

<p>FLUENCY & MONITORING</p>	<p>FICTION</p>	<p>NONFICTION</p>
<p>Students develop fluency through reading frequently and widely: self-selected and class texts, including content area selections. Rereading familiar texts for authentic purposes is a strategy for developing fluency.</p> <p style="text-align: center;">FLUENCY</p> <p>3.5 M AND 3.6L The student will read texts with fluency and accuracy.</p> <ul style="list-style-type: none"> • Use meaning clues, sentence structure and phonetic strategies to process words. • Apply word-analysis skills: knowledge of regular and irregular vowel patterns and consonant combinations. • Apply syllable knowledge to decode regular multisyllabic words. • Read high frequency words automatically. • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Apply knowledge of simple and compound sentence structure. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression and intonation. <p style="text-align: center;">MONITORING COMPREHENSION</p> <p>3.5 k and 3.6j The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Preview and making predictions before reading. <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions to confirm or refute predictions during reading. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to self-correct. • Generate questions to clarify meaning and help integrate new information with what they already know. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Locate details to answer questions. 	<p style="text-align: center;">COMPREHENSION</p> <p>3.5 The student will read and demonstrate comprehension of fictional text such as Adventure and Mystery.</p> <p>a) Set a purpose for reading: locating specific information in a selection such as</p> <ul style="list-style-type: none"> • Characteristics/genre elements that distinguish fiction from nonfiction text. • Story elements: setting, characters, major events. • Genre elements of adventure and mystery stories. <p>b) Make a variety of connections with the text in order to aid comprehension.</p> <ul style="list-style-type: none"> • Between their personal experiences and what is happening in the text (Text to Self). • Between the text they are reading and other texts they have read (similar plot or character) (Text to Text). • Between what they already know about the topic and what they find in the reading that is new to them (Text to World). <p>c) Make, confirm, and modify/revise predictions.</p> <ul style="list-style-type: none"> • Use details from their own experiences and knowledge that supports a prediction. • Identify information from the text that supports or contradicts a prediction. • Modify or revise predictions based on new information. <p>d) Describe and compare characters' attributes (traits, motives, or feelings) and give evidence from the text as support.</p> <p>d) Use supporting details from the story to identify the setting: time and place.</p> <p>h) Identify the problem and solution.</p> <p>d) Use supporting details from the story to identify the problem (conflict) and solution.</p> <p>d) Identify and sequence events in the story.</p> <p>d) Explain how a character's actions contribute to the sequence of events.</p> <p>e) Identify the author's purpose: entertain, perform, persuade.</p> <p>f) Demonstrate understanding by asking and answering questions: who, what, where, when, why, and how.</p> <p>f) Demonstrate understanding by locating details to answer "right there" and "think and search" questions.</p>	<p style="text-align: center;">COMPREHENSION</p> <p>3.6 The student will continue to read a variety of nonfiction materials: Functional Sets of Directions in Recipes and Flyers.</p> <p>d) Identify the author's purpose: entertain, inform, persuade.</p> <p>b) Use prior and background knowledge as context for new learning.</p> <ul style="list-style-type: none"> • Make predictions based on text form: recipes and flyers with directions. <p>c) Preview and use text features to set a purpose for reading, to make predictions, and to efficiently locate information relevant to a given topic.</p> <ul style="list-style-type: none"> • Use format such as directions and flyers. • Use content features such as title, headings and subheads. • Use features such as specialized type: bold face, italics, color • Use visually and graphically represented information such as charts, graphs, graphic organizers. • Use illustrations such as maps, diagrams, pictures, and photographs. <p>d) Use information gained from graphics and words to answer where, when, why, who, how questions.</p> <p>f) Understand the relationship of ideas in text.</p> <ul style="list-style-type: none"> • Know the information contained in the different parts of a recipe or flyer. • Explain the series of steps in directions. <p>f) Summarize major points found in nonfiction.</p> <ul style="list-style-type: none"> • Identify sequence of information in recipes and other sets of directions, using language that pertains to time, order, and/or sequence. • Identify cause/effect relationships of information in recipes and other sets of directions, using language that pertains to cause/effect. • Organize information in graphic organizers based on comparison/contrast & cause/effect. <p>d) Gain meaning to answer questions about what was read.</p> <ul style="list-style-type: none"> • Understand that sometimes two or more pieces of information need to be put together to answer a question. (Think and Search) • Understand that some questions are answered directly in the text. (Right There)

