

Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District # 1

Program Name	Washakie No. 1 Online	Content Area	LA
Course ID	WOL-MARK12-2	Grade Level	3-6
Course Name	WOL- MARK12 Reading II - Adaptive Remediation	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

COURSE DESCRIPTION

The MARK12 (Mastery. Acceleration. Remediation. K12.) courses are for students in the third to sixth grades who are struggling readers. MARK12 Reading II gives students who are reading two or more grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition.

The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

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.3.8	(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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RF.3.3.c	c. Decode multi-syllable 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, another, and, more, 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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u>
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.c	c. Use commas and quotation marks in dialogue.
L.3.2.d	d. Form and use possessives.
L.3.2.e	e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
L.3.2.f	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.2.g	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a	a. Choose words and phrases for effect.
L.3.3.b	b. Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.
L.3.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.b	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
L.3.4.c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
L.3.4.d	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5.a	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
L.3.5.b	b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).
L.3.5.c	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 1: Short Vowels and Sight Words 1: Short Vowels and Sight Words Review 1 2: Short Vowels and Sight Words Review 2 3: Short Vowels and Sight Words Review 3 4: Short Vowels and Sight Words Review 4	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-8, 10 RF.3.3.c-d RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3	Unit 1: Short Vowels and Sight Words Demonstrate automaticity. Answer scriptal questions. Answer text-explicit and text-implicit questions. Write short narratives about personal events or experiences. Complete composition workbook assignment. Identify and use /ē/, /ū/, /ī/, /ō/, and /ā/. Identify the correct homophone to complete a sentence. Increase reading vocabulary. Read sight words. Understand and use graphic organizers.
Unit 2: Triple Consonant Blends and Sight Words 1: Triple Consonant Blends and Sight Words Review 2: Triple Consonant Blends and Open Syllables 1 3: Triple Consonant Blends and Open Syllables 2	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.c-d RF.3.4.a, b, c	Unit 2: Triple Consonant Blends and Sight Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use /ē/, /ū/, /ī/, /ō/, and /ā/. Identify and use syllable types. Identify and use the blends scr-, spl-, spr-, squ-, and str-. Identify synonyms. Identify the number of syllables in a word.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	SL.3.2, 4, 6	Increase reading vocabulary. Read sight words. Understand and use graphic organizers.
Unit 3: Digraphs & Trigraphs and Syllables 1: Digraphs & Trigraphs and Open Syllables 2: Digraphs & Trigraphs and Closed Syllables 1 3: Digraphs & Trigraphs and Closed Syllables 2	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-8, 10 RF.3.3.c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 3: Digraphs & Trigraphs and Syllables Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use syllable types. Identify and use the blends <i>scr-</i> , <i>spl-</i> , <i>spr-</i> <i>squ-</i> <i>str-</i> . Identify and use the digraphs <i>ch</i> , <i>sh</i> , <i>th</i> , <i>wh</i> . Identify and use the trigraph <i>-tch</i> . Identify antonyms. Identify the letters, given the sound / <i>ch</i> /. Identify the number of syllables in a word. Understand and use graphic organizers.
Unit 4: Endings –s & –es, v-c-e, and closed Syllable Types 1: Endings –s & –es and Closed Syllables 2: Endings –s & –es and v-c-e Syllables 1 3: Endings –s & –es and v-c-e Syllables 2	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-8, 10 RF.3.3.a, c-d RF.3.4.a, b, c	Unit 4: Endings –s & –es and Syllable Types Answer scriptal questions. Answer text-explicit and text-implicit questions. Form contractions using apostrophes. Identify and use syllable types. Identify and use the consonant suffix <i>-s</i> . Identify and use the digraph <i>ch</i> , <i>sh</i> , <i>th</i> , <i>wh</i> . Identify and use the trigraph <i>-tch</i> . Identify and use the vowel suffix <i>-es</i> . Identify antonyms. Identify elements of story grammar. Identify the number of syllables in a word. Understand and use graphic organizers.
