

Third Grade The McRuffy Language Arts Program SE Pacing The McRuffy Third Grade Language Arts year---long program is divided into 160 instructional units/ lessons covered in the learning goals/ performance objectives below.

### **Box 1: Class Description**

This year-long course covers the Third grade Reading/Phonics content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course..

### **Box 2: Learning Materials**

The curriculum: McRuffy Third Grade Reading/Phonics, books, supplies, materials, web-sites.

### **Box 3: Learning Goals/Performance Objectives**

In order to complete 160 lessons Sept-June, the student will average 17 lessons per month. The schedule below reflects this pacing. If this is too difficult or too easy, adjust as needed.

September Lessons 1. Vocabulary Development 2. Grammar 3. Contractions 4. Creative Writing 5. Comprehension 6. Plurals 7. Nouns and Verbs 8. Singular or Plural Nouns 9. Creative Writing 10. Interpret a Graph 11. Synonyms 12. Pronouns 13. Nouns and Pronouns 14. Creative Writing 15. Story Order 16. Antonyms 17. Adverbs

October 18. Add Adverbs to sent. 19. Creative Writing 20. Cause and Effect 21. Suffixes ing and ed 22. Adjectives 23. Present & Past Tense 24. Creative Writing 25. Following Directions 26. Dictionary Skills 27. Irregular Nouns 28. Kinds of Sentences . ! ? 29. Creative Writing 30. Recalling Details 31. Homophones 32. Helping Verbs 33. Scrambled Sentences 34. Creative Writing 35. Inferences 36-40 Review and Test 1

November 41. Classifying Words 42. Prepositions 43. Fact vs. Opinion 44. Creative Writing 45. Main Idea 46. Prefixes un & re 47. Plural Nouns 48. Categories 49. Creative Writing 50. Combining Sentences 51. Dictionary Skills 52. Tense: present, past, and future 53. Analogies 54. Creative Writing 55. Figurative Language 56. Homophones 57. Nouns or Verbs by Context 58. Paragraphs

December 59. Creative Writing 60. Recalling Details 61. Prefix: pre 62. Subject Part of a Sentence 63. Completing Sentences (Cloze) 64. Creative Writing 65. Adding Details 66. Categories 67. Predicate Part of a Sentence 68. Similes

January 69. Creative Writing 70. Inference 71. Analogies 72. Subject and Predicate Parts 73. Matching Subjects to Predicates 74. Creative Writing 75. Compare and Contrast 76-80 Review and Test 2 81. Semantic Map 82. Predicate Adjectives 83. Add Adj. And Adv. to Sentences 84. Creative Writing 86. Prefix - over 87.

February Cloze activity 88. Analogies 89. Creative Writing 90. Note-taking (Outlining) 91. Distinguishing their, there, and they're 92. Prepositions (rev.) 93. Questions: The Five W's McRuffy Press 3rd Grade Language Arts Teacher's Manual Sample Ó2008 McRuffy Press 94. Creative Writing 95. Graphic Organizer 96. Analogies 97. Possessive Pronouns 98. Combining

Sentences 99. Creative Writing 100.Paraphrasing 101.Synonyms or Antonyms 102.Articles: a, an, the 103.Choosing a & an 104.Creative Writing 105.Drawing conclusions - inference

March 106.Categories 107.Irregular Verbs 108.Types of sentences 109.Creative Writing 110. Note-taking (rev.) 111. ABC order to any letter 112. Proper Nouns: titles and history 113. Parts of speech 114.Creative Writing 115. Fact vs. Opinion 116-120 Review and Test 3 121.Helping verbs 122 Commonly Confused Words: to, its, there, your 123.Analogies

April 124.Creative Writing 125.Cause and Effect 126.Single-syllable comparative adjectives & adverbs 127.Subject-Verb Agreement 128.Two-syllable comparative adjectives & adverbs 129.Creative Writing 130.Compare and Contrast 131.Review parts of speech 132.Linking Verbs 133.Facts vs. Opinions 134.Creative Writing 135.Graphic Organizer 136.Review subject and predicate 137.Change . to ?'s (word order) 138.Sentences and the 5 Senses 139.Creative Writing

May 140.Writing Directions 141.Analogies 142.Adding nouns to sentences 143.Categories 144.Creative Writing 145.Using a variety of ways to name a subject in a paragraph 146.Cause and effect 147.Subject and Predicate, adjectives review 148.Review prepositions 149.Creative Writing 150.Finding the main idea 151.Similes 152.Parts of Speech – All 153.Analogies 154.Creative Writing 155.Story Sequence

June 156-160 Review and Test 4

#### **Box 4 Learning Activities.**

The first four days of the week the student will complete a lesson from the curriculum mentioned above. The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected. The fifth day of each week the student will learn to read by reading and being read to. This will include books from the list of books in the Learning Materials section above.

(Make additions or deletions as you see fit.)

#### **Box 5: Progress Criteria, Methods of Evaluation**

Tell how you will decide if the student is mastering the learning goals you listed in the learning goals section above. Please copy the sentences in red. Delete any evaluation activities your child does not do.

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in onsite classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of

evaluation will include but are not limited to those below, under the direction of an HQ teacher: \* observation and/or correction of daily and/or weekly work and progress \* daily or weekly discussion of assignments, readings, writings \* correction of work done incorrectly \* portfolio kept of student work, at least weekly \*standardized testing (iReady, state assessments, Iowa Tests, etc.)

NOTE: Evaluation of progress items noted above with an \*, should be changed and adjusted to fit the specific age of the child, course being taken, etc. (Make additions or deletions as you see fit, to asterisks.)

### **Box 6: Weekly Hours**

Please estimate the number of hours your student will work on this course each week.