VOCABULARY	WORD ANALYSIS	SPELLING
<p>Students develop vocabulary through reading broadly at their independent level and through content area reading/study at the instructional level: history, social sciences, mathematics, and science.</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>Use knowledge about words, information within the text, background knowledge, and word resources to determine the meaning of general academic and content-specific words and phrases in third grade texts.</p> <p>a) Use knowledge of common, simple homophones</p> <ul style="list-style-type: none"> Use sentence structure and context to determine the correct meaning. <p>c) Apply understanding of words that link ideas.</p> <ul style="list-style-type: none"> Sequence of ideas expressed in words like <i>first, second, next, later, after, and finally</i>. Compare-contrast relation of ideas expressed in words like <i>like, unlike, different and same</i>. Cause/effect relationships of ideas expressed in words like <i>because, if...then, when....then</i>. <ul style="list-style-type: none"> Understand the meaning of abbreviations used in letter greetings, addresses, and name titles, e.g., Mr., Mrs., Dr. <p>g) Use dictionary: locating words, using guide words, understanding format.</p> <ul style="list-style-type: none"> Use knowledge of alphabetical (A, B, C) order. Understand the parts of a dictionary entry. <p>g) Use a dictionary entry to determine which meaning of a multiple meaning word is used.</p> <p>g) Use dictionary to learn word meanings.</p> <p>g) Use glossary in content and informational texts to learn word meanings.</p> <ul style="list-style-type: none"> Know how a glossary is similar to and different from a dictionary. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>b) Decode regular multisyllabic words.</p> <ul style="list-style-type: none"> Blend and segment multisyllabic words at the syllable level. <u>Change number: plurals (-s).</u> <u>Change verb tense (-ed and -ing).</u> <u>Use roots to decode unknown words with the same root</u> (company/companion). <p>b) Decode regular multisyllabic words by applying knowledge of inflected endings (-ed and -ing).</p>	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>a) Use knowledge of regular vowel patterns</p> <p>WORD STUDY based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade – Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>TARGET CONCEPTS: HM THEME 1</p> <p>Short Vowel Sounds <u>Short a, e, i</u></p> <p>More Short Vowel Sounds <u>Short o, u</u></p> <p>Long Vowel Sounds (Vce) <u>Long a</u> aCe <u>Long i</u> iCe <u>Long o</u> oCe <u>Long u</u> uCe</p> <p>Short and Long Vowel Review</p> <p>Abbreviations found in Letter Greetings and Addresses</p>

