3.4 W.3.5</p>	<p>Unit 13: Critical Skills Assignment</p> <p>Read several passages and answer multiple choice questions about them. Write short answers to questions that include examples or support from the story. Write a multi-paragraph informative writing.</p>
<p>Unit 14: Semester Review and Assessment</p> <p>1: Semester Review 2: Semester Checkpoint</p>	<p>RL.3.1 RL.3.2 RL.3.9 RI.3.3 RF.3.4.b W.3.4 SL.3.5 L.3.2</p>	<p>Unit 14: Semester Review and Assessment</p> <p>Identify problems and solutions in a story. Identify the moral or lesson in a fable. Differentiate among various literary genres. (Identify fable) Apply the conventions of grammar, usage, mechanics, and spelling. Compare and contrast literary elements in two or more literary selections. Summarize a work of literature and maintain accurate sequence. Write a summary. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. Read poetry and prose aloud.</p>
<p>Unit 15: Stories That Teach</p> <p>1: Introduce "The Necklace of Truth" 2: Explore "The Necklace of Truth" 3: Introduce "The Stone in the Road" 4: Explore "The Stone in the Road" 5: Introduce "Bruce and the Spider" 6: Explore "Bruce and the Spider" 7: Introduce "The Calabash Kids" 8: Explore "The Calabash Kids" 9: Reflections on Stories That Teach</p>	<p>RL.3.2 RI.3.3 W.3.2.d SL.3.1.a SL.3.1.b SL.3.1.c SL.3.1.d SL.3.2 SL.3.3 L.3.5.a</p>	<p>Unit 15: Stories That Teach</p> <p>Determine the theme, moral, or lesson of a work of literature. Identify plot elements: problem and solution Compare and contrast literary elements in two or more literary selections. Understand the meaning of common adages, proverbs, and idioms. Explain one's own ideas and understanding in light of discussion with peers. Identify the main ideas and supporting details of a text read aloud or information presented in a variety of media and formats. Ask for clarification and further explanation as needed about the topics and texts under discussion. Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Contribute meaningfully to group discussions by being prepared, explaining one's own ideas, building upon others' comments, and asking questions. Ask and answer questions about information from a speaker with enough detail to demonstrate understanding. Compare texts from different cultures and time periods. Review aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p>
<p>Unit 16: Nature's Way</p> <p>1: Introduce Songs and Secrets 2: Explore Songs and Secrets 3: Introduce Castles in the Air 4: Explore Castles in the Air 5: Introduce Nature's Metaphors 6: Explore Nature's Metaphors 7: Reflections on Nature's Way 8: (Optional) Your Choice</p>	<p>RL.3.5 RL.3.9 RF.3.4.a RF.3.4.b L.3.5.a</p>	<p>Unit 16: Nature's Way</p> <p>Make connections between text and self, text and world, and text to text. Recognize and identify figurative language. Identify stanzas in a poem. Read prose and poetry aloud. Recognize the characteristics of poetry. Distinguish between speaker and author. Explore and explain the meaning of figurative language used in poetry. Compare and contrast literary elements in poetry. Read aloud grade-level text with appropriate expression, accuracy, and rate. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p>
<p>Unit 17: Critical Skill Practice 4</p> <p>1: Directions (B) 2: Fiction Passages (E) 3: Nonfiction Passages (D) 4: Fiction Passages (F) 5: Write About a Fiction Passage 6: Unit Checkpoint</p>	<p>RL.3.1 RL.3.2 RL.3.9 RI.3.2 RI.3.3 RI.3.5 RI.3.7 W.3.4</p>	<p>Unit 17: Critical Skill Practice 4</p> <p>Identify setting(s). Identify a cause and its effect on events and/or relationships. Restate main idea. Use graphics to answer a question about a reading. Compare and contrast characters in a literary selection. Use text organizational features to locate and comprehend information. (TOC, Glossary, chapter, index, title, author, illustrator, caption) Draw conclusions about characters using evidence from the text. Write a summary. Identify the theme of a third grade passage.</p>

<p>Unit 18: Folk Tales of Many Lands</p> <p>1: Introduce "The Leak in the Dike"</p> <p>2: Explore "The Leak in the Dike"</p> <p>3: Introduce "William Tell"</p> <p>4: Explore "William Tell"</p> <p>5: Introduce "The Stone-Cutter"</p> <p>6: Explore "The Stone-Cutter"</p> <p>7: Introduce "Aladdin and the Wonderful Lamp"</p> <p>8: Explore "Aladdin and the Wonderful Lamp"</p> <p>9: Reflections on Folktales of Many Lands (A)</p> <p>10: Reflections on Folktales of Many Lands (B)</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.10</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>SL.3.4</p> <p>SL.3.6</p>	<p>Unit 18: Folk Tales of Many Lands</p> <p>Deliver a presentation as a response to literature.</p> <p>Speak clearly.</p> <p>Uses public speaking techniques.</p> <p>Use the first-person point of view.</p> <p>Describe characters and their traits.</p> <p>Review aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Read poetry and prose aloud.</p> <p>Identify problem and solution.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p>
<p>Unit 19: Critical Skills Assignment</p> <p>1: Critical Reading and Opinion Writing 1</p> <p>2: Critical Reading and Opinion Writing 2</p> <p>3: Critical Reading and Opinion Writing 3</p>	<p>W.3.1.a</p> <p>W.3.1.b</p> <p>W.3.1.c</p> <p>W.3.1.d</p> <p>W.3.4</p> <p>W.3.5</p>	<p>Unit 19: Critical Skills Assignment</p> <p>Read several passages and answer multiple choice questions about them.</p> <p>Write short answers to questions that include examples or support from the story.</p> <p>Write a multi-paragraph opinion writing.</p>
<p>Unit 20: You Need To Make A Choice</p> <p>Henry Huggins</p> <p>Young Abe Lincoln and Abe Lincoln Goes to Washington</p> <p>Shiloh</p> <p>Charlotte's Web</p> <p>In the Year of the Boar and Jackie Robinson</p> <p>Caddie Woodlawn</p> <p>Pippi Longstocking</p> <p>The Sign of the Beaver</p> <p>The Original Adventures of Hank the Cowdog</p> <p>How to Eat Fried Worms</p> <p>Little House on the Prairie</p> <p>Mrs. Frisby and the Rats of NIMH</p> <p>Who Was Martin Luther King, Jr.?</p> <p>Space Heroes and Space Busters</p>	<p>RL.3.3</p> <p>RL.3.10</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>RF.3.4.c</p>	<p>Unit 20: You Need To Make A Choice</p> <p>Read grade-level text with purpose and understanding.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Demonstrate comprehension of text.</p> <p>Identify the theme.</p> <p>This unit requires that the student makes a choice before taking any lessons.</p>
<p>Unit 21: Critical Skill Practice 5</p> <p>1: Nonfiction Passages (E)</p> <p>2: Poetry (C)</p> <p>3: Paired Passages (B)</p> <p>4: Fiction Passages (G)</p> <p>5: Write About Paired Passages</p> <p>6: Unit Checkpoint</p> <p>7: (Optional) Your Choice</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.4</p> <p>RL.3.9</p> <p>RI.3.2</p> <p>RI.3.9</p> <p>L.3.5</p> <p>W.3.4</p>	<p>Unit 21: Critical Skill Practice 5</p> <p>Identify problem and solution.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Distinguish between literal and figurative language.</p> <p>Identify the topic sentence that expresses the main idea of a paragraph.</p> <p>Draw conclusions from text.</p> <p>Write a summary.</p> <p>Identify opinions.</p> <p>Identify cause and effect.</p> <p>Identify the problem a character faces in a text.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Identify theme.</p> <p>Sequence events in a story.</p> <p>Identify character traits.</p> <p>Recognize that details support the topic sentence.</p>
<p>Unit 22: Greek and Roman Myths</p> <p>1: Introduce "Mount Olympus and Its Inhabitants"</p> <p>2: Explore "Mount Olympus and Its Inhabitants"</p> <p>3: Introduce "The Naming of a Great City" and "The Gr..."</p> <p>4: Explore "The Naming of a Great City" and "The Grea..."</p> <p>5: Introduce "The Story of Arachne"</p> <p>6: Explore "The Story of Arachne"</p> <p>7: Introduce "The Story of Proserpina"</p> <p>8: Explore "The Story of Proserpina"</p> <p>9: Introduce "A Flight through the Sky"</p> <p>10: Explore "A Flight through the Sky"</p> <p>11: Reflections on Greek and Roman Myths</p> <p>12: (Optional) Your Choice</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.5</p> <p>RL.3.7</p> <p>RL.3.9</p> <p>RI.3.1</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>SL.3.1.b</p> <p>SL.3.1.c</p> <p>SL.3.1.d</p>	<p>Unit 22: Greek and Roman Myths</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Read poetry and prose aloud.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Distinguish between topic and theme.</p> <p>Identify character traits.</p> <p>Compare and contrast using evidence from the text.</p> <p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p> <p>Describe setting.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p> <p>Compare and contrast different versions of the same story.</p> <p>Explain how the actions of characters contribute to the sequence of events.</p> <p>Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.</p> <p>Contribute meaningfully to group discussions by being prepared, explaining one's own ideas, building upon others' comments, and asking questions.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Answer evaluative questions based on reading.</p> <p>Speak clearly and at an appropriate pace for the type of communication.</p> <p>Read a variety of texts for information and pleasure.</p>

