**3rd Grade Reading, English and Spelling Curriculum**

**Foundational Skills**

* Read on-level text with purpose and understanding
* Reading with accuracy and fluency to support comprehension
* Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary
* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
* Write with a clear and concise purpose
* Create writing pieces utilizing proper organization

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Description automatically generated

Aligned to PA Core Standards and English Language Proficiency Standards

\*Updated - 6/23/22\*

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| Reading/Handwriting | | | | | |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars  (Extra Materials) |
| 1 | E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  E03.B-K.1.1.3 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.  E03.B-C.2.1.1 Explain the point of view from which a text is written.  E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.  E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.  E03.A-K.1.1.2 Recount poems, dramas, or 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.  E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.  **CC.1.3.3.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. | Unit 1 & 2   * Ask and answer questions * Text features (headings, captions, sidebars, bar graph, and maps) * Text structure * Chronology (sequence) * Author’s purpose * Visualize * Character perspective * Plot * Character Development * Central idea and relevant details * Author’s claim * Genre: narrative nonfiction, realistic fiction, argumentative text, poetry, expository text, historical fiction * Reread * Make predictions * Theme * Text Structure: Cause Effect * Poetic Device: Alliteration, Rhyming * Text Structure: Limerick and Free Verse | WONDERS | 1. Unit 1 Text Set 1  2. Unit 1 Text Set 2  3. Unit 1 Text Set 3  4. Unit 2 Text Set 1  5. Unit 2 Text Set 2  6. Unit 2 Text Set 3 | * Wonders Text Sets * Leveled Readers * Clever   + Imagine Learning   + RazKids   + KhanAcademy * Simple Solutions Coach * Getepic.com * Kahoot.com * Connected.mcgraw-hill.com   ELD Resources   * Moby Max * readworks.org * [Teacher Resources | Rosetta Stone® Support](https://support.rosettastone.com/s/article/resources-for-teachers?language=en_US) * [Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com)](https://www.eslgamesplus.com/) * [IXL Language Arts | Topics for pre-K to 12th grade](https://www.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US+Language%20Arts%20Games&msclkid=f63ecad9e2ee1f474e80a86ad014d6ca&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US&utm_term=english%20language%20arts%20games&utm_content=Language%20Arts%20Games) |
| **WRITING**  E03.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.  E03.C.1.3.4 Provide a sense of closure.  E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer’s purpose. | Unit 1 & 2   * Fact and Opinion * Sequence * Organization of writing * Sentence Structure * RACER (restate, answer, cite evidence, explain, restate again) * Text dependent short answer | WONDERS | * Personal Narrative * Opinion Writing * Poetry | **Writing Unit 1 Product Suggestions:**   * Letter writing * Nonfiction research project * Autobiography * Opinion Writing * Text dependent short answer - RACER   **Writing Unit 2 Product Suggestions:**   * Free Verse or Limerick |
|  | * Imagine Learning | Benchmark 1 |  |  |
| English & Spelling | | | | | |  |  |  | Unit 2 (Nouns) | * HM English Textbook * Unit 3 Nouns |
| QTR  1 | **Grammar**  E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  E03.D.1.1.2 Form and use regular and irregular plural nouns.  E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).  E03.D.1.1.9 Produce simple, compound, and complex sentences.  E03.D.1.2.1 Capitalize appropriate words in titles.  E03.D.1.2.4 Form and use possessives.  E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | **Unit 1**  Sentences:  Sentence/Fragment  Statement/Question  Command/Exclamation  Capitilzation/Punctuations  Subjects/Predicates  Compound Sentences  **Unit 2**  Nouns – Common, proper, singular, plural  Special Nouns  Possessive Nouns  Combining Sentences | Wonders | Unit 1 Sentences  Unit 2 Nouns | * English Workbook   + Unit 1 – Sentences   + Unit 2 - Nouns   + SuperTeachersworksheets.com   + Teacher’s Choice   + TeachersPayTeachers |
|  | **Spelling**  E03.D.1.2.3 Spell grade-appropriate words correctly. |  | Spelling - Wonders |  | * + Wonders |
|  | **Speaking/Listening/Language**  E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **CC.1.5.3.E**  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  CC.1.5.3.G  Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.  CC.1.5.3.C  Ask and answer questions about information from a speaker, offering appropriate detail.  CC.1.3.3.E  Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. | Unit 1 & 2  • Figurative Language   * Compound words * Word families (synonym/antonyms) | Wonders |  | * + Wonders   + SuperTeachersWorksheets.com   + Teacher’s Choice |