	WRITING	EDITING
<p>3.9 The student will write for a variety of purposes.</p> <p>Writing Goal for the 1st 9 weeks</p> <ul style="list-style-type: none"> • Launch Writing Workshop. • Build Writing Community. • Learn the Writing Process/Routines for generating ideas, composing, revising, and editing a personal narrative. <p>Instruction: Writing workshop routines should be introduced and practiced using teacher-selected methods based on Calkins <u>Units of Study: Launching the Writing Workshop</u> or <u>Being and Writer</u>, Units 1-2.</p> <p>Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.</p> <p>Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.</p> <p>Word Processing: Students are taught word processing skills so that they become competent using the keyboard to effortlessly record and save their thoughts and ideas. Students should apply the skills they have learned by having multiple and flexible opportunities to use their skills in both guided and independent practice, e.g., center time to practice skills using computer software, choice to draft using word processing during writing workshop time. See Word Processing Skills Scope and Sequence.</p> <p>Writing Across the Curriculum Teachers may implement targeted writing focus and other writing forms such as <u>fictional letters</u>, <u>summaries</u>, <u>outlines</u>, <u>4-Square</u>, <u>journal responses</u> as part of content area study in social studies and science.</p>	<p>3.9 The student will write for a variety of purposes: Paragraph(s) and/or Letter as Personal Narrative.</p> <p style="text-align: center;">COMPOSITION</p> <p>PREWRITING</p> <p>b) Use a variety of prewriting strategies.</p> <ul style="list-style-type: none"> • Read and listen to texts by peers and professionals. • Use ideas from a class brainstormed list. • Use ideas from personal list of ideas. • Talk to classmates about writing. • Free-write on a focused topic. • Creating a graphic organizer. <p>ORGANIZING</p> <p>c) Write a clear topic sentence focusing on the main idea.</p> <p>d) Write a paragraph on the same topic.</p> <ul style="list-style-type: none"> • Write a single-paragraph personal narrative. • Write multiple paragraphs, each focused on one topic. • Sequence events in narratives. • Group related ideas. • Use transition words and phrases to manage the sequence of events—words indicating time such as <i>first, next, then, before, after, last, the next day, hours later</i>. <p>e) Use genre format for organizing information.</p> <ul style="list-style-type: none"> • <u>Paragraph</u>: topic sentence, developing sentences, closing sentence. • <u>Letters</u>: date, greeting, body, and closing. • <u>Personal Narrative</u>: true story about meaningful experience in student’s life, describes a significant event, includes sensory details, explains how the event led to learning or change of some kind, has clear beginning, middle and end. <p>ELABORATION</p> <p>e) Use strategies for elaborating ideas.</p> <p>f) Include details that elaborate the main idea—add specific details.</p> <p>e) Use words to help the reader imagine, e.g., descriptive detail.</p> <p style="text-align: center;">WRITTEN EXPRESSION</p> <p>g) Revise writing for clarity of content using specific vocabulary and information.</p> <p>e) Use transition words and phrases for sentence variety.</p> <p>e) Read their own writing orally to check for sentence rhythm.</p> <p>e) Use specific vocabulary to convey experiences and events.</p> <p>e) Use transition words to connect ideas.</p>	<p>3.10 The student will edit write for correct grammar, capitalization, punctuation, and spelling</p> <p style="text-align: center;">USAGE AND MECHANICS</p> <p>CAPITALIZATION AND PUNCTUATION</p> <p>a) Use capital letters.</p> <ul style="list-style-type: none"> • Use a capital letter at beginning of sentences. • Use a capital letters appropriately in letter greeting and closing; street and state names, days and month names, titles like Mr. & Mrs. • Use end punctuation: period, question mark, exclamation mark. • Use common abbreviations in letter greetings and addresses, e.g., Mr., Mrs., St., Ave. <p>f) Use commas.</p> <ul style="list-style-type: none"> • Use in simple series. • Use in letter greeting and closing. • Use in dates and addresses. <p>SENTENCE STRUCTURE AND GRAMMAR</p> <p>a) Use complete sentences, including compound</p> <p>c) Use the word / in compound subjects.</p> <p>d) Use past and present verb tense.</p> <p>h) Understand the meaning of an apostrophe used in contractions</p> <ul style="list-style-type: none"> • Use name abbreviations, e.g., Mrs. Mr. <p>SPELLING</p> <p>j) Use correct spelling for frequently used sight words, including irregular plurals such as <i>men, children</i>.</p> <p>HANDWRITING</p> <p>3.8 The student will write legibly in cursive.</p> <ul style="list-style-type: none"> • Use correct letter formation. • Use appropriate handwriting habits: posture, position of paper, and pencil grip. • Understand that legible handwriting is an important tool of written communication.