<p>Unit 23: Glory of Greece</p> <p>1: Introduce The Glory of Greece (A)</p> <p>2: Explore The Glory of Greece (A)</p> <p>3: Introduce The Glory of Greece (B)</p> <p>4: Explore The Glory of Greece (B)</p> <p>5: Introduce The Glory of Greece (C)</p> <p>6: Explore The Glory of Greece (C) y of Greece (D)</p> <p>8: Explore The Glory of Greece (D) e Glory of Greece (A)</p> <p>10: Reflections on The Glory of Greece (B)</p> <p>11: (Optional) Your Choice</p>	<p>RI.3.5</p> <p>RI.3.7</p> <p>RI.3.9</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>SL.3.2</p> <p>SL.3.4</p> <p>SL.3.6</p> <p>L.3.1</p>	<p>Unit 23: The Glory of Greece</p> <p>State the topic directly.</p> <p>Deliver a presentation.</p> <p>Uses public speaking techniques.</p> <p>State an opinion related to a topic.</p> <p>Use search tools to locate information (e.g., hyperlink).</p> <p>Practice a presentation.</p> <p>Speak clearly.</p> <p>Use graphics and visuals to comprehend meaning and answer questions. (diagrams, charts, captions)</p> <p>Make generalizations from text.</p> <p>Compare and contrast using evidence from the text.</p> <p>Identify supporting details.</p> <p>Use text organizational features to locate and comprehend information. (TOC, Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Review aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Read poetry and prose aloud.</p>
<p>Unit 24: You Need To Make A Choice</p> <p>Henry Huggins</p> <p>Young Abe Lincoln and Abe Lincoln Goes to Washington</p> <p>Shiloh</p> <p>Charlotte's Web</p> <p>In the Year of the Boar and Jackie Robinson</p> <p>Caddie Woodlawn</p> <p>Pippi Longstocking</p> <p>The Sign of the Beaver</p> <p>The Original Adventures of Hank the Cowdog</p> <p>How to Eat Fried Worms</p> <p>Little House on the Prairie</p> <p>Mrs. Frisby and the Rats of NIMH</p> <p>Who Was Martin Luther King, Jr.?</p> <p>Space Heroes and Space Busters</p>	<p>RL.3.3</p> <p>RL.3.10</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>RF.3.4.c</p>	<p>Unit 24: You Need To Make A Choice</p> <p>Read grade-level text with purpose and understanding.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Demonstrate comprehension of text.</p> <p>Identify the theme.</p> <p>This unit requires that the student makes a choice before taking any lessons.</p>
<p>Unit 25: Semester Review and Assessment</p> <p>1: Semester Review</p> <p>2: Semester Checkpoint (A)</p> <p>3: Semester Checkpoint (B)</p>	<p>RL.3.2</p> <p>RL.3.5</p> <p>RL.3.9</p> <p>RI.3.7</p> <p>RF.3.4.a</p> <p>RF.3.4.b</p> <p>W.3.4</p> <p>L.3.5</p>	<p>Unit 25: Semester Review and Assessment</p> <p>Read poetry and prose aloud.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Use graphics to answer a question.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p> <p>Identify main idea and supporting details in a text.</p> <p>Write a summary.</p> <p>Apply the conventions of grammar, usage, mechanics, and spelling.</p> <p>Summarize a work of literature and maintain accurate sequence.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Identify problems and solutions in a story.</p> <p>Identify rhyme scheme in a poem.</p> <p>Identify similes.</p> <p>Identify metaphor.</p> <p>Identify personification.</p> <p>Identify choices that a character makes and their consequences.</p>

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA3V	Grade Level	3
Course Name	Language Arts Purple Vocabulary	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Vocabulary: K12 Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. K12 Vocabulary is made up of 18 units of 10 lessons each. These short lessons are entirely online. In the first 8 lessons of each unit, students will study 3 sets of related words. Lesson 9 of each unit is a review of all the words. Lesson 10 is always a Unit Checkpoint, testing students on all the words they studied.

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	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.b	Decode words with common Latin suffixes.

RF.3.3.c	Decode multisyllable words.
RF.3.3.d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read on-level text with purpose and understanding.
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.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	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1 .b	Provide reasons that support the opinion.
W.3.1 .c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1 .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	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	Develop the topic with facts, definitions, and details.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.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	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.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	Use temporal words and phrases to signal event order.
W.3.3.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	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	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	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.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	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b	Form and use regular and irregular plural nouns.
L.3.1.c	Use abstract nouns (e.g., childhood).
L.3.1.d	Form and use regular and irregular verbs.
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.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	Use coordinating and subordinating conjunctions.
L.3.1.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	Capitalize appropriate words in titles.
L.3.2.b	Use commas in addresses.
L.3.2.c	Use commas and quotation marks in dialogue.
L.3.2.d	Form and use possessives.
L.3.2.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	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	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	Choose words and phrases for effect.

L.3.3.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	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.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	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	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	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.5.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 domain-specific 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: Compound Words and Math Words 1: Introduce Compound Words (A) 2: Practice Compound Words (A) 3: More Practice Compound Words (A) 4: Introduce Compound Words (B) 5: Practice Compound Words (B) 6: More Practice Compound Words (B)+106:113 7: Introduce Math Words 8: Practice Math Words 9: Unit Review: Compound Words and Math Words 10: Unit Checkpoint: Compound Words and Math Words	L.3.4 L.3.6	Unit 1: Compound Words and Math Words Use knowledge of words to determine the meaning of compound words. Increase reading vocabulary. Identify and use pictures and symbols to increase vocabulary. Identify and apply content and/or academic vocabulary.
Unit 2: Homographs and Aquatic Words 1: Introduce Homographs (A) 2: Practice Homographs (A) 3: More Practice Homographs (A) 4: Introduce Homographs (B) 5: Practice Homographs (B) 6: More Practice Homographs (B) 7: Introduce Aquatic Words 8: Practice Aquatic Words 9: Unit Review: Homographs and Aquatic Words 10: Unit Checkpoint: Homographs and Aquatic Words	L.3.1 L.3.3 L.3.4 L.3.4.c L.3.6	Unit 2: Homographs and Aquatic Words Identify and apply content and/or academic vocabulary. Increase reading vocabulary. Determine levels of specificity and relationships among grade-appropriate words. Apply knowledge of parts of speech to comprehend and build vocabulary. Identify the meaning of and use homographs in isolation and in context.

<p>Unit 3: Synonyms, Dictionary Skills, and Abbreviations 1: Introduce Synonyms (A) 2: Practice Synonyms (A) 3: More Practice Synonyms (A) 4: Introduce Dictionary Skills (A) 5: Practice Dictionary Skills (A) 6: More Practice Dictionary Skills (A) 7: Introduce Abbreviations (A) 8: Practice Abbreviations (A) 9: Unit Review: Synonyms, Dictionary Skills, and Abbreviations 10: Unit Checkpoint: Synonyms, Dictionary, Abbreviations</p>	<p>L.3.4.d L.3.5 L.3.5.c L.3.6</p>	<p>Unit 3: Synonyms, Dictionary Skills, and Abbreviations Locate words in a dictionary according to the first and/or second letter. Alphabetize words to the third letter. Identify and use abbreviations. Distinguish shades of meaning among related words. Increase reading vocabulary.</p>
<p>Unit 4: Antonyms, Prefixes, and Multiple-Meaning Words 1: Introduce Antonyms and Prefix in- 2: Practice Antonyms and Prefix in- 3: More Practice Antonyms and Prefix in- 4: Introduce Antonyms and Prefix un- 5: Practice Antonyms and Prefix -un 6: More Practice Antonyms and Prefix -un 7: Introduce Multiple-Meanings and Parts of Speech (A) 8: Practice Multiple-Meanings and Parts of Speech (A) 9: Unit Review: Antonyms, Prefixes, and Multiple-Meanings 10: Unit Checkpoint: Antonyms, Prefixes, and Multiple-Meanings</p>	<p>R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.1 L.3.2 L.3.2.e L.3.4 L.3.4.b L.3.5 L.3.5.c L.3.6</p>	<p>Unit 4: Antonyms, Prefixes, and Multiple-Meaning Words Identify the meaning of and use antonyms in isolation and in context. Apply knowledge of parts of speech to comprehend and build vocabulary. Increase reading vocabulary. Distinguish shades of meaning among related words. Identify and use prefixes and suffixes to determine word meaning. Apply knowledge of syntax to comprehend and build vocabulary.</p>
<p>Unit 5: Suffixes and Homophones 1: Introduce Suffix -able (A) 2: Practice Suffix -able (A) 3: More Practice Suffix -able (A) 4: Introduce Suffix -able (B) 5: Practice Suffix -able (B) 6: More Practice Suffix -able (B) 7: Introduce Homophones (A) 8: Practice Homophones (A) 9: Unit Review: Suffixes and Homophones 10: Unit Checkpoint: Suffixes and Homophones</p>	<p>R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.1 L.3.2 L.3.2.e L.3.4 L.3.4.b L.3.6</p>	<p>Unit 5: Suffixes and Homophones Increase reading vocabulary. Identify the meaning of and use homophones in isolation and in context. Apply knowledge of parts of speech to comprehend and build vocabulary. Apply knowledge of syntax to comprehend and build vocabulary. Identify and use prefixes and suffixes to determine word meaning.</p>
<p>Unit 6: Weather Words and Suffixes 1: Introduce Weather Words (A) 2: Practice Weather Words (A) 3: More Practice Weather Words (A) 4: Introduce Weather Words (B) 5: Practice Weather Words (B) 6: More Practice Weather Words (B) 7: Introduce Parts of Speech and the Suffix -or 8: Practice Parts of Speech and the Suffix -or 9: Unit Review: Weather Words and Suffixes 10: Unit Checkpoint: Weather Words and Suffixes</p>	<p>R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.1 L.3.2 L.3.2.e L.3.4 L.3.4.b L.3.6</p>	<p>Unit 6: Weather Words and Suffixes Increase reading vocabulary. Identify and use prefixes and suffixes to determine word meaning. Apply knowledge of syntax to comprehend and build vocabulary. Apply knowledge of parts of speech to comprehend and build vocabulary. Identify and apply content and/or academic vocabulary.</p>
<p>Unit 7: Suffixes and Contractions 1: Introduce Suffixes -er and -est (A) 2: Practice Suffixes -er and -est (A) 3: More Practice Suffixes -er and -est (A) 4: Introduce Suffixes -er and -est (B) 5: Practice Suffixes -er and -est (B) 6: More Practice Suffixes -er and -est (B) 7: Introduce Contractions (A) 8: Practice Contractions (A) 9: Unit Review: Suffixes and Contractions 10: Unit Checkpoint: Suffixes and Contractions</p>	<p>R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.1 L.3.2 L.3.2.e L.3.4 L.3.4.b L.3.6</p>	<p>Unit 7: Suffixes and Contractions Apply knowledge of parts of speech to comprehend and build vocabulary. Increase reading vocabulary. Identify and use contractions. Apply knowledge of syntax to comprehend and build vocabulary. Identify and use prefixes and suffixes to determine word meaning.</p>