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| Reading/Handwriting | | | | | |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars  (Extra Materials) |
| 2 | E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  E03.B-K.1.1.3 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.  E03.B-C.2.1.1 Explain the point of view from which a text is written.  E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.  E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.  E03.A-K.1.1.2 Recount poems, dramas, or 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.  E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.  **CC.1.3.3.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. | Unit 3 & 4   * Summarize * Central idea/relevant detail * Personification * Visualize * Theme * Character perspective * Text structure: compare and contrast, chronology, maps, captions * Nonfiction Text Features: key words, charts, timelines, and captions * Author’s purpose * Ask and answer questions * Character plot and development * figurative language * repetition and rhyme * narrative * poetry * reread * imagery * Genre: folktale, expository, realistic fiction, poetry | WONDERS | 1. Unit 3 Text Set 1  2. Unit 3 Text Set 2  3. Unit 3 Text Set 3  4. Unit 4 Text Set 1  5. Unit 4 Text Set 2  6. Unit 4 Text Set 3 | * Wonders Text Sets * Leveled Readers * Clever   + Imagine Learning   + RazKids   + KhanAcademy * Simple Solutions Coach * Getepic.com * Kahoot.com * Connected.mcgraw-hill.com   ELD Resources   * Moby Max * readworks.org * [Teacher Resources | Rosetta Stone® Support](https://support.rosettastone.com/s/article/resources-for-teachers?language=en_US) * [Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com)](https://www.eslgamesplus.com/) * [IXL Language Arts | Topics for pre-K to 12th grade](https://www.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US+Language%20Arts%20Games&msclkid=f63ecad9e2ee1f474e80a86ad014d6ca&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US&utm_term=english%20language%20arts%20games&utm_content=Language%20Arts%20Games) |
|  | WRITING  CC.1.4.3.V  Conduct short research projects that build knowledge about a topic.  CC.1.4.3.W  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.1.4.3.X  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.  E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  CC.1.4.3.S  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts | Unit 3 & 4   * Plan and organize * Proofread * Research skills * Find and record information * Analyze prompt * Text dependent short answer - RACER | WRITING | Expository Text | **Writing Topic:** Expository Text  **Writing Unit 3 & 4 Product Suggestions:**   * Research project * Earth, landforms, cultures * Biographical timeline * Summarizing expository text * Text dependent short answer essay - RACER |
|  |  | Imagine Learning | | Benchmark 2 |  |
| English & Spelling | | | | | |
| QTR  2 | **Grammar**  E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).  E03.D.1.1.9 Produce simple, compound, and complex sentences.  E03.D.1.2.1 Capitalize appropriate words in titles.  E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  E03.D.1.2.3 Use commas and quotation marks in dialogue. | Unit 3   * Action Verbs * Verb Tenses * Subject/Verb Agreement * Correct Verb Usage * Combining sentences with verbs * Quotation marks and dialogue   Unit 4   * Linking verbs * Contractions with not * Main and helping verbs * Complex sentences * Irregular verbs | WONDERS | Unit 3 & 4: verbs, quotations and dialogue, contractions | * + English workbook   + SuperTeachersworksheets.com   + Teacher’s Choice   + TeachersPayTeachers |
|  | **Spelling**  E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  | WONDERS |  | * + Wonders |
|  | **Speaking/Listening/Language**  E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  CC.1.5.3.E  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  CC.1.5.3.G  Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.  CC.1.5.3.C  Ask and answer questions about information from a speaker, offering appropriate detail.  CC.1.3.3.E  Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. | Unit 3 & 4   * Ask/Answer Questions * Context Clues * Affixes * Synonyms & Antonyms * Figurative Language * Word Relationships |  |  | * + Wonders   + SuperTeachersWorksheets.com   + Teacher’s Choice |

