

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NVA010301	Grade Level	3
Course Name	Language Arts Purple (3)	# Of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

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

LANGUAGE SKILLS

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

WYOMING CONTENT AND PERFORMANCE STANDARDS

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

RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	(Not applicable to literature)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.

RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a	a. Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.b	b. Decode words with common Latin suffixes.
RF.3.3.c	c. Decode multisyllable words.
RF.3.3.d	d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	a. Read on-level text with purpose and understanding.
RF.3.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b	b. Provide reasons that support the opinion.
W.3.1.c	c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
W.3.1.d	d. Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.a	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	b. Develop the topic with facts, definitions, and details.
W.3.2.c	c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.
W.3.2.d	d. Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c	c. Use temporal words and phrases to signal event order.
W.3.3.d	d. Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	(Begins in grade 4)
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.

SL.3.1.a	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1.b	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.c	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.d	d. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b	b. Form and use regular and irregular plural nouns.
L.3.1.c	c. Use abstract nouns (e.g., <i>childhood</i>).
L.3.1.d	d. Form and use regular and irregular verbs.
L.3.1.e	e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
L.3.1.f	f. Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.g	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h	h. Use coordinating and subordinating conjunctions.

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

L.3.5.b	b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).
L.3.5.c	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Literature & Comprehension In these units, students focus on reading selections from K12 Classics for Young Readers, Volume C, an anthology K12 World: Weather or Not, a nonfiction magazine; the trade books George Washington: Soldier, Hero, President and The Glory of Greece; and the Reader’s Choice book list. The number of lessons in a unit varies and the lessons themselves have different combinations of activities, but the activities include prereading, reading, and post reading instruction.</p>	RF.3.4.a	<ul style="list-style-type: none"> • Understand the general course overview and structure in K¹² Language Arts Purple. • Navigate the K¹² Language Arts Purple Literature & Comprehension program online. • Read literature independently and proficiently. • Read a variety of texts for information and pleasure. • Evaluate reading strategies. • Use before-reading strategies. • Differentiate among various literary genres. • Define <i>fiction</i>. • Define a <i>fable</i> as a story with a moral or lesson. • Define <i>moral</i> or <i>lesson learned</i>. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Read a variety of texts for information and pleasure. • Use before-reading strategies. • Read poetry and prose aloud. • Identify concrete answers to questions. • Apply information read to answer questions.
	RL.3.2,	
	RL.3.6,	
	RL.3.7,	
	RL.3.1,	
	RL.3.3,	
	RL.3.4	
	RI.3.2,	
	RI.3.5,	
	RI.3.7,	
	RI.3.10,	
	L.3.6	
	RI.3.3,	
	RI.3.4,	
	L.3.4.D,	
	L.3.6	
	RL.3.5,	
RL.3.10		
RL.3.7,		
RL.3.1,		

Unit 1 Lessons Learned Lesson 1-9	RF.3.4.B	<ul style="list-style-type: none"> • Define <i>plot</i> as what happens in a story. • Define <i>sequence</i>. • Sequence events in a story. • Differentiate among various literary genres. • Identify fable. • Identify a story in this unit as a fable. • Identify the moral or lesson in a fable. • Sequence events in a story. • Explain the moral or lesson in a fable. • Define <i>setting</i>. • Define <i>moral or lesson learned</i>. • Define <i>plot</i> as what happens in a story. • Define <i>character</i>. • Describe how a character changes. • Differentiate among various literary genres. • Define folktale. • Understand a variety of literature representing different cultures and traditions. • Use text organizational features to locate and comprehend information (table of contents). • Use text features to make a prediction (illustration, title). • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Compare a prediction about an action or event to what actually occurred within a text. • Use before-reading strategies. • Define <i>problem</i>. • Define <i>cause and effect</i>. • Define the problem in a story. • Define the solution to the problem a character faces. • Identify problems and solutions in a story.
	RF.3.4.C	
Unit 2 Animal Tales Lesson 1-8	SL.3.5	
Unit 3 Animals and Their People Lesson 1-7	RL.3.9	
	RI.3.1,	
Unit 4 Critical Skills Practice Lesson 1-5	RL.3.3,	
	RI.3.6	
Unit 5 5 Reader's Choice	RF.3.3.C	
Unit 6 Critical Skills Assessments Session 1-3	RI.3.8,	
	RI.3.9,	
Unit 7 Weather or Not Lesson 1-11	W.3.2.a,	
	W.3.2.b,	
Unit 8 Animal Friends Poetry Lesson 1-5	W.3.2.c,	
	W.3.2.d	
Unit 9 Critical Skills Practice Lesson 1-5		
Unit 10 George Washington: Soldier, Hero, President Lesson 1-7		
Unit 11 Critical Skills Practice Lesson 1-5		
Unit 12 Reader's Choice		
Unit 13 Critical Skills Assessments Session 1-3		
Unit 14 Semester Review and Checkpoint		
Unit 15 Stories That Teach Lesson 1-9		
Unit 16 Nature's Way Lesson 1-8		
Unit 17 Critical Skill Practice 4		