<p>Unit 8: Suffixes and Shades of Meaning</p> <p>1: Introduce Suffix -tion (A)</p> <p>2: Practice Suffix -tion (A)</p> <p>3: More Practice Suffix -tion (A)</p> <p>4: Introduce Suffix -tion (B)</p> <p>5: Practice Suffix -tion (B)</p> <p>6: More Practice Suffix -tion (B)</p> <p>7: Introduce Shades of Meaning (A)</p> <p>8: Practice Shades of Meaning (A)</p> <p>9: Unit Review: Suffixes and Shades of Meaning</p> <p>10: Unit Checkpoint: Suffixes and Shades of Meaning</p>	<p>1: R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.1 L.3.2 L.3.2.e L.3.4 L.3.4.a L.3.5 L.3.5.c L.3.6</p>	<p>Unit 8: Suffixes and Shades of Meaning</p> <p>Apply knowledge of parts of speech to comprehend and build vocabulary. Apply knowledge of syntax to comprehend and build vocabulary.</p> <p>Increase reading vocabulary.</p> <p>Distinguish shades of meaning among related words.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p>
<p>Unit 9: Solar System Words</p> <p>1: Introduce Solar System Words (A)</p> <p>2: Practice Solar System Words (A)</p> <p>3: More Practice Solar System Words (A)</p> <p>4: Introduce Solar System Words (B)</p> <p>5: Practice Solar System Words (B)</p> <p>6: More Practice Solar System Words (B)</p> <p>7: Introduce Solar System Words (C)</p> <p>8: Practice Solar System Words (C)</p> <p>9: Unit Review: Solar System Words</p> <p>10: Unit Checkpoint: Solar System Words</p>	<p>R.F.3.3 L.3.4 L.3.5.b L.3.6</p>	<p>Unit 9: Solar System Words</p> <p>Identify and apply content and/or academic vocabulary. Increase reading vocabulary.</p> <p>Identify real-life connections between words and their uses. Identify</p> <p>and use pictures and symbols to increase vocabulary.</p>
<p>Unit 10: Compound Words, Acronyms, and Abbreviations</p> <p>1: Introduce Compound Words (C)</p> <p>2: Practice Compound Words (C)</p> <p>3: More Practice Compound Words (C)</p> <p>4: Introduce Compound Words (D)</p> <p>5: Practice Compound Words (D)</p> <p>6: More Practice Compound Words (D)</p> <p>7: Introduce Acronyms and Abbreviations</p> <p>8: Practice Acronyms and Abbreviations</p> <p>9: Unit Review: Compound Words, Acronyms, and Abbreviations</p> <p>10: Unit Checkpoint: Compound Words, Acronyms, and Abbreviations</p>	<p>R.F.3.3 L.3.4 L.3.6</p>	<p>Unit 10: Compound Words, Acronyms, and Abbreviations</p> <p>Increase reading vocabulary.</p> <p>Use knowledge of words to determine the meaning of compound words. Identify and use acronyms</p>
<p>Unit 11: Latin Roots and Homographs</p> <p>1: Introduce Latin Roots (A)</p> <p>2: Practice Latin Roots (A)</p> <p>3: More Practice Latin Roots (A)</p> <p>4: Introduce Latin Roots (B)</p> <p>5: Practice Latin Roots (B)</p> <p>6: More Practice Latin Roots (B)</p> <p>7: Introduce Homographs (C)</p> <p>8: Practice Homographs (C)</p> <p>9: Unit Review: Latin Roots and Homographs</p> <p>10: Unit Checkpoint: Latin Roots and Homographs</p>	<p>R.F.3.3 L.3.4 L.3.4.c L.3.6</p>	<p>Unit 11: Latin Roots and Homographs</p> <p>Increase reading vocabulary.</p> <p>Identify the meaning of and use homographs in isolation and in context. Identify roots to aid in determining word meaning.</p>
<p>Unit 12: Synonyms and Abbreviations</p> <p>1: Introduce Synonyms (B)</p> <p>2: Practice Synonyms (B)</p> <p>3: More Practice Synonyms (B)</p> <p>4: Introduce Synonyms (C)</p> <p>5: Practice Synonyms (C)</p> <p>6: More Practice Synonyms (C)</p> <p>7: Introduce Abbreviations (B)</p> <p>8: Practice Abbreviations (B)</p> <p>9: Unit Review: Synonyms and Abbreviations</p> <p>10: Unit Checkpoint: Synonyms and Abbreviations</p>	<p>L.3.5.a L.3.5.c L.3.6</p>	<p>Unit 12: Synonyms and Abbreviations</p> <p>Identify and use abbreviations.</p> <p>Increase reading vocabulary.</p> <p>Identify the meaning of and use synonyms in isolation and in context.</p>

<p>Unit 13: Prefixes and Multiple Meaning Words</p> <p>1: Introduce Prefixes pre- and mis-</p> <p>2: Practice Prefixes pre- and mis-</p> <p>3: More Practice Prefixes pre- and mis-</p> <p>4: Introduce Prefixes re- and dis-</p> <p>5: Practice Prefixes re- and dis-</p> <p>6: More Practice Prefixes re- and dis-</p> <p>7: Introduce Multiple Meanings and Parts of Speech (B) 8: Practice Multiple Meanings and Parts of Speech (B) 9: Unit Review: Prefixes and Multiple Meaning Words</p> <p>10: Unit Checkpoint: Prefixes and Multiple Meaning Words</p>	<p>R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.2 L.3.2.e L.3.4 L.3.4.b L.3.5 L.3.5.c L.3.6</p>	<p>Unit 13: Prefixes and Multiple Meaning Words</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Apply knowledge of syntax to comprehend and build vocabulary. Increase reading vocabulary.</p> <p>Classify and sort common words into categories.</p> <p>Use context clues to determine the relevant meaning of multiple meaning words, and use multiple meaning words in sentences.</p>
<p>Unit 14: Suffixes and Antonyms</p> <p>1: Introduce Antonyms with the Suffixes -ful and -less 2: Practice Antonyms with the Suffixes -ful and -less</p> <p>3: More Practice Antonyms with the Suffixes -ful and -less</p> <p>4: Introduce Antonyms with the Suffix -ly</p> <p>5: Practice Antonyms with the Suffix -ly</p> <p>6: More Practice Antonyms with the Suffix -ly</p> <p>7: Introduce Suffixes -y, -er, and -est</p> <p>8: Practice Suffixes -y, -er, and -est</p> <p>9: Unit Review: Suffixes and Antonyms</p> <p>10: Unit Checkpoint: Suffixes and Antonyms</p>	<p>R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.2 L.3.2.e L.3.4 L.3.4.b L.3.5 L.3.5.c L.3.6</p>	<p>Unit 14: Suffixes and Antonyms</p> <p>Identify the meaning of and use antonyms in isolation and in context.</p> <p>Increase reading vocabulary.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p>
<p>Unit 15: Categories and Homophones</p> <p>1: Introduce Categories (A)</p> <p>2: Practice Categories (A)</p> <p>3: More Practice Categories (A)</p> <p>4: Introduce Categories (B)</p> <p>5: Practice Categories (B)</p> <p>6: More Practice Categories (B)</p> <p>7: Introduce Homophones (B)</p> <p>8: Practice Homophones (B)</p> <p>9: Unit Review: Categories and Homophones</p> <p>10: Unit Checkpoint: Categories and Homophones</p>	<p>L.3.4 L.3.6</p>	<p>Unit 15: Categories and Homophones</p> <p>Determine levels of specificity and relationships among grade-appropriate words.</p> <p>Identify and apply content and/or academic vocabulary.</p> <p>Identify the meaning of and use homophones in isolation and in context. Increase reading vocabulary.</p> <p>Classify and sort common words into categories.</p>
<p>Unit 16: Dictionary Skills and Contractions</p> <p>1: Introduce Dictionary Skills (B)</p> <p>2: Practice Dictionary Skills (B)</p> <p>3: More Practice Dictionary Skills (B)</p> <p>4: Introduce Dictionary Skills (C)</p> <p>5: Practice Dictionary Skills (C)</p> <p>6: More Practice Dictionary Skills (C)</p> <p>7: Introduce Contractions (B)</p> <p>8: Practice Contractions (B)</p> <p>9: Unit Review: Dictionary Skills and Contractions</p> <p>10: Unit Checkpoint: Dictionary Skills and Contractions</p>	<p>L.3.2 L.3.2.g L.3.4 L.3.4.d L.3.5 L.3.5.b L.3.6</p>	<p>Unit 16: Dictionary Skills and Contractions</p> <p>Identify and use contractions.</p> <p>Locate words in a dictionary according to the first and/or second letter. Increase reading vocabulary.</p> <p>Alphabetize words to the third letter.</p>
<p>Unit 17: Suffix -ous and Shades of Meaning</p> <p>1: Introduce Suffix -ous (A)</p> <p>2: Practice Suffix -ous (A)</p> <p>3: More Practice Suffix -ous (A)</p> <p>4: Introduce Suffix -ous (B)</p> <p>5: Practice Suffix -ous (B)</p> <p>6: More Practice Suffix -ous (B)</p> <p>7: Introduce Shades of Meaning (B)</p> <p>8: Practice Shades of Meaning (B)</p> <p>9: Unit Review: Suffix -ous and Shades of Meaning</p> <p>10: Unit Checkpoint: Suffix -ous and Shades of Meaning Unit Checkpoint</p>	<p>RF.3.3.a RF.3.3.b L.3.1 L.3.4.a L.3.5 L.3.5.c L.3.6</p>	<p>Unit 17: Suffix -ous and Shades of Meaning</p> <p>Identify and apply content and/or academic vocabulary. Increase reading vocabulary.</p> <p>Identify and use prefixes and suffixes to determine word meaning. Distinguish shades of meaning among related words.</p> <p>Apply knowledge of syntax to comprehend and build vocabulary.</p> <p>Apply knowledge of parts of speech to comprehend and build vocabulary.</p>