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and broadly: self-selected and class texts, including content area selections.</p> <p style="text-align: center;">FLUENCY</p> <p>3.5 M AND 3.6L The student will read texts with fluency and accuracy.</p> <ul style="list-style-type: none"> • Apply phonetic strategies, including regular and irregular vowel patterns and consonant combinations. • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Apply knowledge of simple and compound sentence structure. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression and intonation. • Read high frequency words automatically. <p style="text-align: center;">MONITORING COMPREHENSION</p> <p>3.5k and 3.6 j The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Preview and make predictions before reading. <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions to confirm or refute predictions during reading. • Ask and answer questions to predict what will happen next. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and rereading. • Identify exactly what is causing comprehension difficulty. • Ask and answer questions about what is read to clarify and gain meaning. • Generate questions to help integrate new information with what they already know. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Locate details to answer questions. 	<p style="text-align: center;">COMPREHENSION</p> <p>3.5 The student will read and demonstrate comprehension of fictional text such as Fantasy (including Trickster Tale) and Realistic Fiction and Narrative Poetry.</p> <ul style="list-style-type: none"> a) Set a purpose for reading: locating specific information; identifying details that support a stated main idea. <ul style="list-style-type: none"> i) Identify main idea. j) Identify supporting details. c) Use specific details to make, justify, and modify/revise predictions <ul style="list-style-type: none"> • Details from their own experiences and knowledge that support predictions • Information/details from the text that support or contradicts a prediction. • New understandings. d) Understand story structure: Beginning (setting a problem), middle (events) and end (solution). e) Apply knowledge of characterization <ul style="list-style-type: none"> • Describe a character’s attributes (traits, motivations or feelings) based on what the character says, thinks, or does; what the character’s goal is; or what other characters say about him/her • Understand how the author uses story elements (setting, problem, events) to develop/show a character’s personality. • Use evidence from the text to support generalizations about a character. • Develop a vocabulary to describe characters. c) Identify the details that make two settings similar or different. h) Identify problem and solution. f) Identify the author’s purpose. f) Demonstrate understanding by asking and answering questions about the text. f) Demonstrate understanding by answering questions about the text. <ul style="list-style-type: none"> • Reread/skim to locate information. • Understand that sometimes two or more pieces of information need to be put together to answer a question. • Understand that some questions are answered directly in the text. 	<p style="text-align: center;">COMPREHENSION</p> <p>3.6 The student will continue to read a variety of nonfiction materials: Informational Texts (such magazine articles) and Narrative Nonfiction (social studies and science texts).</p> <ul style="list-style-type: none"> b) Use prior and background knowledge as context for new learning. <ul style="list-style-type: none"> • Recognize similarities between their own experiences and the text. • Recognize similarities between the text they are reading and other text they have read. • Recognize similarities between what they already know about the topic and what they find in the reading that is new. c) Preview and use text features to set a purpose for reading and to efficiently locate information relevant to a given topic <ul style="list-style-type: none"> • Use content print features such as title, headings and subheads. • Use features such as specialized type: bold face, italics, color. • Use visually and graphically represented information such as charts, graphs, graphic organizers. • Use illustrations such as maps, diagrams, pictures, and photographs. i) State in their own words the main idea. j) Identify details that support the main idea. f) Summarize major points found in the text. k) Identify new information gain from reading. <ul style="list-style-type: none"> • Identify the author’s purpose for writing. d) Gain meaning to answer questions about what was read. <ul style="list-style-type: none"> • Understand that sometimes two or more pieces of information need to be put together to answer a question. • Understand that some questions are answered directly in the text. <p>REFERENCE RESOURCES</p> <p>3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.</p> <ul style="list-style-type: none"> a) Use encyclopedia and other reference materials: locate selected information in an encyclopedia, atlas, and other printed and online reference materials. b) Use table of contents, indices and charts.