Unit 5: Endings –ng & –nk, Syllable Types, & Consonant ending -ly 1: Endings –ng & –nk and v-c-e Syllables 2: Endings –ng & –nk and Syllable Type Review 3: Endings –ng & –nk and Vowel Team Syllables	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-8, 10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 5: Endings –ng & –nk and Syllable Types Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use syllable types. Identify and use the blend <i>–ng</i> , and <i>-nk</i> . Identify and use the consonant suffix <i>-s</i> . Identify and use the vowel suffix <i>-es</i> . Identify and use verb phrases. Identify the number of syllables in a word. Use comparing adverbs to complete sentences.
Unit 6: /ā/ and Syllable Types and r-Controlled Vowel Syllables 1: Endings –ng & –nk and v-c-e Syllables 2: Endings –ng & –nk and Syllable Type Review 3: Endings –ng & –nk and Vowel Team Syllables	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3, 4, 5, 6, 10	Unit 6: /ā/ and Syllable Types Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Write short narratives about personal events or experiences. Strengthen writing with feedback. Publish writing. Identify and use /ā/ spelling patterns. Identify and use <i>–ar</i> , <i>–er</i> , <i>–ir</i> , <i>–or</i> , and <i>–ur</i> . Identify and use syllable types. Identify and use the blend <i>–ng</i> and <i>-nk</i> . Identify and use verb phrases. Identify and use verbs in the present progressive and past progressive tenses. Identify the number of syllables in a word. Understand and use graphic organizers.
Unit 7: /ō/ and Syllable Types, & Consonant ending -ly 1: /ā/ and Vowel Team Syllables 1 2: /ā/ and Vowel Team Syllables 2	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b	Unit 7: /ō/ and Syllable Types Answer scriptal questions. Answer text-explicit and text-implicit questions.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
3: /ā/ and r-Controlled Vowel Syllables 1 4: /ā/ and r-Controlled Vowel Syllables 2 5: /ā/ and r-Controlled Vowel Syllables 3	L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3, 4, 5, 6, 10	Complete composition workbook assignment. Write short narratives about personal events or experiences. Strengthen writing with feedback. Publish writing. Identify and use /ā/ and /ō/ spelling patterns. Identify and use syllable types. Identify and use the consonant suffix -ly. Identify and use verbs in simple present, simple past, and simple future tenses. Identify the number of syllables in a word. Understand and use graphic organizers. Use linking verbs in sentences.
Unit 8: /ē/ and Consonant Endings -ly & -ful 1: /ō/ and Consonant -le Syllables 1 2: /ō/ and Consonant -le Syllables 2 3: /ō/ and Consonant -le Syllables 3 4: /ō/ and Syllable Types Review 5: /ō/ and Consonant Ending -ly	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3, 4, 5, 6, 10	Unit 8: /ē/ and Consonant Endings Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Write short narratives about personal events or experiences. Strengthen writing with feedback. Publish writing. Identify and use /ē/ and /ō/ spelling patterns. Identify and use syllable types. Identify and use the consonant suffix -ful and -ly. Identify the number of syllables in a word. Understand and use graphic organizers. Use action verbs in sentences.
Unit 9: /ī/ and Consonant Endings -ful & -fully 1: /ē/ and Consonant Ending -ly 1 2: /ē/ and Consonant Ending -ly 2 3: /ē/ and Consonant Ending -ful 1 4: /ē/ and Consonant Ending -ful 2	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3, 4, 5, 6	Unit 9: /ī/ and Consonant Endings Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Write short narratives about personal events or experiences. Strengthen writing with feedback. Publish writing. Identify and use /ā/, /ē/, and /ī/ spelling patterns. Identify and use helping verbs. Identify and use the consonant suffix -ful, -fully, and -ly. Understand and use graphic organizers. Use action verbs in sentences.
Unit 10: /ū/ and Consonant Ending 1: /ū/ and Consonant Ending -ment 1 2: /ū/ and Consonant Ending -ment 2 3: /ū/ and Consonant Ending -ment 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3, 4, 5, 6	Unit 10: /ū/ and Consonant Endings Answer scriptal questions. Answer text-explicit and text-implicit questions. Write short narratives about personal events or experiences. Strengthen writing with feedback. Publish writing. Identify and use /ā/, /ē/, /ī/, and /ū/ spelling patterns. Identify and use helping verbs. Identify and use the consonant suffix -ful, -fully, -ly, -ment. Understand and use graphic organizers. Use comparing adverbs to complete sentences.