<p>Unit 18 Folktales of Many Lands Lesson 1-11</p> <p>Unit 19 Critical Skills Assessments Session 1-3</p> <p>Unit 20 Reader's Choice</p> <p>Unit 21 Critical Skill Practice 5 Lesson 1-7</p> <p>Unit 22 Greek and Roman Myths Lesson 1-12</p> <p>Unit 23 The Glory of Greece Lesson 1-11</p> <p>24 Reader's Choice 4</p> <p>25 Semester Review and Checkpoint</p>		<ul style="list-style-type: none"> • Describe the characters in the story using evidence from the text. • Describe how the solution to a problem demonstrates a character's traits. • Determine the theme, moral, or lesson of a work of literature. • Summarize text and maintain accurate sequence. • Define <i>glossary</i>. • Define <i>index</i>. • Define <i>title</i>. • Define <i>caption</i>. • Define <i>heading</i>. • Define <i>sidebar</i>. • Define <i>topic</i>. • State the topic directly. • Identify table of contents. • Identify glossary. • Identify chapters. • Identify index. • Identify title. • Identify caption. • Identify heading. • Use before-reading strategies. • Increase concept and content vocabulary. • Read literature independently and proficiently. • Apply information read to answer questions. • Evaluate reading strategies. • Recognize various genres of literature. • Define poetry as a genre. • Define speaker. • Distinguish between speaker and author.
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		<ul style="list-style-type: none">• Define stanza.• Identify stanzas.• Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.• Define rhyme.• Use text organizational features to locate and comprehend information (table of contents).• Use text features to make a prediction (illustrations, title).• Increase concept and content vocabulary.• Read literature independently and proficiently.• Apply information read to answer questions.• Evaluate reading strategies.• Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.• Identify concrete answers to questions.• Infer answers to questions.• Apply information read to answer questions.• Explain how specific aspects of a text's illustrations contribute to the meaning of the text.• Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.• Define rhyme scheme.• Identify rhyme in a literary selection.• Identify rhyme scheme.• Define rhyming couplet.• Recognize rhyming couplets.• Define sound devices.• Listen to and identify sound elements in poetry.• Define alliteration.• Identify alliteration.
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		<ul style="list-style-type: none"> • Define onomatopoeia. • Identify author’s use of onomatopoeia. • Answer evaluative questions based on reading. • Compare and contrast literary elements in poetry. • Describe methods the authors use to influence readers’ feelings. • Distinguish one’s own opinion from the author’s. • Make connections between text and self, text and world, and text to text. • State an opinion. • Give reasons for opinion. • Identify setting. • Define myth. <p>Exploration of historical and cultural context, genre, and literary elements. Students summarize events, identify major themes and symbolism, and answer questions to demonstrate comprehension. They respond to literary prompts using all stages of the writing process and using textual evidence to support their statements.</p>
<p>Language Arts Purple Writing Skills In these units, students learn grammar, usage, and mechanics (GUM) skills, write compositions, and complete related projects or presentations. The number of lessons in a unit varies and the lessons themselves have different combinations of activities, but the activities generally include both GUM and composition instruction.</p>	<p>W.3.10 L.3.1.I L.3.1.H RI.3.8</p>	<ul style="list-style-type: none"> • Understand the general course overview and structure in K12 Language Arts Purple. • Navigate the K12 Language Arts Purple Writing Skills program online. • Recognize a journal prompt. • Freewrite about a topic. • Identify a complete sentence. • Identify declarative sentences. • Identify interrogative sentences.