VOCABULARY	WORD ANALYSIS	SPELLING
<p>Develop vocabulary through content area reading/study: history, social sciences, mathematics, and science.</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>a) Use context to determine the meaning of a homophone</p> <p>b) Use knowledge of homophones such as <i>be/bee, hear/here, and sea/sea</i> and context to determine appropriate homophone use.</p> <p>b) Use knowledge of synonyms such as <i>big/large, mad/angry, ache/pain.</i></p> <p>b) Use knowledge of antonyms such as <i>asleep/awake, smile/frown, start/finish.</i></p> <p>d) Use context in a sentence or in a paragraph to clarify meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • Restatement • Synonym • Example • Direct description • Definition <p>g) Choose correct meaning from a dictionary entry.</p> <p>g) Use thesaurus as a reference to find words with similar meanings.</p> <ul style="list-style-type: none"> • Develop a vocabulary to talk about fiction. <ul style="list-style-type: none"> • Adjectives to describe characters. • Labels to identify an author’s purpose. • SOL test language for reading. <p>c) Apply understanding of words that link ideas.</p> <ul style="list-style-type: none"> • Sequence of ideas expressed in words like <i>first, second, next, later, after, and finally.</i> • Compare-contrast relation of ideas expressed in words like <i>like, unlike, different and same.</i> • Cause/effect relationships of ideas expressed in words like <i>because, if...then, when....then.</i> 	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>b) Decode regular multisyllabic words by applying knowledge of</p> <ul style="list-style-type: none"> • <u>Regular and irregular vowel patterns and consonant combinations.</u> • <u>Syllabication.</u> • <u>Affixes:</u> prefixes (un-, dis-, non-) and suffixes (-y, -ly) • <u>Number: plurals (-s):</u> change y to i to make plural. • <u>Compound words.</u> • <u>Inflected endings</u> of degree (-er, -est). • <u>Roots</u> to decode unknown words with the same root (company/companion). 	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>a) Use knowledge of regular and irregular vowel patterns</p> <p>WORD STUDY based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <ul style="list-style-type: none"> • Kindergarten – Emergent/Letter Name • 1st Grade – Letter Name/Within Word Pattern • 2nd Grade – Within Word Pattern • 3rd Grade – Within Word Pattern/Syllables and Affixes • 4th Grade – Syllables and Affixes • 5th Grade – Syllables and Affixes <p style="text-align: center;">GRADE-LEVEL SPELLING TARGETS</p> <p>TARGET CONCEPTS: HM THEME 2</p> <p>More Long Vowel Sounds <u>Long a</u> ai, ay, eigh <u>Long e</u> ee, ea</p> <p>Long o Vowel Sounds <u>Long o</u> oa, o, ough, ew, ow</p> <p>Blends <u>3-letters:</u> spr, thr, str,</p> <p>Unexpected Patterns Beginning: kn-, wr- Ending: -tch</p> <p>TARGET CONCEPTS: HM THEME 3</p> <p>Diphthongs: Vowel Sounds as in <i>clown</i> and <i>lawn</i> <u>Clown:</u> ow, ou <u>Lawn:</u> aw, al</p> <p>Vowel + /r/ Sounds <u>Vowels:</u> i, ea, e, u, a, o</p> <p>The /j/, /k/ and /kw/ Sounds /j/ j-, -dge, and -ge /k/ k, -ck, c /kw/ qu</p> <p>Homophones</p>

	WRITING	EDITING
<p>3.9 The student will write for a variety of purposes: Personal Narrative, Functional Text such as Recipe or Directions, and Teacher Choice (may be fiction)</p> <p>Instruction: Writing workshop is conducted based on teacher-selected methods drawn from Calkins <u>Units of Study</u> or <u>Being and Writer</u>. See <u>Writing Workshop Instruction</u> document.</p> <p>Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.</p> <p>Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.</p> <p>Word Processing: Students are taught word processing skills so that they become competent using the keyboard to effortlessly record and save their thoughts and ideas. Students should apply the skills they have learned by having multiple and flexible opportunities to use their skills in both guided and independent practice, e.g., center time to practice skills using computer software, choice to draft using word processing during writing workshop time.</p> <p>See <u>Word Processing Skills Scope and Sequence</u>.</p> <p>Writing Across the Curriculum Teachers may implement targeted writing focus and other writing forms such as <u>fictional letters</u>, <u>summaries</u>, <u>outlines</u>, <u>4-Square</u>, <u>journal responses</u> as part of content area study in social studies and science.</p>	<p>3.9 The student will write for a variety of purposes: Personal Narrative, Functional Text such as Recipe or Directions and Teacher Choice (may be fiction).</p> <p style="text-align: center;">COMPOSITION</p> <p>PREWRITING</p> <p>b) Use a variety of prewriting strategies.</p> <ul style="list-style-type: none"> • Read and listen to texts by peers and professionals. • Use ideas from a class brainstormed list. • Use ideas from personal list of ideas. • Talk to classmates about writing. • Free-write on a focused topic. • Creating a graphic organizer. • Identify the intended audience for functional writing. <p>ORGANIZING</p> <p>c) Write a clear topic sentence focusing on the main idea.</p> <p>d) Write a paragraph on the same topic.</p> <ul style="list-style-type: none"> • Write multiple paragraphs, each focused on one topic. • Sequence events in narratives. • Use transition words and phrases to manage the sequence of events—words indicating time such as <i>first, next, then, before, after, last, the next day, hours later</i>. <p>e) Use strategies for organizing information: follow the organization of particular forms of writing.</p> <ul style="list-style-type: none"> • Recipe: materials needed such as bowl, spoon; ingredients, steps; picture(s)/drawings; specific vocabulary • Personal Narrative: true story about a meaningful experience in the student's life, describes a significant event, includes sensory details, explains how the event led to learning or change of some kind, has clear beginning, middle, and end. • Fiction: character; setting; sequence of events in response to a problem; beginning, middle, end. <p>ELABORATION</p> <p>e) Use strategies for elaborating ideas.</p> <p>f) Include details that elaborate the main idea—specific details.</p> <ul style="list-style-type: none"> • Has strong opening sentence. <p style="text-align: center;">WRITTEN EXPRESSION</p> <p>g) Revise writing for clarity of content using specific vocabulary and information.</p> <p>e) Use transition words and phrases for sentence variety.</p> <p>e) Read their own writing orally to check for sentence rhythm.</p> <p>e) Use specific vocabulary to convey experiences and events.</p>	<p>3.10 The student will edit write for correct grammar, capitalization, punctuation, and spelling.</p> <p style="text-align: center;">USAGE AND MECHANICS</p> <p>CAPITALIZATION AND PUNCTUATION</p> <p>a) Use complete sentences.</p> <ul style="list-style-type: none"> • Use a capital letter at beginning of sentences. • Use end punctuation: period, question mark, exclamation mark. <p>f) Use commas in a simple series.</p> <p>h) Use apostrophes.</p> <ul style="list-style-type: none"> • In contractions with pronouns such as <i>I'd, we've</i>. • To indicate singular possessive such as <i>Bob's, boy's</i>. <ul style="list-style-type: none"> • Indents paragraph. <p>SENTENCE STRUCTURE AND GRAMMAR</p> <p>a) Use complete sentences.</p> <p>c) Use the word <i>I</i> in compound subjects.</p> <p>d) Use past and present verb tense.</p> <p>e) Use singular possessives.</p> <p>h) Understand the meaning of apostrophes in contractions with pronouns and in possessives</p> <ul style="list-style-type: none"> • Edits to eliminate on and on sentences. <p>SPELLING</p> <p>j) Use correct spelling for frequently used sight words, including irregular plurals such as <i>men, children</i>.</p> <ul style="list-style-type: none"> • Apply spelling understandings <ul style="list-style-type: none"> • Spell regular plural nouns (-s, -es. Change y to i and add es) and irregular plural nouns. • Spell CVe long vowel pattern <p>HANDWRITING</p> <p>3.8 The student will write legibly in cursive.</p> <ul style="list-style-type: none"> • Use correct letter formation. • Use appropriate handwriting habits: posture, position of paper, and pencil grip. • Use that legible handwriting is an important tool of written communication. <p>WORD PROCESSING</p> <ul style="list-style-type: none"> • Opportunities to produce, edit, and publish.