<p>Unit 18: Literal and Nonliteral Meanings and Latin and Greek Roots</p> <p>1: Introduce Literal and Nonliteral Meanings (A) Practice Literal and Nonliteral Meanings (A)</p> <p>3: More Practice Literal and Nonliteral Meanings (A)</p> <p>4: Introduce Literal and Nonliteral Meanings (B)</p> <p>5: Practice Literal and Nonliteral Meanings (B)</p> <p>6: More Practice Literal and Nonliteral Meanings (B) Introduce Latin and Greek Roots</p> <p>8: Practice Latin and Greek Roots</p> <p>9: Unit Review: Literal and Nonliteral Meanings and Latin and Greek Roots</p> <p>10: Unit Checkpoint: Literal and Nonliteral Meanings and Latin and Greek Roots</p>	<p>2: L.3.4 L.3.4.c L.3.5 L.3.5.a L.3.6</p> <p>7:</p>	<p>Unit 18: Literal and Nonliteral Meanings and Latin and Greek Roots</p> <p>Identify and define words' and phrases' literal and nonliteral meanings. Identify roots to aid in determining word meaning. Increase reading vocabulary.</p>
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA3V	Grade Level	3
Course Name	Language Arts Purple Writing Skills	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Writing Skills: Writing Skills units combine online and offline activities to teach students about grammar, usage, and mechanics, as well as how to plan, write, revise, proofread, and publish various forms of writing. For example, in Unit 4, students will learn about combining sentences and strategies for writing a personal story. Most units end with an assessment on language skills, along with rubrics and sample papers to help evaluate students' writing. There are also Critical Skills Practice units that help students apply their knowledge of language, vocabulary, spelling, and writing strategies to answer questions, similar to those on standardized tests, including planning and writing a response to a prompt.

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	Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3.b	Decode words with common Latin suffixes.
RF.3.3.c	Decode multisyllable words.
RF.3.3.d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read on-level text with purpose and understanding.
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.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	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1 .b	Provide reasons that support the opinion.
W.3.1 .c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1 .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	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	Develop the topic with facts, definitions, and details.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.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	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.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	Use temporal words and phrases to signal event order.
W.3.3.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	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	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	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.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	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b	Form and use regular and irregular plural nouns.
L.3.1.c	Use abstract nouns (e.g., childhood).
L.3.1.d	Form and use regular and irregular verbs.
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.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	Use coordinating and subordinating conjunctions.
L.3.1.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	Capitalize appropriate words in titles.
L.3.2.b	Use commas in addresses.
L.3.2.c	Use commas and quotation marks in dialogue.
L.3.2.d	Form and use possessives.
L.3.2.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	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	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	Choose words and phrases for effect.
L.3.3.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	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.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	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	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	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.5.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 domain-specific 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: Journals 1: Introduction to Writing Skills 2: Introduction to Journals 3: Look Around 4: Ideas and Dreams 5: Write in Your Journal	W.3.10	Unit 1: Journals Respond to a journal prompt. Freewrite about a topic.
Unit 2: Sentences 1: Complete Sentences an Journal Entry 2: Kinds of Sentences 3: Simple Sentences 4: Simple Sentences 5: Compound Sentences 6: Compound Sentences 7: Complex Sentences 8: Complex Sentences 9: Unit Review	W.3.10 L.3.1.h L.3.1.i	Unit 2: Sentences Identify simple sentences. Write simple sentences. Identify compound sentences. Identify coordinating conjunctions. Use coordinating conjunctions. Use a comma before the conjunction in a compound sentence. Form compound sentences. Write compound sentences. Use coordinating conjunctions. Identify complex sentences. Use subordinating conjunctions in a complex sentence. Write complex sentences. Complete a review of grammar, usage, and mechanics skills.

<p>Unit 3: Paragraphs</p> <p>1: Review Sentences and Journal Entry</p> <p>2: Model Opinion Paragraph</p> <p>3: Brainstorm Topics</p> <p>4: Plan Your Paragraph</p> <p>5: Draft Your Opinion Paragraph (A)</p> <p>6: Draft Your Opinion Paragraph (B)</p> <p>7: Use a Dictionary and Thesaurus</p> <p>8: Revise Your Paragraph</p> <p>9: Proofread Your Paragraph</p> <p>10: Publish Your Paragraph</p>	<p>RI.3.8</p> <p>W.3.10</p>	<p>Unit 3: Paragraphs</p> <p>Recall what a sentence is.</p> <p>Identify a complete sentence.</p> <p>Recognize that a complete sentence begins with a capital letter and has an end mark.</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Describe the elements of a paragraph.</p> <p>Identify the topic sentence that expresses the main idea of the paragraph.</p> <p>Identify reasons that support an opinion.</p> <p>Identify transitions that connect ideas.</p> <p>Identify the concluding sentence.</p> <p>Explore the writing process.</p> <p>Brainstorm ideas for an opinion paragraph.</p> <p>Choose a topic.</p> <p>Use a graphic organizer to plan.</p> <p>Distinguish between details that do and do not support the topic sentence.</p> <p>Use a graphic organizer to write a paragraph.</p> <p>Write an opinion paragraph. State an opinion.</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and phrases to connect opinions and reasons.</p> <p>Provide a concluding statement or section.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p> <p>Recognize the kind of information found in a dictionary. Use a dictionary.</p> <p>Recognize the kind of information found in a thesaurus. Use a thesaurus. Revise the draft of a paragraph.</p> <p>Delete any ideas that spoil the unity.</p> <p>Strengthen the topic sentence.</p> <p>Proofread a paragraph.</p> <p>Capitalize the first word of a sentence.</p> <p>Include illustrations when useful.</p> <p>Create a clean copy of the opinion paragraph.</p>
<p>Unit 4: Sentence Combining and Personal Story</p> <p>1: Complete Subjects and Journal Entry</p> <p>2: Complete Predicates and Model Personal Story</p> <p>3: Combine Sentences and Brainstorm Your Topic</p> <p>4: Combine Sentences and Plan Your Personal Story</p> <p>5: Draft Your Personal Story</p> <p>6: Combine Sentences and Draft Your Personal Story</p> <p>7: Improve Sentences With Details</p> <p>8: Revise Your Personal Story</p> <p>9: Review and Proofread Your Personal Story</p> <p>10: Unit Checkpoint and Publish Your Personal Story</p>	<p>L.3.1.h</p> <p>W.3.3.a</p> <p>W.3.3.c</p> <p>W.3.3.d</p> <p>W.3.4</p> <p>W.3.4.a</p> <p>W.3.5</p> <p>W.3.6</p>	<p>Unit 4: Sentence Combining and Personal Story</p> <p>Identify the subject of a sentence.</p> <p>Identify the subject of an imperative sentence.</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Identify the predicate of a sentence.</p> <p>Describe the elements of a personal story.</p> <p>Identify the beginning, middle, and end of a story.</p> <p>Explain the significance of a story.</p> <p>Recognize that a story is told in chronological order.</p> <p>Combine sentences to form one sentence with a compound predicate.</p> <p>Use conjunctions to form compound predicates.</p> <p>Brainstorm topics for a personal story. Choose a topic.</p> <p>Combine sentences to form one sentence with a compound subject.</p> <p>Use conjunctions to form compound subjects.</p> <p>Develop details for a story by answering questions.</p> <p>Use a graphic organizer to put ideas in order of beginning, middle, and end. Draft a personal story.</p> <p>Put ideas in chronological order.</p> <p>Combine two simple sentences to form a compound sentence.</p> <p>Use conjunctions to form compound sentences.</p> <p>Draft a personal story.</p> <p>Put ideas in chronological order.</p> <p>State the significance of a story.</p> <p>Expand sentences by adding details.</p> <p>Revise a personal story.</p> <p>Combine successive sentences that have the same subject or the same predicate.</p> <p>Check for beginning, middle, and end and chronological order.</p> <p>Make a clean copy of a personal story.</p>

<p>Unit 5: Critical Skills Practice 1</p> <p>1: Language Skills (A)</p> <p>2: Language Skills (B)</p> <p>3: Vocabulary Skills (A)</p> <p>4: Vocabulary Skills (B)</p> <p>5: Unit Checkpoint</p>	<p>R.F.3.3 R.F.3.3.a R.F.3.3.b L.3.1 L.3.2 L.3.2.e L.3.4 L.3.4.a L.3.4.b L.3.6</p>	<p>Unit 5: Critical Skills Practice 1</p> <p>Define prefix.</p> <p>Recall the meanings of prefixes.</p> <p>Identify and use prefixes to determine word meaning.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase. Define complete sentence.</p> <p>Identify subject and verb agreement.</p> <p>Identify a complete sentence.</p> <p>Expand sentences by adding details.</p> <p>Use a verb that agrees with its subject.</p> <p>Define homophone.</p> <p>Define compound word.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Spell homophones.</p> <p>Spell compound words.</p> <p>Identify and use prefixes to determine word meaning.</p> <p>Identify and use suffixes to determine word meaning.</p>
<p>Unit 6: Share Information in a Letter</p> <p>1: Capital Letters & Commas in Days & Dates and Journal Entry</p> <p>2: Model Personal Letter</p> <p>3: Heading of a Letter and Plan a Friendly Letter</p> <p>4: Greeting & Closing of a Letter and Plan a Thank-You Letter</p> <p>5: Addresses and Plan a Letter of Invitation</p> <p>6: Draft Your Personal Letter</p> <p>7: Letters as E-mails</p> <p>8: Revise Your Personal Letter</p> <p>9: Unit Review and Proofread Your Personal Letter</p> <p>10: Unit Checkpoint and Publish Your Personal Letter</p>	<p>L.3.1 L.3.2 L.3.2.a L.3.2.b L.3.6 W.3.4 W.3.5 W.3.6</p>	<p>Unit 6: Share Information in a Letter</p> <p>Use a capital letter to begin the name of a day.</p> <p>Use a capital letter to begin the name of a month.</p> <p>Use a comma in a date.</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Recognize the parts of a friendly letter.</p> <p>Describe the elements of a friendly letter.</p> <p>Identify the purpose of a friendly letter.</p> <p>Identify the audience of a friendly letter.</p> <p>Identify voice and tone.</p> <p>Recognize proper capitalization and punctuation in the heading, greeting, and closing of a letter.</p> <p>Use capital letters and commas correctly in the heading, greeting, and closing of a letter.</p> <p>Use capital letters and punctuation correctly in addresses.</p> <p>Address an envelope.</p> <p>Use a graphic organizer to plan.</p> <p>Choose a topic. Draft a personal letter.</p> <p>Determine the purpose and audience for a piece of writing.</p> <p>Use an appropriate voice and tone.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p> <p>Use a word processor to write an e-mail.</p> <p>Revise a personal letter.</p> <p>Provide complete information.</p> <p>Revise the organization of a letter.</p> <p>Publish a letter.</p> <p>Make a clean copy of a personal letter.</p>

