Scope and Sequence
Complete Reading for Grade 3

Essential Skills™

Complete Reading for Grade 3

Complete Reading for Grade 3 is a comprehensive (1100+ activities) Language Arts program designed to give students all of the reading and language skills required for mastery to the end of Grade 3. Each component of the program uses hundreds of activities to build skills gradually and sequentially. Auditory instructions, help buttons and rule files ensure that students will navigate the activities easily, independently and at their own level of ability. A wide variety of reward and reinforcements keep the students engaged and motivated to succeed while they develop academic self confidence.

Program Layout

1. Vocabulary Builder
2. Language and Grammar
3. Reading Comprehension
4. Spelling

Targeted Skills

Sight Word Recognition

Reading Comprehension

Grammar

Language

Punctuation

Spelling

Marks Manager

Using the new Version 5 Marks Manager a teacher can assign program pretests to individual students, or an entire class. Based on pretest results the Marks Manager will create an individualized program to target each student's skill deficits. It's completely automated and provides a highly efficient way to tailor instruction to meet specific learning needs. It provides individualized student instruction in a way that is not otherwise possible given limited time & resources.

- Pretests automatically assess the skill and ability levels of each student
- Automatic creation of an individualized program for each student's specific needs
- Teachers also retain the ability to customize all programs to meet instructional needs
- New "Hot Spots" report quickly identifies areas of student difficulty
- New "Skills" report relates all activities to specific curriculum outcomes
- Stores student marks and progress in one central location for all programs
- Creates and prints reports quickly and easily for sharing with parents and staff

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Essential Skills Software   1.800.753.3727   **1**
www.essentialskills.net

1. VOCABULARY BUILDER

UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Homophones (Homonyms) (8 subunits)	**Activity 1**	Match the homophones in each column.	Understand the meaning and spelling of pairs of homophones.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Activity 2	Type the correct homophone into each sentence.		
	Activity 3	Click on the correct homophone to match the picture.		
	Activity 4	Match the homophone with its correct meaning.		
	Activity 5	Type the correct homophone into each sentence.		
	Word Game	Find the homophones or words that sound the same in the word search or concentration game.		
Antonyms (3 subunits)	**Activity 1**	Click on the word that is the antonym or opposite of the word that you hear.	Understand the meaning and spelling of common antonyms.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Activity 2	Click on the two words in each row that are antonyms or opposites.		
	Activity 3	Match each word with its antonym or opposite.		
	Activity 4	Find an antonym for each word listed in the word search.		
	Activity 5	Find the antonyms or opposites in the concentration puzzle.		
	Activity 1	Click on the synonym for the big word you see.		

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Synonyms (3 subunits)	**Activity 2**	Match the synonyms in the two columns.	Understand the meaning and spelling of common synonyms.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Activity 3	Click on two words in each row that are synonyms.		
	Activity 4	Find the synonyms in the concentration puzzle.		
Homographs (4 subunits)	**Activity 1**	Click on the correct definition that matches each picture.	Understand the meaning and spelling of common homographs.	
	Activity 2	Match the homograph in each sentence with the correct meaning below.		
	Activity 3	Click on the sentence that matches the meaning of the homograph at the top of the page.		
Compound Words (10 subunits)	**Activity 1**	Type the two words that make up each compound word that you see.	Understand the meaning and spelling of common compound words.	
	Activity 2	Find the compound words in the concentration puzzle.		
	Activity 3	Match words in the two columns to make compound words.		
Easily Confused Words (11 subunits)	**Activity 1**	Pick the word that belongs in each sentence.	Understand the meaning and spelling of common words that get mixed up.	L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
	Activity 2	Choose if the correct word is used for each sentence.		
Figurative Language - Similie (2 subunits)	**Activity 1**	Match the simile with its meaning.	Understand the meaning and spelling of common similies.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	Add the Prefix 1	Combine the given word with its		

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Prefixes	**Add the Prefix 2**	prefix to form a new word.	Understand how to use a prefix to form a new word.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Match the Meanings	Match the words with their correct meanings.		
	Match the Prefix	Click on the correct prefix to make the word you see into a new word.		
Suffixes (4 subunits)	**Add the Suffix 1**	Combine the given word with its suffix to form a new word.	Combine the given word with its suffix to form a new word.	
	Add the Suffix 2			
	Match the Suffix	Click on the correct suffix to make the word you see into a new word.		