Unit 11: "oo" and Consonant Endings 1: "oo" and Consonant Ending -less 1 2: "oo" and Consonant Ending -less 2 3: "oo" and Consonant Ending -less 4: "oo" and Consonant Ending -ness 1	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d	Unit 11: "oo" and Consonant Endings Answer scriptal questions. Answer text-explicit and text-implicit questions. Write short narratives about personal events or experiences. Strengthen writing with feedback. Publish writing. Identify and use /ī/ and /ū/ spelling patterns. Identify and use adjectives that show comparisons.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3, 4, 5, 6, 10	Identify and use adjectives that tell how many. Identify and use double o (oo) spelling patterns. Identify and use the consonant suffix <i>-ful, -less, -ly, -ment, and -ness</i> . Understand and use graphic organizers.
Unit 12: Sounds for y and Consonant Endings -ty 1: Sounds for y and Consonant Ending -ness 1 2: Sounds for y and Consonant Ending -ness 2 3: Sounds for y and Consonant Ending -ty	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6 W.3.3, 4, 5, 6, 10	Unit 12: Sounds for y and Consonant Endings Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Write short narratives about personal events or experiences. Strengthen writing with feedback. Publish writing. Identify and use /ē/, /ī/, and /ū/ spelling patterns. Identify and use double o (oo) spelling patterns. Identify and use the consonant suffix <i>-less, -ness, -ity and -ty</i> . Identify the sound, given the letter y. Understand and use graphic organizers.
Unit 13: Vowel Suffixes and Suffix -ty & -ity, -some 1: Vowel Suffixes and Suffix -ity 2: Vowel Suffixes and Suffixes -ty & -ity 3: Vowel Suffixes and Consonant Suffix -some	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 13: Vowel Suffixes and Consonant Endings Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and understand affixes. Identify and use /ē/ and /ī/ spelling patterns. Identify and use possessive adjectives. Identify and use the consonant suffix <i>-ness, -some, -ity and -ty</i> . Identify the sound, given the letter y. Understand and use graphic organizers.
Unit 14: Rules for Silent e and Consonant Suffix -some 1: Rules for Silent e and Consonant Suffix -some 1 2: Rules for Silent e and Consonant Suffix -some 2 3: Rules for Silent e and Consonant Suffixes	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 14: Rules for Silent e and Consonant Endings Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and understand affixes. Identify and use demonstrative adjectives. Identify and use silent e. Identify and use the consonant suffix <i>-less, -ness, -some, -ity and -ty</i> . Identify elements of story grammar. Identify the number of syllables in a word. Understand and use graphic organizers.
Unit 15: Sounds for ea and Consonant Suffixes 1: Sounds for ea and Consonant Suffixes 1 2: Sounds for ea and Consonant Suffixes 2 3: Sounds for ea and Consonant Suffixes 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c	Unit 15: Sounds for ea and Consonant Suffixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Identify and understand affixes. Identify and use /ā/ and /ē/ spelling patterns. Identify and use /ē/. Identify and use proper adjectives. Identify and use silent e. Identify and use the consonant suffix <i>-some</i> . Identify elements of story grammar. Identify the number of syllables in a word. Understand and use graphic organizers.
Unit 16: /ow/ & /oi/ and Consonant Suffixes 1: /ow/ and Consonant Suffixes 2: /oi/ and Consonant Suffixes 3: /ow/ & /oi/ and Consonant Suffixes	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10	Unit 16: /ow/ & /oi/ and Consonant Suffixes Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use /ā/ and /ē/ spelling patterns. Identify and use /ē/. Identify and use oi and oy spelling patterns. Identify and use ou and ow spelling patterns.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RF.3.3.a, c-d RF.3.4.a, b, c	Identify and use the articles <i>a</i> , <i>an</i> , and <i>the</i> .
Unit 17: Endings -le & -el and Suffixes 1: Endings -le & -el and Consonant Suffixes 1 2: Endings -le & -el and Consonant Suffixes 2 3: Endings -le & -el and Consonant Suffixes 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c	Unit 17: Endings -le & -el and Suffixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Identify and understand affixes. Identify and use -el and -le spelling patterns. Identify and use oi and oy spelling patterns. Identify and use ou and ow spelling patterns. Identify and use possessive pronouns in sentences. Identify the number of syllables in a word. Understand and use graphic organizers.