<p>Unit 7: Nouns and Informative Essay</p> <p>1: Common & Proper Nouns and Journal Entry</p> <p>2: Collective, Abstract, & Compound Nouns and Model Informative Essay</p> <p>3: Singular & Plural Nouns and Brainstorm Topics</p> <p>4: Plan Your Informative Essay</p> <p>5: Singular Possessive Nouns and Draft Your Informative Essay</p> <p>6: Plural Possessive Nouns and Draft Your Informative Essay</p> <p>7: Simple Subjects</p> <p>8: Revise Your Informative Essay</p> <p>9: Unit Review and Proofread Your Informative Essay</p> <p>10: Unit Checkpoint and Publish Your Informative Essay</p>	<p>W.3.2.a</p> <p>W.3.2.b</p> <p>W.3.2.c</p> <p>W.3.2.d</p> <p>L.3.1.a</p> <p>L.3.1.b</p> <p>L.3.1.c</p> <p>L.3.1.d</p> <p>L.3.2.g</p>	<p>Unit 7: Nouns and Informative Essay</p> <p>Capitalize proper nouns.</p> <p>Spell plural nouns correctly.</p> <p>Use a comma before the conjunction in a compound sentence.</p> <p>Identify and use proper and common nouns.</p> <p>Respond to a journal prompt.</p> <p>Use collective nouns.</p> <p>Use abstract nouns.</p> <p>Identify compound nouns.</p> <p>Use compound nouns.</p> <p>Identify singular nouns.</p> <p>Identify plural nouns.</p> <p>Form and use plural nouns.</p> <p>Form and use irregular plural nouns.</p> <p>Recognize possessive nouns.</p> <p>Form singular possessive nouns.</p> <p>Form plural possessive nouns.</p> <p>Identify the simple subject.</p> <p>Include illustrations when useful.</p> <p>Provide complete information.</p> <p>Organize ideas in a logical order.</p> <p>Provide a concluding statement or section.</p> <p>Write an informative essay.</p> <p>Introduce a topic.</p> <p>Revise an informative essay.</p> <p>Use transitions to connect ideas.</p> <p>Make a clean copy of the essay.</p>
<p>Unit 8: Critical Skills Practice 2</p> <p>1: Language Skills (B)</p> <p>2: Vocabulary Skills (C)</p> <p>3: Language Skills (C)</p> <p>4: Spelling Skills (B)</p> <p>5: Unit Checkpoint</p>	<p>L.3.1</p> <p>L.3.1.a</p> <p>L.3.1.f</p> <p>L.3.2</p> <p>L.3.2.e</p> <p>L.3.1.e</p>	<p>Unit 8: Critical Skills Practice 2</p> <p>Identify and use verbs in simple present, simple past, and simple future verb tenses.</p> <p>Identify synonyms.</p> <p>Identify antonyms.</p> <p>Identify the subject and verb of a sentence.</p> <p>Use a verb that agrees with its subject.</p> <p>Spell words ending in the vowel suffix –ed.</p> <p>Spell words ending in the vowel suffix –ing.</p> <p>Complete a Unit Checkpoint on critical skills.</p>
<p>Unit 9: Verbs and Persuasive Essay</p> <p>1: Action Verbs and Journal Entry</p> <p>2: Being Verbs and Model Persuasive Essay</p> <p>3: Helping Verbs & Verb Phrases and Brainstorm Topics</p> <p>4: Simple Predicates and Choose a Topic</p> <p>5: Verb Phrases and Fact or Opinion</p> <p>6: Inverted Sentence Order and Support Your Opinion</p> <p>7: Draft Your Persuasive Essay</p> <p>8: Unit Review and Draft Your Persuasive Essay</p> <p>9: Unit Checkpoint and Draft Your Persuasive Essay</p>	<p>W.3.1.a</p> <p>W.3.1.b</p> <p>W.3.1.c</p> <p>W.3.1.d</p> <p>W.3.4</p> <p>L.3.1</p> <p>L.3.1.a</p> <p>L.3.2.g</p> <p>L.3.1.e</p> <p>L.3.3.a</p>	<p>Unit 9: Verbs and Persuasive Essay</p> <p>Identify action verbs.</p> <p>Replace weak verbs with strong action verbs.</p> <p>Use action verbs in sentences.</p> <p>Identify being verbs.</p> <p>Use being verbs in sentences.</p> <p>Identify verbs in sentences.</p> <p>Identify helping verbs.</p> <p>Identify and use verb phrases.</p> <p>Identify the simple predicate, or verb, in a sentence.</p> <p>Identify the verb in a sentence in inverted order.</p> <p>Write a persuasive essay.</p> <p>Introduce a topic.</p> <p>State an opinion.</p> <p>Provide reasons that support an opinion.</p> <p>Choose words and phrases for effect.</p> <p>Use linking words and phrases to connect opinions and reasons.</p> <p>Provide a concluding section or statement.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>

<p>Unit 10: Turn a Persuasive Essay into a Business Letter</p> <p>1: Parts of a Business Letter and Journal Entry</p> <p>2: Inside Address and Revise Your Persuasive Essay</p> <p>3: Salutation & Closing and Revise Your Persuasive Essay</p> <p>4: Address an Envelope to a Business</p> <p>5: Unit Review and Turn Your Essay into a Business Letter</p> <p>6: Unit Checkpoint and Proofread Your Letter & Envelope</p> <p>7: Publish Your Business Letter</p>	<p>L.3.2.g</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p>	<p>Unit 10: Turn a Persuasive Essay into a Business Letter</p> <p>persuasive essay.</p> <p>Check that the essay has an introduction, body, and conclusion.</p> <p>Strengthen reasons that support a stand.</p> <p>Check that the body of the essay has three reasons.</p> <p>Delete unnecessary details.</p> <p>Recognize the parts of a formal, or business, letter.</p> <p>Recognize the parts of an inside address.</p> <p>Recognize how a salutation begins and ends in a business letter.</p> <p>Recognize how a closing begins and ends in a business letter.</p> <p>Recognize the parts of a business envelope.</p> <p>Proofread a business letter.</p> <p>Make a clean copy of a business letter.</p> <p>Use a word processing program to produce a final draft.</p> <p style="text-align: right;">Revise a</p>
<p>Unit 11: Critical Skills Practice 3</p> <p>1: Spelling Skills (C)</p> <p>2: Vocabulary Skills (D)</p> <p>3: Language Skills (D)</p> <p>4: Vocabulary Skills (E)</p> <p>5: Unit Checkpoint</p>	<p>R.F.3.3</p> <p>L.3.1</p> <p>L.3.2</p> <p>L.3.2.g</p> <p>L.3.4</p> <p>L.3.4.c</p> <p>L.3.4.d</p> <p>L.3.5</p> <p>L.3.5.a</p> <p>L.3.5.c</p>	<p>Unit 11: Critical Skills Practice 3</p> <p>Alphabetize words to the third letter.</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>Identify how a part of speech is used in a sentence.</p> <p>Distinguish shades of meanings among related words.</p> <p>Complete a Unit Checkpoint on critical skills.</p> <p>Evaluate Unit Checkpoint results and choose activities for more practice.</p>
<p>Unit 12: Semester Review and Checkpoint</p> <p>1: Semester Review: Sentences, Sentence Combining, Capital Letters & Commas in a Letter, and Critical Skills</p> <p>2: Semester Checkpoint: Sentences, Sentence Combining, Capital Letters & Commas in a Letter, and Critical Skills</p> <p>3: Semester Review: Nouns, Verbs, Parts of a Business Letter, and Critical Skills</p> <p>4: Semester Checkpoint: Nouns, Verbs, Parts of a Business Letter, and Critical Skills</p>	<p>R.F.3.3</p> <p>W.3.1.a</p> <p>W.3.1.b</p> <p>W.3.1.c</p> <p>W.3.1.d</p> <p>W.3.4</p> <p>L.3.1</p> <p>L.3.1.a</p> <p>L.3.2</p> <p>L.3.2.g</p> <p>L.3.3</p> <p>L.3.3.a</p> <p>L.3.4</p> <p>L.3.4.c</p> <p>L.3.4.d</p> <p>L.3.5</p> <p>L.3.5.a</p> <p>L.3.5.c</p>	<p>Unit 12: Semester Review and Checkpoint</p> <p>Identify and use verb phrases.</p> <p>Identify antonyms.</p> <p>Identify and use verbs in simple present, simple past, and simple future tenses.</p> <p>Alphabetize words to the third letter.</p> <p>Identify the simple subject.</p> <p>Identify parts of speech.</p> <p>Identify the simple predicate, or verb, in a sentence.</p> <p>Distinguish the literal and nonliteral meaning of words and phrases in context.</p> <p>Form plural possessive nouns.</p> <p>Spell words ending in the vowel suffix –ing. Use abstract nouns.</p> <p>Identify how a part of speech is used in a sentence. Identify being verbs.</p> <p>use irregular plural nouns.</p> <p>Identify the verb in a sentence in inverted order.</p> <p>Recognize the parts of an inside address.</p> <p>Recognize how a salutation begins and ends in a business letter.</p> <p>Identify synonyms.</p> <p>Form singular possessive nouns.</p> <p>Identify action verbs.</p> <p>Spell words ending in the vowel suffix –ed.</p> <p>Distinguish shades of meaning among related words.</p> <p>Recognize the parts of a formal, or business, letter.</p> <p>Recognize how a closing begins and ends in a business letter.</p> <p>Evaluate Semester Review results and choose activities for more practice.</p> <p style="text-align: right;">Identify Form and</p>