2. LANGUAGE AND GRAMMAR

UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Parts of Speech	**Common Nouns**	Click on the nouns in each of these sentences.	Identify common and proper nouns in given sentences.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Proper Nouns	Click on the proper nouns in each of these sentences.		
	Verbs	Click on the verbs in each of these sentences.	Identify verbs in given sentences.	
	Action Verbs	Click on the best action verb for these sentences.	Choose an appropriate verb for a given sentence.	
	Adjectives I	Click on the correct adjective for each of these sentences.	Identify adjectives in given sentences.	
	Adjectives II	Match the noun on the left with the adjective on the right.	Understand meaning of adjectives.	
	Adverbs I	Click on the adverb in each sentence.	Identify adverbs in given sentences.	
	Adverbs II	Find these adverbs in this word search puzzle.		
	You Decide I	Is this word a noun, verb, adverb or adjective?	Determine whether a given word is a noun, verb, adverb or adjective.	
	You Decide II			
	Subject and Predicate (2 activities)	Is this a complete sentence?	Determine whether a given phrase is a complete sentence.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Subject and Predicate II	Match the subject with its predicate on the right.	Understand the relationship between subject and predicate.	
	Sentences	Type the correct verb to complete these sentences.	Match a given sentence with its correct verb.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Sentences	Capitals	Click on the places in each sentence that need a capital letter.	Understand rules of capitalization.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Compound Sentences I	Is this a compound sentence?	Determine whether a given sentence is a compound sentence.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Compound Sentences II	Click on the conjunctions in each of these sentences.	Identify the conjunction in a given sentence.	
	Compound Sentences III	Choose the correct joining word from the list and type it into the space to make a longer sentence.	Match a given sentence with its correct joining word.	
	Statements, Questions and Exclamations I	Put these sentences in the correct category - declarative, interrogative, exclamatory	Determine whether a given sentence is declarative, interrogative or exclamatory.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Statements, Questions and Exclamations II	Type the correct punctuation mark for each of these sentences.	Understand rules of punctuation.	
	Statements, Questions and Exclamations III			
Strong, Descriptive Words	Strong, Descriptive Words I	Type the best action verb for each sentence.	Choose an appropriate action verb for a given sentence.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Strong, Descriptive Words II	Click on the two descriptive adjectives for each word.	Match a given word with appropriate adjectives.	
	Strong, Descriptive Words III	Click on the adjectives in each sentence.	Choose an appropriate adjective for a given sentence.	
	Strong, Descriptive Words IV	Click on the adverbs in each sentence.	Choose an appropriate adverb for a given sentence.	

UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Subject Verb Agreement	**Subject and Verb Must Agree I**	Type the correct verb in the blank.	Understand subject-verb agreement and choose the correct verb to make them agree.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Subject and Verb Must Agree II	Does this sentence have a subject and a verb that agree with each other?		
Verb Tense	**Gumball**	Color the verbs that show present tense.	Identify present tense verbs.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Find the Verbs	Choose the verb that shows present tense.		
	Gumball	Color the verbs that show past tense.	Identify and conjugate past tense verbs.	
	Type the Past Tense	Type the past tense of each verb.		
	Type the Correct Verbs	Type the correct verb in each sentence.		
	Unscramble the Sentences	Unscramble the sentence to show future tense.	Complete future tense sentences.	
Comparing Adjectives (4 subunits)	**Adjective Categories 1**	Place each adjective in the proper category.	Differentiate between adjective, comparative and superlative.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Adjective Categories 2	Click on the correct category for each adjective you hear.		
	Choose the Correct Adjective	Choose the correct adjective.	Identify the correct adjective for a given sentence.	
	Rule 1: Buildings, structures and landmarks.			
	Rule 2: Companies and organizations.			

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Capitalization	Rule 3: Brand names.	Click on the words that should have capital letters.	Understand various capitalization rules and apply them to given sentences.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Rule 4: Titles of T.V. programs, songs, movies, books and poems.			
	Rule 5: Quotations.			
Commas	Rule 1: To separate a city from a province or state.	Click where the comma should be placed.	Understand rules of comma use and apply them to given sentences.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Rule 2: Between the day, the month and the year.			
	Rule 3: After yes, no, or a person's name at the beginning of a sentence.			
	Rule 4: To separate lists of words in a series.			
	Rule 5: Separates a direct quotation from the rest of the sentence.			
	Commas in Addresses	Click where the commas should appear in the following addresses.		
Quotation Marks	Speaker First (two activities)	Click where the quotation marks go in each sentence.	Understand rules of quotation mark use and apply them to given sentences.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Speaker Last (two activities)			

3. READING COMPREHENSION

52 grade-appropriate fiction and non-fiction stories with comprehension questions.

UNIT	ACTIVITY NAME	QUESTIONS (examples)	REQUIRED SKILLS	COMMON CORE STANDARDS
23 UNITS OF 2-3 STORIES EACH	**Story Questions**	**1. What can the California sea lion do that most animals never learn?** a) They can learn to live without air b) They can learn to run c) They can learn to juggle **2. Where does the California sea lion spend most of its life?** a) in the ocean b) in a lake c) on land **3. The California sea lion is:** a) a reptile b) a mammal c) a lion d) a fish **4. How can the California sea lion stay under water for a long time?** a) It is a fish and takes in air with its gills b) It can close its mouth and nose so no water can come in c) It sucks air out of the water **5. How does a California sea lion move on land?** a) It hops on all four flippers b) It folds its back flippers under and pulls itself with its front flippers c) It folds its front flippers under and pushes itself along with its back flippers. **6. Why do people like to work with California sea lions?** a) They chase people across a beach and make them laugh b) They are friendly, smart and easy to train c) They catch fish for people **7. From this story, we can tell that:** a) Most animals on earth can learn to do tricks b) Every California sea lion is in a circus or zoo c) An animal does not have to have legs to move fast on land	Getting the Facts Sequencing Events Making Inferences Cause & Effect Predicting Outcomes Identifying the Main Idea Drawing Conclusions	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. **(Fiction Stories)** 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.3.5. 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.3.10. 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.