Unit 1 Journals Lesson 1-5	W.3.4	<ul style="list-style-type: none"> • Identify exclamatory sentences.
Unit 2 Sentences Lesson 1-9	W.3.3.A,	<ul style="list-style-type: none"> • Identify imperative sentences.
Unit 3 Paragraphs Lesson 1-10	W.3.3.B,	<ul style="list-style-type: none"> • Use declarative sentences.
Unit 4 Sentence Combining and Personal Story Lesson 1-10	W.3.3.C,	<ul style="list-style-type: none"> • Recognize possessive nouns.
Unit 5 Critical Skills Practice Lesson 1-5	W.3.3.D	<ul style="list-style-type: none"> • Form plural possessive nouns.
Unit 6 Share Information in a Letter Lesson 1-10	W.3.5,	<ul style="list-style-type: none"> • Identify being verbs.
Unit 7 Nouns and Informative Essay Lesson 1-10	W.3.6	<ul style="list-style-type: none"> • Use being verbs in sentences.
Unit 8 Critical Skills Practice 2 Lesson 1-5	L.3.2.B	<ul style="list-style-type: none"> • Describe the elements of a persuasive essay.
Unit 9 Verbs and Persuasive Essay Lesson 1-9	L.3.1.A,	<ul style="list-style-type: none"> • Identify an opinion.
Unit 10 Turn a Persuasive Essay into a Business Letter Lesson 1-7	L.3.1.D	<ul style="list-style-type: none"> • Identify reasons that support an opinion.
Unit 11 Critical Skills Practice 3 Lesson 1-5	L.3.1.E	<ul style="list-style-type: none"> • Recognize the tone of the essay.
Unit 12 Semester Review and Checkpoint Lesson 1-4	W.3.1.A,	<ul style="list-style-type: none"> • Recognize the structure of the essay.
Unit 13 Quotations and Short Research Project Lesson 1-8	W.3.1.B,	<ul style="list-style-type: none"> • Identify and use possessive pronouns in sentences.
Unit 14 Critical Skills Practice 4 Lesson 1-5	W.3.1.C,	<ul style="list-style-type: none"> • Choose information for a summary.
Unit 15 Pronouns and Book Review Lesson 1-11	W.3.2.A,	<ul style="list-style-type: none"> • Write a summary.
Unit 16 Book Review Presentation Lesson 1-6	W.3.2.B,	<ul style="list-style-type: none"> • Share the book review and project.
	L.3.1.A,	<ul style="list-style-type: none"> • Add –er and –est to some adjectives to show comparisons.
	L.3.2.G	<ul style="list-style-type: none"> • Revise a research report.
	L.3.1.B,	<ul style="list-style-type: none"> • Revise for ideas and content.
	L.3.1.C,	<ul style="list-style-type: none"> • Write a research report.
	L.3.1.D	<ul style="list-style-type: none"> • Write a new paragraph for each new idea.
	L.3.1.E	<ul style="list-style-type: none"> • Revise for formal language.
	L.3.1.F	<ul style="list-style-type: none"> • Speak clearly at an understandable pace.
	L.3.2.G	<ul style="list-style-type: none"> • Speak in complete sentences.
	L.3.2.A	<ul style="list-style-type: none"> • Use linking words to connect opinions and reasons.
	W.3.7,	<ul style="list-style-type: none"> • Identify the subject and verb of a sentence.
	W.3.10,	<ul style="list-style-type: none"> • Use a verb that agrees with its subject.
	L.3.2.A ,	<ul style="list-style-type: none"> • Spell words ending in the vowel suffix –ed.
		<ul style="list-style-type: none"> • Spell words ending in the vowel suffix –ing.