<p>Unit 13: Quotations and Short Research Project</p> <p>1: Quotation Marks and Journal Entry</p> <p>2: Capital Letters in Quotations and Model Short Research Project</p> <p>3: Commas in Quotations and Choose Your Topic</p> <p>4: Take Notes About Your Topic</p> <p>5: Organize Your Project (A)</p> <p>6: Organize Your Project (B)</p> <p>7: Unit Review and Complete Your Short Research Project</p> <p>8: Unit Checkpoint and Present Your Project</p>	<p>W.3.7</p> <p>W.3.8</p> <p>SL.3.4</p> <p>SL.3.6</p> <p>L.3.2.c</p> <p>L.3.3</p> <p>L.3.6</p>	<p>Unit 13: Quotations and Short Research Project</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Recognize that quotation marks are used around the exact words of an author or speaker.</p> <p>Use a capital letter to begin a quotation.</p> <p>Describe the elements of a short research project.</p> <p>Use a comma to separate a quotation from the speaker tag.</p> <p>Choose a topic for a short research project.</p> <p>Take brief notes on sources.</p> <p>Gather information from print and digital sources.</p> <p>Sort evidence into provided categories.</p> <p>Use a comma to separate a quotation from the speaker tag.</p> <p>Create a short research project.</p> <p>Present a short research project.</p> <p>Speak in complete sentences to provide requested detail or clarification</p>
<p>Unit 14: Critical Skills Practice 4</p> <p>1: Research Skills</p> <p>2: Writing Strategies (A)</p> <p>3: Writing Strategies (B)</p> <p>4: Writing Prompts</p> <p>5: Unit Checkpoint</p>	<p>Rl.3.2</p> <p>R.F.3.3 R.F.3.3.a</p> <p>R.F.3.3.b</p> <p>W.3.3</p> <p>W.3.8</p> <p>L.3.2</p> <p>L.3.4</p> <p>L.3.4.b</p> <p>L.3.6</p>	<p>Unit 14: Critical Skills Practice 4</p> <p>Identify the main idea and supporting details.</p> <p>Identify and select the best reference source.</p> <p>Write a response to a writing prompt.</p> <p>Recognize a writing prompt that calls for a narrative response.</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Organize text using main idea and supporting details.</p> <p>Identify purpose for writing.</p> <p>Use an appropriate organizational pattern in writing.</p>
<p>Unit 15: Pronouns and Book Review</p> <p>Singular Personal Pronouns and Journal Entry</p> <p>2: Plural Personal Pronouns and Model Book Review</p> <p>3: Subject Pronouns and Choose Your Book to Review</p> <p>4: Pronouns After Action Verbs and Plan Your Book Rev...</p> <p>5: Possessive Pronouns and Review Summaries</p> <p>6: Possessive Pronouns and Write Your Summary</p> <p>7: Draft Your Book Review</p> <p>8: Pronouns with -self</p> <p>9: Revise Your Book Review</p> <p>10: Unit Review and Proofread Your Book Review</p> <p>11: Unit Checkpoint and Publish Your Book Review</p>	<p>1:</p> <p>W.3.3</p> <p>W.3.3 .c</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p> <p>W.3.10</p> <p>L.3.1</p> <p>L.3.1.a</p> <p>L.3.1.b</p> <p>L.3.4</p> <p>L.3.6</p>	<p>Unit 15: Pronouns and Book Review</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Describe the elements of a book review.</p> <p>Choose a book to review.</p> <p>Brainstorm books to review.</p> <p>Determine pros and cons of each book.</p> <p>Use temporal words and phrases to signal event order.</p> <p>Write a book review.</p> <p>Use a summary in the book review.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p> <p>Identify and use pronouns that end in –self or –selves.</p> <p>Revise for complete information.</p> <p>Revise for order of ideas.</p> <p>Revise a book review.</p> <p>Identify and use singular personal pronouns.</p> <p>Identify and use pronouns that end in –self or –selves.</p> <p>Identify and use subject pronouns.</p> <p>Identify and use possessive pronouns in sentences.</p> <p>Identify and use plural personal pronouns.</p> <p>Identify and use pronouns after actions verbs.</p> <p>Proofread the book review.</p> <p>Make a clean copy of a book review.</p>
<p>Unit 16: Book Review Presentation</p> <p>1: Consider Media to Use and Journal Entry</p> <p>2: Plan Your Project</p> <p>3: Work on Your Project (A)</p> <p>4: Work on Your Project (B)</p> <p>5: Practice Your Presentation</p> <p>6: Present Your Book Review Project</p>	<p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p> <p>SL.3.4</p> <p>SL.3.5</p> <p>SL.3.6</p> <p>L.3.1</p> <p>L.3.2</p> <p>L.3.6</p>	<p>Unit 16: Book Review Presentation</p> <p>Examine media options for illustration.</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Gather materials for a project.</p> <p>Choose media.</p> <p>Develop a project.</p> <p>Use a visual display to enhance facts or details.</p> <p>Practice a presentation.</p> <p>Share the book review and project.</p> <p>Speak in complete sentences.</p> <p>Speak clearly at an understandable pace.</p>

<p>Unit 17: Agreement and Plan a Research Report</p> <p>1: Subject-Verb Agreement and Journal Entry</p> <p>2: Subject-Verb Agreement and Model Research Report</p> <p>3: Pronoun-Antecedent Agreement and Choose a Topic</p> <p>4: Pronoun-Antecedent Agreement and Find Sources</p> <p>5: Take Notes About Your Research Topic (A)</p> <p>6: Take Notes About Your Research Topic (B)</p> <p>7: Take Notes About Your Research Topic (C)</p> <p>8: Organize Your Notes</p> <p>9: Use an Outline</p> <p>10: Unit Review</p> <p>11: Unit Checkpoint</p>	<p>W.3.2</p> <p>W.3.2.a</p> <p>W.3.2.b</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p> <p>W.3.7</p> <p>W.3.8</p> <p>W.3.10</p> <p>L.3.1</p> <p>L.3.1.a</p> <p>L.3.1.b</p> <p>L.3.1.f</p>	<p>Unit 17: Agreement and Plan a Research Report</p> <p>Use a verb that agrees with its subject.</p> <p>Freewrite about a topic.</p> <p>Respond to a journal prompt.</p> <p>Identify purpose and audience.</p> <p>Respond to a research report.</p> <p>Describe the elements of a research report.</p> <p>Identify words and phrases that reveal the tone of a text.</p> <p>Use a pronoun that agrees with the noun to which it refers.</p> <p>Brainstorm topics for a research report.</p> <p>Recall information from experiences.</p> <p>Choose a topic for a research report.</p> <p>Recognize the purpose of an encyclopedia.</p> <p>Recognize the purpose of an atlas.</p> <p>Use a digital source to find information.</p> <p>Use a print source to find information.</p> <p>Take brief notes on sources.</p> <p>Sort evidence into provided categories.</p> <p>Use an outline to organize information.</p>
<p>Unit 18: Adjectives and Write a Research Report</p> <p>1: Descriptive Adjectives and Journal Entry</p> <p>2: Strong Adjectives and Start Your Research Report Draft</p> <p>3: Articles and Work on Your Research Report Draft</p> <p>4: Work on Your Research Report Draft</p> <p>5: Complete Your Research Report Draft</p> <p>6: Other Adjectives</p> <p>7: Compare with Adjectives and Revise Your Research Report</p> <p>8: Compare with Adjectives and Revise Your Research Report</p> <p>9: Proofread Your Research Report</p> <p>10: Unit Review and Publish Your Research Report</p> <p>11: Unit Checkpoint and Publish Your Research Report</p>	<p>W.3.2</p> <p>W.3.2.a</p> <p>W.3.2.b</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.7</p> <p>W.3.10</p> <p>L.3.1</p> <p>L.3.1.a</p> <p>L.3.1.g</p>	<p>Unit 18: Adjectives and Write a Research Report</p> <p>Recognize descriptive words known as adjectives.</p> <p>Recognize that adjectives describe nouns.</p> <p>Use adjectives to describe someone or something.</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Replace ordinary adjectives with specific adjectives.</p> <p>Write an introduction to a research report.</p> <p>Write a research report.</p> <p>Use the, a, and an correctly.</p> <p>Use linking words and phrases to connect ideas within categories of information.</p> <p>Write a new paragraph for each new idea.</p> <p>Develop a topic with facts, definitions, and details.</p> <p>Group related information together.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p> <p>Provide a concluding statement or section.</p> <p>Use this, that, these, and those.</p> <p>Use limiting adjectives.</p> <p>Revise for ideas and content.</p> <p>Revise a research report.</p> <p>Revise for formal language.</p> <p>Add -er and -est to some adjectives to show comparisons.</p> <p>Revise for organization.</p> <p>Revise for structure.</p> <p>Use more and most with some adjectives and adverbs to show comparisons.</p> <p>Proofread for use of quotation marks.</p> <p>Proofread a research report.</p> <p>Proofread for spelling.</p> <p>Make a clean copy of a research report.</p>