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and widely and rereading: self-selected and class texts, including content area selections.</p> <p style="text-align: center;">FLUENCY</p> <p>3.5 M AND 3.6L The student will read texts with fluency and accuracy.</p> <ul style="list-style-type: none"> • Apply syllable knowledge, word analysis skills, and phonetic strategies. • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Apply knowledge of simple and compound sentence structure. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression and intonation. • Read high frequency words automatically. <p>MONITORING COMPREHENSION</p> <p>3.5 j and 3.6j The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Previewing and set purpose for reading. • Make predictions before reading. <p>During Reading</p> <ul style="list-style-type: none"> • Asking questions to confirm or refute predictions during reading. • Asking and answering questions to predict what will happen next. • Using context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to self-correct and clarify meaning • Asking and answering questions about what is read to clarify meaning. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what has been read. • Identify new information gained from reading. • Locate information to answer a question. • Use graphic organizer to record information 	<p style="text-align: center;">COMPREHENSION</p> <p>3.5 The student will read and demonstrate comprehension of fantasy text such as Folktales, Legends, Fables, Fairy Tale, and Myth and realistic fiction.</p> <p>a) Set a purpose for reading.</p> <ul style="list-style-type: none"> • Understand key characteristics of specific form: fable, fairy tale, myth, folktale • Locate specific information. • Identify details that support a stated main idea. • Express a stated main idea in own words. <p>i) Identify the main idea.</p> <p>j) Identify supporting details.</p> <p>d) Make generalizations about a character based on that character's response to a problem and/or the character's goal.</p> <p>d) Identify the setting (time and place) of a story, using supporting details.</p> <p>d) Compare and contrast characters, settings, and events between/among two or more selections.</p> <ul style="list-style-type: none"> • Describe and compare character attributes (traits, motives, or feelings). <p>h) Identify the problem (conflict and solution and describe it using supporting details.</p> <p>i) Identify the main idea or theme and describe it using supporting details.</p> <p>h) Understand the basic lessons or morals of fairy tales, myths, folktales, legends, and fables.</p> <p>e) Identify the author's purpose: entertain, inform, persuasive, etc.</p> <p>l) Differentiate between realism and fantasy.</p> <p>f) Demonstrate understanding by answering questions about the text</p> <ul style="list-style-type: none"> • Reread to locate information. • Understanding that sometimes two or more pieces of information need to be put together to answer a question. • Understanding that some questions are answered directly in the text. • Identify details the support a prediction generalization, inference, or conclusion. 	<p style="text-align: center;">COMPREHENSION</p> <p>3.6 The student will continue to read a variety nonfiction materials: Science and Social Studies Texts, and Reference Resources, including print and electronic</p> <p>a) Identify the author's purpose such as entertain, inform, persuade.</p> <p>b) Use prior and background knowledge as context for new learning</p> <ul style="list-style-type: none"> • Recognize similarities between personal experiences and the text • Recognize similarities between the text they are reading and other text they have read • Recognize similarities between what they already know about a topic and what they are finding that is new. • Identify new information gained from reading. <p>c) Preview and use text features to set a purpose for reading to efficiently locate information relevant to a given topic</p> <ul style="list-style-type: none"> • Use functional format for directions • Use content features such as title, headings and subheads • Use features such as specialized type: bold face, italics. • Use visually and graphically represented information such as charts, graphs, graphic organizers. • Use illustrations such as maps, diagrams, pictures, and photographs. <p>f) Summarize major points found in nonfiction texts: Identify cause-effect relationships.</p> <p>e) Draw conclusions about what was read.</p> <p>i) State in the main idea in own words.</p> <p>j) Identify details that support the main idea.</p> <p>d) Gain meaning to answer questions about what was read</p> <ul style="list-style-type: none"> • Understand that sometimes two or more pieces of information need to be put together to answer a question. • Understand that some questions are answered directly in the text. • Understand difference between fact and opinion. <p>REFERENCE RESOURCES</p> <p>3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.</p> <p>a) Use encyclopedia and online reference materials: decide which resource is best for locating a given type of information</p> <p>b) Use table of contents, indices, and charts.</p>