UNIT	ACTIVITY NAME	QUESTIONS (examples)	REQUIRED SKILLS	COMMON CORE STANDARDS
				(continued)
				(Non-Fiction Stories)
				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.3.8. 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.

UNIT	ACTIVITY NAME	QUESTIONS (examples)	REQUIRED SKILLS	COMMON CORE STANDARDS
23 UNITS OF 2-3 STORIES EACH	**Building my Vocabulary**	**1. If you can do flips and turn in the air** a) you can juggle b) you are an acrobat c) you are a clown **2. What story word means *ten hundreds*?** a) a million b) fifty c) a thousand **3. When something is a big surprise and makes you want to clap your hands then:** a) it puts you to sleep b) it amazes you c) it scares you **4. *Skips* comes from the root word or base word *skip*. What is the root word of *juggles*?** a) juggle b) jog c) jiggle **5. What story word rhymes with dime?** a) line b) climb c) learn **6. To ride a bicycle you need to have good:** a) balance b) flippers c) tricks **7. This story word names the largest ocean in the world.** a) Arctic Ocean b) Atlantic Ocean c) Pacific Ocean	Word Meanings Rhyming Words Root and Base Words Spelling Synonyms, Antonyms & Homonyms Compound Words	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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UNIT	ACTIVITY NAME	INSTRUCTIONS	REQUIRED SKILLS	COMMON CORE STANDARDS
23 UNITS	**Auditory Match**	Click on the word you hear and say it.	Word Sounds	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
	I Remember	Find the matching words to see the hidden picture.	Memory	
	Word Shapes	Choose the word that fits into each word shape.	Visual Discrimination	
	Scramble	Match the mixed up words with the correct words.	Spelling	
	Missing Letters	Type the words you hear and fill in the missing letters.	Spelling	
	Word Order	Type the words from the list in the correct alphabetical order.	Alphabetical Order	
	Word Meanings	Type the correct word from above that matches the riddle or word meaning.	Word Meanings	

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EXTRAS	Writing To Convince Or Persuade	Click on the sentence that does not give a strong reason to support the statement.	Identify whether a given sentence strongly supports a basic argument.	RI.3.6. Distinguish their own point of view from that of the author of a text.
	Book Series	Answer various questions about the likely content of a book based on the covers of the book.	Understand that given characters and plot lines can span different stories in a series.	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).
	Dictionary Use I	Use the included dictionary to find the definition and spellings of various words.	Understand and apply basic dictionary use.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Dictionary Use II			
	Features of Text I	Various questions regarding the definition and use of: chapters, scenes, stanzas, key words, sidebars and hyperlinks.	Understand the basic use of chapters, scenes, stanzas, key words, sidebars and hyperlinks.	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	Features of Text II			
	Illustrations	Various questions regarding whether or not information comes from text or a picture.	Understand the difference between gathering information from a picture or text.	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). 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).

4. SPELLING

UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Long Vowels (7 subunits) **Consonant Blend Patterns** (8 subunits) **R with Vowels** (5 subunits) **Vowel Digraph Diphthong Patterns** (5 subunits) **Toughies** (3 subunits) **Consonant Combos** (9 subunits) **Spelling Rules** (9 subunits)	**Word Match**	Find the word to match the first word in each row.	Visual discrimination of words.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Hear and Match	Click on the word you hear and say it.	Auditory recognition of words	
	Type Right	Type each word in the list.	Spelling skills	
	Word Builder	Click on the letters that will make words for the word family.	Spelling skills	
	Word Games - Concentration	Find the matching words to see the hidden picture.	Visual and auditory memory	
	Word Games - Word Search	Find the hidden word and click on each letter of the word.	Word tracking skills	
	What's Missing	Type the word you hear and fill in the missing letters.	Spelling skills	
	Jumble Words - Activity 1	Match the scrambled words with the correct words.	Spelling skills	
	Jumble Words - Activity 2	Type or click on the letters in the correct order to unscramble the word you hear.	Spelling skills	
	Spelling Bee - Spelling Dictation	Type the letters of the word you hear.	Spelling skills	
	Spelling Bee - Flashcard Spelling	Click on start then type the letters for each word.	Spelling skills	
	Review - Rhyming Words	Click on the words that rhyme with the first word in each row.	Understand rhyming	
	Review - Rhyming Words 2	Click on the words that do not rhyme with the first word in each row.	Understand rhyming	
	Review - Gumball	Color the gumballs that fit the word family pattern.	Understand word families	