<p>Unit 19: Adverbs and Research Report Presentation Adverbs and Journal Entry</p> <p>1:</p> <p>2: Compare with Adverbs and Plan Your Presentation</p> <p>3: Choose Media for Your Presentation</p> <p>4: Presentation Skills</p> <p>5: Practice Your Presentation</p> <p>6: Unit Review and Practice Your Presentation</p> <p>7: Unit Checkpoint and Deliver Your Presentation</p>	<p>1:</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.10</p> <p>SL.3.1</p> <p>SL.3.4</p> <p>L.3.1</p> <p>L.3.1.a</p> <p>L.3.1.g</p>	<p>Unit 19: Adverbs and Research Report Presentation</p> <p>Recognize that adverbs describe verbs.</p> <p>Identify adverbs that tell where.</p> <p>Recognize descriptive words called adverbs.</p> <p>Identify adverbs that tell how.</p> <p>Identify adverbs that tell when.</p> <p>Freewrite about a topic.</p> <p>Respond to a journal prompt.</p> <p>Identify and use adverbs that show comparisons.</p> <p>Use more and most with some adjectives and adverbs to show comparisons.</p> <p>Recognize that adjectives describe nouns and adverbs describe verbs.</p> <p>Identify adverbs that tell where.</p> <p>Choose points from a research report to use in a presentation.</p> <p>Choose media for a presentation.</p> <p>Include illustrations when useful.</p> <p>Report on a topic with appropriate facts and relevant details.</p> <p>Review the elements of a presentation.</p> <p>Practice a presentation.</p> <p>Collaborate with peers on writing projects.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Deliver a presentation.</p>
<p>Unit 20: Capital Letters, Punctuation, and Forms Proper Nouns and Journal Entry</p> <p>2: Abbreviations and Model Form</p> <p>3: Beginning Words and an Invitation Form</p> <p>4: Words in a Series and Library Card Application</p> <p>5: Unit Review and a Schedule</p> <p>6: Unit Checkpoint and Proofread a Form</p>	<p>1:</p> <p>R.L.3.1</p> <p>W.3.10</p> <p>L.3.2</p> <p>L.3.3</p>	<p>Unit 20: Capital Letters, Punctuation, and Forms</p> <p>Freewrite about a topic.</p> <p>Respond to a journal prompt.</p> <p>Use a capital letter to begin a proper noun.</p> <p>Capitalize and punctuate abbreviations and initials correctly.</p> <p>Describe the kind of information on a form.</p> <p>Respond to questions about a form.</p> <p>Use a comma after a transitional word or phrase.</p> <p>Fill out an invitation form.</p> <p>Recognize the kind of information in an invitation form.</p> <p>Use commas to separate words in a series.</p> <p>Fill out a library card application.</p> <p>Recognize the kind of information in a schedule.</p> <p>Fill out a schedule.</p> <p>Proofread for errors in abbreviations.</p> <p>Proofread the forms.</p> <p>Proofread for errors in capitalization.</p>
<p>Unit 21: Verb Tense and Plan a Short Story Principal Parts of Verbs and Journal Entry</p> <p>2: Present Tense Verbs and Model Short Story</p> <p>3: Future Tense Verbs and Brainstorm Story Ideas</p> <p>4: Past Tense Verbs and Choose a Setting for Your Story</p> <p>5: Irregular Past Tense Verbs and Choose Characters for Your Story</p> <p>6: Irregular Past Tense Verbs and Choose a Plot for Your Story</p> <p>7: Plan Your Story</p> <p>8: Focus on Dialogue</p> <p>9: Unit Review and Write Dialogue</p> <p>10: Unit Checkpoint and Review Your Story Plan</p>	<p>1:</p> <p>R.L.3.1</p> <p>L.3.1</p> <p>L.3.1.d</p> <p>L.3.1.e</p> <p>L.3.2</p> <p>L.3.2.c</p> <p>W.3.3</p> <p>W.3.3.a</p> <p>W.3.3.b</p> <p>W.3.10</p>	<p>Unit 21: Verb Tense and Plan a Short Story</p> <p>Identify and use the principal parts of irregular verbs.</p> <p>Identify and use the principal parts of regular verbs.</p> <p>Respond to a journal prompt.</p> <p>Freewrite about a topic.</p> <p>Respond to a short story.</p> <p>Describe the elements of a short story.</p> <p>Identify and use present tense.</p> <p>Choose an idea for a story.</p> <p>Brainstorm ideas for an imaginative story.</p> <p>Identify and use future tense.</p> <p>Identify and use past tense.</p> <p>Choose a setting for a story.</p> <p>Choose characters for a story.</p> <p>Describe each character.</p> <p>Organize an event sequence that unfolds naturally.</p> <p>Use a graphic organizer to plan a story.</p> <p>Write dialogue.</p> <p>Begin a new paragraph each time the speaker changes.</p> <p>Recognize differences between spoken language and written language.</p> <p>Use quotation marks around a speaker's exact words.</p>

<p>Unit 22: Some Parts of Speech and Write a Short Story 1: Prepositions & Prepositional Phrases and Journal Entry</p> <p>2: Interjections and Draft Your Story</p> <p>3: Good & Well and Draft Your Story</p> <p>4: Double Negatives and Draft Your Story</p> <p>5: Unit Review and Draft Your Story</p> <p>6: Unit Checkpoint and Draft Your Story</p> <p>7: Revise Your Story (A)</p> <p>8: Revise Your Story (B)</p> <p>9: Proofread Your Story</p> <p>10: Publish Your Story (A)</p> <p>11: Publish Your Story (B)</p>	<p>W.3.3 W.3.3.a W.3.3.b W.3.3.c W.3.10 L.3.1 L.3.1.a</p>	<p>Unit 22: Some Parts of Speech and Write a Short Story</p> <p>Identify prepositions.</p> <p>Identify prepositional phrases.</p> <p>Freewrite about a topic.</p> <p>Respond to a journal prompt.</p> <p>Identify and use interjections.</p> <p>Introduce the characters in a story.</p> <p>Write a short story.</p> <p>Establish a situation in a story.</p> <p>Write the beginning of a story.</p> <p>Distinguish between adverbs and adjectives.</p> <p>Use good and well in sentences.</p> <p>Use temporal words and phrases to signal event order.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop characters.</p> <p>Draft the middle of a story.</p> <p>Fix double negatives in sentences.</p> <p>Identify double negatives in sentences.</p> <p>Write a conclusion to a story.</p> <p>Revise a story.</p> <p>Add content to strengthen a story.</p> <p>Revise a story for organization.</p> <p>Revise a story for language and word choice.</p> <p>Proofread for capital letters.</p> <p>Proofread for commas.</p> <p>Proofread for quotation marks.</p> <p>Proofread a story.</p> <p>Publish a short story.</p>
<p>Unit 23: Semester Review and Checkpoint 1: Semester Review: Quotations, References, Pronouns, Agreement, and Adjectives</p> <p>2: Semester Checkpoint: Quotations, References, Pronouns, Agreement, and Adjectives</p> <p>3: Semester Review: Adverbs, Capital Letters & Punctuation, Verb Tense, and Some Parts of Speech</p> <p>4: Semester Checkpoint: Adverbs, Capital Letters & Punctuation, Verb Tense, and Some Parts of Speech</p>	<p>L.3.1 L.3.1.a L.3.1.b L.3.1.d L.3.1.e L.3.1.f L.3.1.g L.3.2 L.3.2.c</p>	<p>Unit 23: Semester Review and Checkpoint</p> <p>Use more and most with some adjectives and adverbs to show comparisons.</p> <p>Use the, a, and an correctly.</p> <p>Identify and use subject pronouns.</p> <p>Identify and use pronouns after actions verbs.</p> <p>Use limiting adjectives.</p> <p>Use this, that, these, and those.</p> <p>Identify and use plural personal pronouns.</p> <p>Use a capital letter to begin a quotation.</p> <p>Use a verb that agrees with its subject.</p> <p>Add -er and -est to some adjectives to show comparisons.</p> <p>Identify and use pronouns that end in -self or -selves.</p> <p>Use adjectives to describe someone or something.</p> <p>Identify and use singular personal pronouns.</p> <p>Use a comma to separate a quotation from the speaker tag.</p> <p>Replace ordinary adjectives with specific adjectives.</p> <p>Identify and use possessive pronouns in sentences.</p> <p>Identify and select the best reference source.</p> <p>Recognize that quotation marks are used around the exact words of an author or speaker.</p> <p>Use a pronoun that agrees with the noun to which it refers.</p> <p>Use commas to separate words in a series.</p> <p>Use a comma after a transitional word or phrase.</p> <p>Identify and use the principal parts of regular verbs.</p> <p>Recognize that adverbs describe verbs.</p> <p>Identify adverbs that tell when.</p> <p>Capitalize and punctuate abbreviations and initials correctly.</p> <p>Recognize descriptive words called adverbs.</p> <p>Identify and use adverbs that show comparisons.</p> <p>Identify and use present tense.</p> <p>Identify prepositional phrases.</p> <p>Use good and well in sentences.</p> <p>Distinguish between adverbs and adjectives.</p> <p>Identify prepositions.</p> <p>Use a capital letter to begin a proper noun.</p> <p>Identify adverbs that tell how.</p>

Unit 23: Semester Review and Checkpoint (Continued)		Unit 23: Semester Review and Checkpoint (Continued) double negatives in sentences. Identify and use interjections. Identify and use future tense. Identify and use past tense. Identify and use the principal parts of irregular verbs. Use more and most with some adjectives and adverbs to show comparisons.	Fix
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA3V	Grade Level	3
Course Name	Language Arts Purple Spelling	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Spelling: Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.b	Decode words with common Latin suffixes.
RF.3.3.c	Decode multisyllable words.
RF.3.3.d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read on-level text with purpose and understanding.
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b	Form and use regular and irregular plural nouns.
L.3.1.c	Use abstract nouns (e.g., childhood).
L.3.1.d	Form and use regular and irregular verbs.
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.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	Use coordinating and subordinating conjunctions.
L.3.1.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	Capitalize appropriate words in titles.
L.3.2.b	Use commas in addresses.
L.3.2.c	Use commas and quotation marks in dialogue.
L.3.2.d	Form and use possessives.
L.3.2.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	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	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	Choose words and phrases for effect.
L.3.3.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	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.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	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	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	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.5.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 domain-specific 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: Words with Short Vowels	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 1: Words with Short Vowels Students will be able to: Spell Heart Words. Spell words containing short vowel sounds.
Unit 2: Words with the Suffixes -s and -es	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 2: Words with the Suffixes -s and -es Students will be able to: Spell plurals ending in -s or -es. Spell Heart Words.
Unit 3: Words with ng and nk	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 3: Words with ng and nk Students will be able to: Spell words ending in -ang, -ing, -ong, or -ung. Spell words ending in -ank, -ink, -onk, or -unk. Spell Heart Words.
Unit 4: Words with the Long a Sound	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 4: Words with the Long a Sound Students will be able to: Spell Heart Words. Spell words containing the long a sound spelled a, ai, ay, eigh, or a-consonant-e
Unit 5: Sorting Words with the Long i Sound	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 5: Sorting Words with the Long i Sound Students will be able to: Spell words containing the long i sound spelled i, ie, igh, y, or i-consonant-e. Spell Heart Words.