Unit 18: r-Controlled Vowels and Vowel Suffixes -able - en 1: r-Controlled Vowels and Vowel Suffix -able 1 2: r-Controlled Vowels and Vowel Suffix -able 2 3: r-Controlled Vowels and Vowel Suffix -able 3 4: r-Controlled Vowels and Vowel Suffix -en 1 5: r-Controlled Vowels and Vowel Suffix -en 2 6: r-Controlled Vowels and Vowel Suffix -en 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 18: r-Controlled Vowels and Vowel Suffixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use -ar, -ear, -er, -ir, and -or. Identify and use -le spelling pattern. Identify and use pronouns used as direct objects of sentences. Identify and use the consonant suffix -ful, -less, -ness. Identify and use the vowel suffix -able, and -en. Identify and use -ur. Identify pronouns used as subjects of sentences. Understand and use graphic organizers.
Unit 19: Ending -ed and Vowel Suffix -est 1: Ending -ed and Vowel Suffix -est 1 2: Ending -ed and Vowel Suffix -est 2 3: Ending -ed and Vowel Suffix -est 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 19: Ending -ed and Vowel Suffixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use -ar, and -ear. Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use -er, ir, -or, and -ur. Identify and use the vowel suffix -en, and -est. Understand and use graphic organizers.
Unit 20: Silent Consonants and Vowel Suffix -ish 1: Silent Consonants and Vowel Suffix -ish 1 2: Silent Consonants and Vowel Suffix -ish 2 3: Silent Consonants and Vowel Suffix -ish 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 20: Silent Consonants and Vowel Suffix -ish Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Correctly use lay and lie in sentences. Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use plural and plural possessive nouns. Identify and use silent consonant blend kn-, -mb, and wr-. Identify and use simple subjects and direct objects in sentences. Identify and use the vowel suffix -est and -ish. Identify elements of story grammar. Identify the letters, given the sound /m/, /n/, /r/.
Unit 21: Soft Sounds and the Ending -y 1: Soft Sounds and the Ending -y 1 2: Soft Sounds and the Ending -y 2 3: Soft Sounds and the Ending -y 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 21: Soft Sounds and the Ending -y Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use c for the sound /s/ and g for the sound /j/. Identify and use silent consonant blend kn-, -mb, and wr-. Identify and use the vowel suffix -ish and -y. Identify elements of story grammar. Identify the letters, given the sound /m/, /n/, and /r/. Understand and use graphic organizers.
Unit 22: "oo" and Suffix -ing	L.3.1.a-i	Unit 22: "oo" and Suffixes

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
1: "oo" and the Suffix -ing 1 2: "oo" and the Suffix -ing 2 3: "oo" and the Suffix -ing 3	L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Correctly use <i>choose</i> in sentences. Identify and understand affixes. Identify and use c for the sound /s/. Identify and use double o (oo) spelling patterns. Identify and use g for the sound /j/. Identify and use the vowel suffix -y. Identify and use vowel suffixes. Understand and use graphic organizers.
Unit 23: Silent Letters and Suffixes 1: Silent Letters and Suffixes 1 2: Silent Letters and Suffixes 2 3: Silent Letters and Suffixes 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 23: Silent Letters and Suffixes Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Form plural nouns. Identify and understand affixes. Identify and use ch for the sound /k/. Identify and use -dge for the sound /j/. Identify and use double o (oo) spelling patterns. Identify and use sc for the sound /s/. Identify and use silent consonant blend kn-, -mb, and wr-. Identify and use silent letters in words. Identify and use the vowel suffix -y. Identify and use vowel suffixes. Understand and use graphic organizers.
Unit 24: Homophones and Contractions 1: Homophones and Contractions 1 2: Homophones and Contractions 2 3: Homophones and Contractions 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 24: Homophones and Contractions Answer scriptal questions. Answer text-explicit and text-implicit questions. Correctly use <i>I</i> and <i>me</i> in sentences. Distinguish between singular and plural nouns. Identify and use <i>ch</i> for the sound /k/. Identify and use contractions. Identify and use -dge for the sound /j/. Identify and use homophones. Identify and use silent consonant blend kn-, -mb, and wr-. Identify and use vowel suffixes. Understand and use graphic organizers.