<p>Unit 17 Agreement and Plan a Research Report Lesson 1-11</p>	<p>W.3.10 L.3.2.D</p>	<ul style="list-style-type: none"> • Write an informative essay. • Identify and use future tense.
<p>Unit 18 Adjectives and Write a Research Report Lesson 1-11</p>	<p>W.3.8 W.3.5, W.3.6,</p>	<ul style="list-style-type: none"> • Brainstorm ideas for an imaginative story. • Choose an idea for a story. • Take brief notes on sources.
<p>Unit 19 Adverbs and Research Report Presentation Lesson 1-7</p>	<p>SL.3.4, SL.3.5,</p>	<ul style="list-style-type: none"> • Capitalize and punctuate abbreviations and initials correctly.
<p>Unit 20 Capital Letters, Punctuation, and Forms Lesson 1-6</p>	<p>SL.3.6 L.3.1.G,</p>	<ul style="list-style-type: none"> • Describe the kind of information on a form. • Respond to questions about a form.
<p>Unit 21 Verb Tense and Plan a Short Story Lesson 1-10</p>	<p>L.3.3.B</p>	<ul style="list-style-type: none"> • Introduce a topic. • Organize ideas in a logical order. • Use transitions to connect ideas.
<p>Unit 22 Some Parts of Speech and Write a Short Story Lesson 1-11</p>		<ul style="list-style-type: none"> • Provide a concluding statement or section. • Use collective nouns. • Use abstract nouns.
<p>Unit 23 Semester Review and Checkpoint</p>		<ul style="list-style-type: none"> • Identify compound nouns. • Use compound nouns. • Describe the elements of an informative essay. • Identify common and proper nouns. • Use common and proper nouns. • Respond to a journal prompt. • Recognize that a complete sentence begins with a capital letter and has an end mark. • Use a comma before the conjunction in a compound sentence. • Define the author's purpose. • Identify purpose for writing. • Define main idea. • Define supporting details. • Identify the main idea and supporting details.