Unit 6 : Spelling Review 1	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 6: Spelling Review 1 Students will be able to: Spell Heart Words. Spell words ending in -ang, -ing, -ong, or -ung. Spell plurals ending in -s or -es. Spell words ending in -ank, -ink, -onk, or -unk. Spell words containing short vowel sounds. Spell words containing the long i sound spelled i, ie, igh, y, or i-consonant-e. Spell words containing the long a sound spelled a, ai, ay, eigh, or a-consonant-e.
Unit 7: Sorting Words with the Long o Sound	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 7: Sorting Words with the Long o Sound Students will be able to: Spell words containing the long o sound spelled o, oa, oe, ow, ough, or o-consonant-e. Spell Heart Words.
Unit 8: Sorting Words with the Long e Sound	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 8: Sorting Words with the Long e Sound Students will be able to: Spell words containing the long e sound spelled e, ee, ea, ie, y, and e-consonant-e. Spell Heart Words.
Unit 9: Sorting Words with the Long u Sound	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 9: Sorting Words with the Long u Sound Students will be able to: Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e. Spell Heart Words.
Unit 10: Sorting Words with the Long double o Sound	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 10: Sorting Words with the Long double o Sound Students will be able to: Spell words containing the long double o sound spelled oo, u, ue, ew, ou, or u-consonant-e. Spell Heart Words.
Unit 11: Sorting the Spellings of /ow/ and /oi/	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 11: Sorting the Spellings of /ow/ and /oi/ Students will be able to: Spell words containing the sound /ow/ spelled ou or ow. Spell words containing the sound /oi/ spelled oi or oy. Spell Heart Words.
Unit 12: Spelling Review 2	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 12: Spelling Review 2 Students will be able to: Spell Heart Words. Spell words containing the long o sound spelled o, oa, oe, ow, ough, or o-consonant-e. Spell words containing the long e sound spelled e, ee, ea, ie, y, and e-consonant-e. Spell words containing the long double o sound spelled oo, u, ue, ew, ou, or u-consonant-e. Spell words containing the sound /oi/ spelled oi or oy. Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e. Spell words containing the sound /ow/ spelled ou or ow.
Unit 13: Sorting Words with the /ur/ Sound	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 13: Sorting Words with the /ur/ Sound Students will be able to: Spell words containing the sound /ur/ spelled er, ir, ur and ear. Spell Heart Words.
Unit 14: Tuned In and Tuned On About the Letter Y	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 14: Tuned In and Tuned On About the Letter Y Students will be able to: Spell words containing the long i or long e sounds spelled with the letter y. Spell Heart Words.

Unit 15: Vowel Suffixes to Words Ending in y	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 15: Vowel Suffixes to Words Ending in y Students will be able to: Spell words ending with the vowel suffixes –ing, –ed, –er, or –es. Spell Heart Words.
Unit 16: Dropping the Silent e	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 16: Dropping the Silent e Students will be able to: Spell words requiring the silent e to be dropped before adding a vowel suffix. Spell Heart Words
Unit 17: Double or Nothing	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 17: Double or Nothing Students will be able to: Spell words requiring doubling the final consonant before adding a vowel suffix. Spell Heart Words.
Unit 18: Spelling Review 3	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 18: Spelling Review 3 Students will be able to: Spell words containing the sound /ur/ spelled er, ir, ur and ear. Spell words ending with the vowel suffixes –ing, –ed, –er, or –es. Spell words requiring the silent e to be dropped before adding a vowel suffix. Spell words requiring doubling the final consonant before adding a vowel suffix. Spell words containing the long i or long e sounds spelled with the letter y. Spell Heart Words.
Unit 19: Soft Sounds Sort	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 19: Soft Sounds Sort Students will be able to: Spell words containing the sound /j/ spelled g. Spell words containing the sound /s/ spelled c. Spell Heart Words.
Unit 20: Rhyming Words Sort	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 20: Rhyming Words Sort Students will be able to: Spell words containing the sound /aw/ spelled al. Spell words containing the sound /z/ spelled ze and se. Spell Heart Words.
Unit 21: Double Meanings	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 21: Double Meanings Students will be able to: Spell words containing the triple consonant blends scr, spr, spl, str, and squ. Spell Heart Words.
Unit 22: Sorting Digraphs and Trigraphs	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 22: Sorting Digraphs and Trigraphs Students will be able to: Spell words containing the trigraphs dge and tch. Spell words containing the digraphs sh, th, ch, or ph. Spell Heart Words.
Unit 23: Heart Words, Contractions, and Consonant Suffixes	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 23: Heart Words, Contractions, and Consonant Suffixes Students will be able to: Spell contractions. Spell words ending with consonant suffixes. Spell Heart Words.

Unit 24: Spelling Review 4	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 24: Spelling Review 4 Students will be able to: Spell words containing the sound /j/ spelled g. Spell words containing the digraphs sh, th, ch, or ph. Spell words containing the sound /aw/ spelled al. Spell words ending with consonant suffixes. Spell Heart Words. Spell words containing the sound /s/ spelled c. Spell words containing the triple consonant blends scr, spr, spl, str, and squ. Spell words containing the trigraphs dge and tch. Spell contractions. Spell words containing the sound /z/ spelled ze and se.
Unit 25: Suffix Madness	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 25: Suffix Madness Students will be able to: Spell words ending with consonant suffixes. Spell Heart Words.
Unit 26: Heart Words and Prefixes	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 26: Prefix Fix Students will be able to: Spell words beginning with the prefixes re-, dis-, or un-. Spell Heart Words.
Unit 27: Heart Words and /l/ or /ul/ Spellings	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 27: Heart Words and /l/ or /ul/ Spellings Students will be able to: Spell words containing the sounds /l/ or /ul/ spelled le or el. Spell Heart Words
Unit 28: Heart Words and r-Controlled Vowels	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 28: Heart Words and r-Controlled Vowels Students will be able to: Spell words containing the sound /ar/ spelled ar. Spell words containing the sound /ur/ spelled or or ar. Spell words containing the sound /or/ spelled or. Spell Heart Words.
Unit 29: Heart Words and /aw/ Spellings	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 29: Heart Words and /aw/ Spellings Students will be able to: Spell Heart Words. Spell words containing the sound /aw/ a, aw, or au.
Unit 30: Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 30: Review Heart Words, Consonant Suffixes, Prefixes, /l/ & /ul/, r-Controlled Vowels, and /aw/ Students will be able to: Spell words ending with consonant suffixes. Spell words containing the sound /ar/ spelled ar. Spell words containing the sound /ur/ spelled or or ar. Spell words containing the sound /aw/ a, aw, or au. Spell words containing the sounds /l/ or /ul/ spelled le or el. Spell Heart Words. Spell words containing the sound /or/ spelled or. Spell words beginning with the prefixes re-, dis-, or un-.

Unit 31: Heart Words and Long & Short Double o Spelled oo	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 31: Heart Words and Long & Short Double o Spelled oo Students will be able to: Spell words containing the long double o sound spelled oo. Spell words containing the short double o sound spelled oo. Spell Heart Words.
Unit 32: Heart Words and Suffix –ed	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 32: Heart Words and Suffix –ed Students will be able to: Spell words ending in the vowel suffix –ed. Spell Heart Words.
Unit 33: Heart Words and Suffix –ing	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 33: Heart Words and Suffix –ing Students will be able to: Spell words ending in the vowel suffix –ing. Spell Heart Words
Unit 34: Heart Words, Silent Consonants, Words Ending in ic, and Homophones	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 34: Heart Words, Silent Consonants, Words Ending in ic, and Homophones Students will be able to: Spell homophones. Spell words containing the letter combinations wr and kn. Spell words containing the sound /ik/ spelled ic. Spell Heart Words.
Unit 35: Heart Words and Sounds of the ea Spelling	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 35: Heart Words and Sounds of the ea Spelling Students will be able to: Spell words containing the long a sound, the long e sound, or the short e sound spelled ea. Spell Heart Words.
Unit 36: Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea	RF.3.3 RF.3.3.d L.3.2 L.3.2.e L.3.2.f	Unit 36: Review Heart Words, oo, Suffixes –ed & –ing, Silent Consonants, Homophones, ic, and ea Students will be able to: Spell words containing the long a sound, the long e sound, or the short e sound spelled ea. Spell Heart Words. Spell words containing the short double o sound spelled oo. Spell words ending in the vowel suffix –ing. Spell words containing the sound /ik/ spelled ic. Spell words containing the long double o sound spelled oo. Spell words ending in the vowel suffix –ed. Spell homophones. Spell words containing the letter combinations wr and kn.