VOCABULARY	WORD ANALYSIS	SPELLING								
<p>Develop vocabulary through content area reading/study: history, social sciences, mathematics, and science.</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>a) Use context to determine the meaning of an unfamiliar word and a homophone and the use of a word or multiple meaning word.</p> <p>g) Based on context, choose correct definition from a dictionary or glossary.</p> <p>g) Understand the difference between a dictionary and a glossary and between a dictionary and a thesaurus.</p> <p>c) Apply understanding of words that link ideas.</p> <ul style="list-style-type: none"> Sequence of ideas expressed in words like <i>first, second, next, later, after, and finally</i>. Compare-contrast relation of ideas expressed in words like <i>like, unlike, different</i> and <i>same</i>. Cause/effect relationships of ideas expressed in words like <i>because, if...then, when....then</i>. <p>• Develop a vocabulary to talk about fiction and nonfiction.</p> <ul style="list-style-type: none"> Adjectives to describe characters and things. Labels to identify an author’s purpose. Names of fiction and nonfiction genre. <p>The student will understand and use the Vocabulary of Word Study by the end of 3rd grade.</p> <ul style="list-style-type: none"> Synonym and Antonym Prefix and Suffix Syllable <p>The student will understand and use the Vocabulary of Grammar by the end of 3rd grade.</p> <table border="0"> <tr> <td>• Subject and Predicate</td> <td>• Noun</td> </tr> <tr> <td>• Proper Noun, Pronoun</td> <td>• Verb</td> </tr> <tr> <td>• Singular and Plural</td> <td>• Adjective</td> </tr> <tr> <td>• Possessive</td> <td>• Adverb</td> </tr> </table> <p>The student will understand and use the vocabulary of Third Grade Standards and SOL Assessments.</p> <ul style="list-style-type: none"> See SOL Vocabulary document posted on the Language Arts Curriculum page. 	• Subject and Predicate	• Noun	• Proper Noun, Pronoun	• Verb	• Singular and Plural	• Adjective	• Possessive	• Adverb	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>b) Decode regular multisyllabic words.</p> <ul style="list-style-type: none"> <u>Change number: plurals (-s)</u>: understand both regular and irregular plural forms. <u>Use knowledge of contractions</u>: 1) recognize the two words that make up a given contraction and 2) produce a contraction when given the two words. <p>b) Decode regular multisyllabic words by applying knowledge of prefixes and inflected endings to divide words into syllables.</p> <p>b) Use knowledge of prefixes such as dis-, un-, re-, non- to clarify the meaning of a word.</p> <p>b) Use knowledge of suffixes such as -ly, -ful, -less, -ness, and -er to clarify the meaning of a word.</p> <p>b) Use knowledge of affixes: Determine the meaning of a new word formed when a known affix is added to the known word, e.g., care/less, heat/reheat.</p>	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>a) Use knowledge of regular and irregular vowel patterns</p> <p>WORD STUDY based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work.</p> <p>Students can be expected to work at the following patterns while in the identified grade.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade –Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>TARGET CONCEPTS: HM THEMES 1, 2, 3</p> <p>All Long Vowels: VCe</p> <p><u>Long a</u> ai, ay, eigh</p> <p><u>Long e</u> ee, ea</p> <p><u>Long o</u> oa, o, ough, ew, ow</p> <p>Diphthongs: Vowel Sounds as in <i>clown</i> and <i>lawn</i></p> <p><u>Clown:</u> ow, ou</p> <p><u>Lawn:</u> aw, al</p> <p>Vowel + /r/ Sounds</p> <p><u>Vowels:</u> i, ea, e, u, a, o</p> <p>TARGET CONCEPTS: HM THEME 4</p> <p>The Vowel _r Sound as in <i>hair</i></p> <p>ai, ea, ere, are</p> <p>Added Endings</p> <p><u>-ed:</u> drop e and add ed double final consonant and add ed change y it i and add ed</p> <p><u>ing</u> drop e and add ing add ing double final consonant and add ing</p> <p>Prefixes and Suffixes</p> <p>Prefixes: un- and re- Suffixes: -er, -ly, and -ful</p>
• Subject and Predicate	• Noun									
• Proper Noun, Pronoun	• Verb									
• Singular and Plural	• Adjective									
• Possessive	• Adverb									