		<ul style="list-style-type: none">• Organize text using main idea and supporting details.• Form compound sentences.• Write compound sentences.• Use coordinating conjunctions.• Identify simple sentences.• Write simple sentences.• Use a graphic organizer to write a paragraph.• Write an opinion paragraph• State an opinion.• Provide reasons that support the opinion.• Use linking words and phrases to connect opinions and reasons.• Provide a concluding statement or section.• Use guidance from adults and peers to revise writing.• Collaborate with peers on writing projects.• Define prefix.• Recall the meanings of prefixes.• Identify and use prefixes to determine word meaning.• Use sentence-level context as a clue to the meaning of a word or phrase.• Define complete sentence.• Identify subject and verb agreement.• Identify a complete sentence.• Expand sentences by adding details.• Use a verb that agrees with its subject.• Define homophone.• Define compound word.• Use sentence-level context as a clue to the meaning of a word or phrase.• Spell homophones.
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		<ul style="list-style-type: none">• Spell compound words.• Write an e-mail.• Use a word processor to write an e-mail.• Draft a personal letter. • Draft a personal letter.• Determine the purpose and audience for a piece of writing.• Use an appropriate voice and tone.• Use guidance from adults and peers to revise writing.• Collaborate with peers on writing projects.• Recognize the parts of a formal, or business, letter.• Recognize the parts of an inside address.• Recognize how a salutation begins and ends in a business letter.• Recognize how a closing begins and ends in a business letter.• Recognize the parts of a business envelope.• Implement the parts of a business letter.• Recognize how a salutation begins and ends in a business letter.• Recognize how a closing begins and ends in a business letter.• Revise a persuasive essay.• Check that the essay has an introduction, body, and conclusion.• Strengthen reasons that support a stand.• Check that the body of the essay has three reasons.• Delete unnecessary details.• Make a clean copy of a business letter.• Use a word processing program to produce a final draft.• Revise a business letter.• Alphabetize words to the third letter.
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		<ul style="list-style-type: none">• Distinguish the literal and nonliteral meanings of words and phrases in context.• Identify how a part of speech is used in a sentence.• Distinguish shades of meanings among related words.• Complete a Unit Checkpoint on critical skills.• Complete a review of grammar, usage, and mechanics skills.• Evaluate Unit Review results and choose activities for more practice.• Draft the middle of a story.• Use dialogue and descriptions of actions, thoughts, and feelings to develop characters in a story.• Use temporal words and phrases to signal event order.• Write a conclusion to a story.• Revise a story.• Revise a story for organization.• Revise a story for language and word choice.• Evaluate Unit Checkpoint results and choose activities for more practice.• Define shades of meaning.• Distinguish shades of meanings among related words.• Recognize that quotation marks are used around the exact words of an author or speaker.• Respond to a journal prompt.• Use a comma to separate a quotation from the speaker tag.• Choose a topic for a short research project.• Gather information from print and digital sources.
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<p>Language Arts Purple Vocabulary In this section Students increase their vocabulary by learning the meanings of groups of conceptually related words. Vocabulary skills help students read and compose written material.</p> <p>Unit 1 Compound Words and Math Words Lesson 1-10</p> <p>Unit 2 Homographs and Aquatic Words Lesson 1-10</p> <p>Unit 3 Synonyms, Dictionary Skills, and Abbreviations Lesson 1-10</p> <p>Unit 4 Antonyms, Prefixes, and Multiple-Meaning Words Lesson 1-10</p> <p>Unit 5 Suffixes and Homophones Lesson 1-10</p> <p>Unit 6 Weather Words and Suffixes Lesson 1-10</p> <p>Unit 7 Suffixes and Contractions Lesson 1-10</p> <p>Unit 8 Suffixes and Shades of Meaning</p> <p>Unit 9 Solar System Words Lesson 1-10</p> <p>Unit 10 Compound Words, Acronyms, and Abbreviations Lesson 1-10</p> <p>Unit 11 Latin Roots and Homographs Lesson 1-10</p> <p>Unit 12 Synonyms and Abbreviations Lesson 1-10</p>	<p>L.3.6</p> <p>L.3.5.B,</p> <p>L.3.5.C</p> <p>RF.3.3.A</p> <p>L.3.4.B</p> <p>RF.3.3.B</p> <p>L.3.4.A</p> <p>L.3.4.C</p> <p>RF.3.3.C</p> <p>L.3.5.A</p> <p>RF.3.3.D,</p> <p>L.3.2.F</p>	<ul style="list-style-type: none"> • Objectives aligned to the Common Core Curriculum for third grade. • Early learners acquire vocabulary through active exposure.
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<p>Unit 13 Prefixes and Multiple-Meaning Words Lesson 1-10</p> <p>Unit 14 Suffixes and Antonyms Lesson 1-10</p> <p>Unit 15 Categories and Homophones Lesson 1-10</p> <p>Unit 16 Dictionary Skills and Contractions Lesson 1-10</p> <p>Unit 17 Suffix –ous and Shades of Meaning Lesson 1-10</p> <p>Unit 18 Literal and Nonliteral Meanings and Latin and Greek Roots Lesson 1-10</p>		
<p>Language Arts Purple Spelling each unit has 5 lessons. Students learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.</p> <p>Unit 1 Heart Words and Short Vowel Sounds</p> <p>Unit 2 Heart Words and Suffixes –s & –es</p> <p>Unit 3 Heart Words and –ng & –nk Words</p> <p>Unit 4 Heart Words and Long a Spellings</p> <p>Unit 5 Heart Words and Long i Spellings</p>	<p>RF.3.3.D,</p> <p>L.3.2.F</p> <p>L.3.2.E</p> <p>L.3.2.F</p>	<ul style="list-style-type: none"> • Spell words containing short vowel sounds. • Spell Heart Words. • Spell plurals ending in –s or –es. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell words containing the long a sound spelled a, ai, ay, eigh, or a-consonant-e. • Spell words containing the long i sound spelled i, ie, igh, y, or i-consonant-e. • Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e. • Spell words containing the long double o sound spelled oo, u, ue, ew, ou, or u-consonant-e. • Spell words containing the sound /ow/ spelled ou or ow. • Spell words containing the sound /oi/ spelled oi or oy. • Spell words containing the long o sound spelled o, oa, oe,