Unit 25: /aw/ and Unusual Plural Endings 1: /aw/ and Unusual Plural Endings 1 2: /aw/ and Unusual Plural Endings 2 3: /aw/ and Unusual Plural Endings 3	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 25: /aw/ and Unusual Plural Endings Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use contractions. Identify and use homophones. Identify and use interjections in sentences. Identify and use silent consonant blend wr-. Identify and use silent letters in words. Identify and use spelling patterns for the sound /aw/. Identify and use unusual plural spellings.
Unit 26: /z/, Syllable Type Review, Suffix Review 1: /z/ and Syllable Type Review 2: /z/ and Suffix Review 1 3: /z/ and Suffix Review 2	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 26: /z/, Syllable Type Review, Suffix Review Answer scriptal questions. Answer text-explicit and text-implicit questions. Demonstrate automaticity. Demonstrate mastery of grammar, usage, and mechanics content. Form singular possessive nouns by adding an apostrophe -s to singular nouns. Identify and understand affixes. Identify and use spelling patterns for the sound /aw/. Identify and use syllable types.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		Identify and use the consonant suffix –ful, -fully, -less, -ly, -ment, -ness, -some, -ity and -ty. Identify and use the vowel suffix –able, -en, -est, -ish, and -y. Identify and use unusual plural spellings. Identify the letters, given the sound /z/ and /zh/. Identify the number of syllables in a word. Understand and use graphic organizers.
Unit 27: MARK12 Reading II Review	L.3.1.a-i L.3.2a, c, d, e, f, g L.3.3.a-b L.3.4.a-d L.3.5.a-c L.3.6 RL.3.1-10 RF.3.3.a, c-d RF.3.4.a, b, c SL.3.2, 4, 6	Unit 27: MARK12 Reading II Review Answer text-explicit and text-implicit questions. Identify and understand affixes. Identify and use /ă/, /è/, /î/, /ô/, /ü/. Identify and use /ă/, /è/, /î/, /ô/, /ü/ spelling patterns. Identify and use <i>c</i> for the sound /s/. Identify and use contractions. Identify and use double o (oo) spelling patterns. Identify and use <i>ea</i> spelling patterns. Identify and use – <i>ear</i> , – <i>er</i> , – <i>ir</i> , – <i>ar</i> , and – <i>or</i> . Identify and use – <i>e</i> spelling pattern. Identify and use ending – <i>ed</i> for /ed/, /d/, and /t/. Identify and use <i>g</i> for the sound /j/. Identify and use homophones. Identify and use – <i>le</i> spelling pattern. Identify and use <i>oi</i> and <i>oy</i> spelling patterns. Identify and use <i>ou</i> and <i>ow</i> spelling patterns. Identify and use silent consonant blend <i>kn-</i> and <i>wr-</i> . Identify and use silent <i>e</i> . Identify and use silent letters in words. Identify and use spelling patterns for the sound /aw/. Identify and use syllable types. Identify and use the blend <i>scr-</i> , <i>spl-</i> , <i>spr-</i> , <i>squ-</i> , <i>str-</i> . Identify and use the consonant suffix – <i>ful</i> , – <i>fully</i> , – <i>less</i> , – <i>ly</i> , – <i>ment</i> , – <i>ness</i> , – <i>s</i> , – <i>some</i> , – <i>ity</i> and – <i>ty</i> . Identify and use the digraph <i>ch</i> , <i>sh</i> , <i>th</i> , <i>wh</i> . Identify and use the trigraph – <i>tch</i> . Identify and use the vowel suffix – <i>able</i> , – <i>en</i> , – <i>es</i> , – <i>est</i> , – <i>ish</i> , and – <i>y</i> . Identify and use unusual plural spellings. Identify and use – <i>ur</i> . Identify the letters, given the sound /z/ and /zh/. Identify the number of syllables in a word. Identify the sound, given the letter <i>y</i> . Increase reading vocabulary. Read sight words.