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| Reading/Handwriting | | | | | |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars  (Extra Materials) |
| 3 | E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  E03.B-K.1.1.3 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.  E03.B-C.2.1.1 Explain the point of view from which a text is written.  E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.  E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.  E03.A-K.1.1.2 Recount poems, dramas, or 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.  E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.  **CC.1.3.3.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.  **CC.1.1.3.E**  Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Unit 5   * Ask and answer questions * Nonfiction text features * Cause and effect * Summarize * Theme * Character perspective (POV) * Author’s purpose * Genre: argumentative, biography, fairy tale | WONDERS | 1. Unit 5 Text Set 1  2. Unit 5 Text Set 2  3. Unit 5 Text Set 3 | * Wonders Text Sets * Leveled Readers * Clever   + Imagine Learning   + RazKids   + KhanAcademy * Simple Solutions Coach * Getepic.com * Kahoot.com * Connected.mcgraw-hill.com   ELD Resources   * Moby Max * readworks.org * [Teacher Resources | Rosetta Stone® Support](https://support.rosettastone.com/s/article/resources-for-teachers?language=en_US) * [Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com)](https://www.eslgamesplus.com/) * [IXL Language Arts | Topics for pre-K to 12th grade](https://www.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US+Language%20Arts%20Games&msclkid=f63ecad9e2ee1f474e80a86ad014d6ca&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US&utm_term=english%20language%20arts%20games&utm_content=Language%20Arts%20Games) |
| **WRITING**  E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer’s purpose.  CC.1.4.3.G  Write opinion pieces on familiar topics or texts.  CC.1.4.3.H  Introduce the topic and state an opinion on the topic.  E03.C.1.1.2 Provide reasons that support the opinion | Unit 5   * Fact and Opinion * Sequence * Organization of writing * Sentence Structure * RACER (restate, answer, cite evidence, explain, restate again) * Text dependent short answer * Plan and organize * Proofread * Analyze prompt   Cursive | WONDERS | * Opinion writing * Text dependent short answer | **Writing Topic:**   * Text dependent short answer * Opinion writing pieces |
|  | * Imagine Learning | Benchmark 3 |  |  |
| English & Spelling | | | | | |  |  |  | Unit 2 (Nouns) | * HM English Textbook * Unit 3 Nouns |
| QTR  3 | **Grammar**  E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.  - E03.D.1.2.4 Form and use possessives. | **Unit 5**  • pronouns   * Singular/plural * Subject/object * Pronoun verb agreement * Possessive pronouns   Pronoun - verb contractions | Wonders | Unit 5 Pronouns | * HM English Textbook   + SuperTeachersworksheets.com   + Teacher’s Choice |
|  | **Spelling**  E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  | Spelling - Wonders |  | * + Wonders |
|  | **Speaking/Listening/Language**  CC.1.5.3.E  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  CC.1.5.3.G  Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. | Unit 5   * Word relationships * Compound words * structural analysis: base words * prefixes and suffixes * consonant + le syllables * Inflectional endings * Syllabication: Open/closed syllables | Wonders |  | * + Wonders   + SuperTeachersWorksheets.com   + Teacher’s Choice |

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| Reading/Handwriting | | | | | |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars  (Extra Materials) |
| 4 | E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  E03.B-K.1.1.3 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.  E03.B-C.2.1.1 Explain the point of view from which a text is written.  E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.  E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.  E03.A-K.1.1.2 Recount poems, dramas, or 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.  E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.  CC.1.3.3.F: Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.  CC.1.1.3.E  Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Unit 6   * Ask/Answer Questions * Nonfiction text features * Reread * Main idea and detail * Imagery * Make predictions * Elements of a play * Theme * Plot * Figurative Language * Point of View * Text Structure: stanzas and events * Rhythm and rhymes * Genre: biography, drama/myth, poetry | WONDERS | 1. Unit 6 Text Set 1  2. Unit 6 Text Set 2  3. Unit 6 Text Set 3 | * Wonders Text Sets * Leveled Readers * Clever * Imagine Learning * RazKids * KhanAcademy * Simple Solutions Coach * Getepic.com * Kahoot.com * Connected.mcgraw-hill.com * ELD Resources * Moby Max * readworks.org * Teacher Resources | Rosetta Stone® Support * Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com) * IXL Language Arts | Topics for pre-K to 12th grade |
|  | WRITING  CC.1.4.3.V  Conduct short research projects that build knowledge about a topic.  CC.1.4.3.W  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.1.4.3.X  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.  E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  CC.1.4.3.S  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts | Unit 6   * Plan and organize * Proofread * Research skills * Find and record information * Analyze prompt   Text dependent short answer – RACER   * Cursive | WRITING | Text dependent short answer  Expository text | **Product suggestions:**   * **Text dependent short answer – RACER** * **Biography** * **Timelines** * **Bar graphs** |
|  |  | Imagine Learning | | Benchmark 3 |  |
| English & Spelling | | | | | |
| QTR  4 | **Grammar**  E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | Unit 6   * Adjectives and articles * Adjectives that compare * Adverbs * Adverbs that compare * Prepositions * Prepositional phrases | WONDERS |  | * HM English Textbook   + SuperTeachersworksheets.com   + Teacher’s Choice |
|  | **Spelling**  E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  | WONDERS |  | * + Wonders |
|  | **Speaking/Listening/Language**  CC.1.5.3.E  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  CC.1.5.3.G  Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. | Unit 6   * Structural Analysis * Latin suffixes * Greek and Latin roots * Base words * Frequently misspelled words * R-controlled vowel syllables * Vowel team syllables | Wonders |  | * + Wonders   + SuperTeachersWorksheets.com   + Teacher’s Choice |