<p>Unit 6 Review</p> <p>Unit 7 Heart Words and Long o Spellings</p> <p>Unit 8 Heart Words and Long e Spellings</p> <p>Unit 9 Heart Words and Long u Spellings</p> <p>Unit 10 Heart Words and Long Double o Spellings</p> <p>Unit 11 Heart Words and /ow/ & /oi/ Spellings</p> <p>Unit 12 Review</p> <p>Unit 13 Heart Words and /ur/ Spellings</p> <p>Unit 14 Heart Words and Long e & Long i Spelled y</p> <p>Unit 15 Heart Words and Vowel Suffixes on Words Ending in y</p> <p>Unit 16 Heart Words and Dropping Silent e Before Vowel Suffixes</p> <p>Unit 17 Heart Words and Doubling Consonants Before Adding Vowel Suffixes</p> <p>Unit 18 Review Heart Words, /ur/ Spellings, Long e & i Spelled y, and Adding Vowel Suffixes</p> <p>Unit 19 Heart Words and Soft c & g Spellings</p> <p>Unit 20 Heart Words and /aw/ & /z/ Spellings</p> <p>Unit 21 Heart Words and Triple Consonant Blends</p>		<p>ow, ough, or o-consonant-e.</p> <ul style="list-style-type: none"> • Spell words containing the long e sound spelled e, ee, ea, ie, y, and e-consonant-e. • Spell words containing the sound /ur/ spelled er, ir, ur and ear. • Spell words containing the long i or long e sounds spelled with the letter y. • 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 sound /s/ spelled c. • Spell words containing the sound /j/ spelled g. • Spell words containing the sound /aw/ spelled al. • Spell words containing the sound /z/ spelled ze and se. • Spell words containing the triple consonant blends scr, spr, spl, str, and squ. • Spell words containing the digraphs sh, th, ch, or ph. • Spell words containing the trigraphs dge and tch. • Spell contractions. • Spell words ending with consonant suffixes. • Spell words beginning with the prefixes re–, dis–, or un–. • Spell words containing the sounds /l/ or /ul/ spelled le or el. • Spell words containing the sound /ar/ spelled ar. • Spell words containing the sound /or/ spelled or. • Spell words containing the sound /ur/ spelled or or ar. • Spell words containing the sound /aw/ a, aw, or au. • Spell words containing the short double o sound spelled oo. • Spell words containing the long double o sound spelled oo.
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		<ul style="list-style-type: none"> • Spell words ending in the vowel suffix–ed. • Spell words ending in the vowel suffix–ing. • Spell words containing the letter combinations wr and kn. • Spell words containing the sound /ŷk/ spelled ic. • Spell words containing the long a sound, the long e sound, or the short e sound spelled ea. • Spell homophones.
<p>Language Arts Purple Cursive Handwriting</p> <p>For the first half of the year, students practice cursive handwriting at a pace that meets their needs. For the second part of the year, students may continue to practice handwriting skills as they complete written work in other programs.</p> <p>Unit 1 - 19 Each unit has 5 lessons</p> <p>Cursive Handwriting</p>		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Connect one letter to another when writing a word in cursive.