GRADE 3 LANGUAGE ARTS CHAPTER 5

FILLABLE STUDENT PRACTICE | 5 LESSONS

Type answers in a compatible PDF viewer, save to your own device, or print blank.
This workbook never submits answers to the site. The teacher key is separate.

Student initials: _____ Date: _____

Day 1: Syllables and Word Parts

1.1. Divide picnic into syllables.

1.2. Divide paper into syllables.

1.3. Is the first syllable of paper open or closed?

1.4. Is the first syllable of picnic open or closed?

1.5. Write the two syllables in robot.

1.6. Identify the silent-e pattern in complete.

1.7. Identify the vowel team in teacher.

1.8. Read and spell the word sunlight.

1.9. Create a sentence using paper.

1.10. Explain how context helps choose a pronunciation.

1.11. List a two-syllable word with a closed first syllable.

1.12. Advanced: explain why rules about syllables have exceptions.

Day 2: Prefixes, Suffixes and Roots

2.1. What does reread mean?

2.2. What does unhappy mean?

2.3. Explain helpful.

2.4. Explain careless.

2.5. Identify the base in replay.

2.6. Identify the base in kindness.

2.7. Add -ful to care.

2.8. Add -less to hope.

2.9. Use reorganize correctly in a sentence.

2.10. What does incorrect mean?

2.11. Explain why return is not always read as re + turn meaning turn again.

2.12. Advanced: explain how a root and affixes cooperate in unfamiliar vocabulary.

Day 3: Parts of Speech in Sentences

3.1. Identify noun in -The gardener watered seedlings.'

3.2. Identify verb in that sentence.

3.3. Identify adjective in -The careful student measured rain.’

3.4. Identify adverb in -She wrote neatly.’

3.5. Change fragment -Under the table’ into a sentence.

3.6. Fix run-on -The bell rang we entered.’

3.7. Underline subject in -The tall tree swayed.’

3.8. Identify predicate of that sentence.

3.9. Write one compound sentence with and.

3.10. Write a sentence using a pronoun clearly.

3.11. Revise -The birds sings.’

3.12. Advanced: explain why -She is ready’ contains a verb even without an action.

Day 4: Claims and Evidence

4.1. Define a claim.

4.2. What is supporting evidence?

4.3. Why is -everyone agrees' risky?

4.4. Write a claim about keeping a classroom reading shelf.

4.5. Give a reason for that claim.

4.6. Give a possible source of evidence.

4.7. Write a fair counterargument.

4.8. Write a respectful response to the counterargument.

4.9. Identify an opinion in -Reading is the best subject.'

4.10. Why is a single student's preference weak proof for everyone?

4.11. Write a five-sentence argument with conclusion.

4.12. Advanced: distinguish evidence from an unsupported prediction.

Day 5: Integrated Reading and Writing Check

5.1. What two organizing methods were tested?

5.2. How many books were named?

5.3. Did both groups finish?

5.4. Did they record time?

5.5. What conclusion could they not prove?

5.6. State the main idea.

5.7. Identify one textual detail supporting it.

5.8. Write a claim about why measuring time matters.

5.9. Write two reasons supporting your claim.

5.10. Compose one respectful counterclaim.

5.11. Correct -the class didnt measure the time’

5.12. Advanced: design a fair comparison that could produce evidence.