WRITING

EDITING

3.9 The student will write for a variety of purposes: **Explanation** (may be content based), **may continue Fiction to write a form of Traditional tales, and Prompt**

Instruction: Workshop Routines and Writing Process continue based on Being a Writer and Units of Study.

Students evaluate and select an appropriate writing form for nonfiction writing (e.g., explanation or directions—recipe or flyer) and expressing writing (e.g., letter) or creative writing (fiction: myth, legend, fairy tale, pourquoi).

Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.

Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.

COMPOSITION

PREWRITING

- b) Use a variety of prewriting strategies.
 - Identify the intended audience.
 - Reading texts by peers and professionals.
 - Use examples from their reading as models to imitate in their writing.
 - Use ideas from personal list of ideas.
 - Use ideas from a class brainstormed list.
 - Talk to classmates about writing.
 - Free-write on a focused topic.
 - Create a graphic organizer.
 - Analyze prompt to understand what is expected

3.9 The student will write for a variety of purposes: **Explanation** (may be content based) Explanation of why or how something happens or why or how to do something, **may continue Fiction to write** a form of **Traditional tales:** Fable, Folktale, Legend, Fairy Tale, and Myth, **and Writing to a Prompt** of teacher/school choice.

COMPOSITION CONTINUED

Focus

- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
 - Write multiple paragraphs, each focused on one topic.
 - Sequence events in narratives.
- e) Use strategies for organizing information: follow the organization of particular forms of writing.
 - Explanation: beginning that introduces topic and gets the reader's interest, middle that explains how or why, ending that summarizes or comments on
 - Fiction: character; setting; sequence of events in response to a problem; beginning, middle, end
 - Prompt Writing: follows form that prompt suggests; has title, should not be a formula, should be reflective of writer
- e) Use transition words and phrases to manage sequence of events explanation writing: *first, next, then, before, after, last, next.*
- e) Use knowledge of how ideas are connected between sentences when one word is used in place of another.
 - Use of a pronoun for a noun.
 - Use of a general location word (e.g. *here* or *there*) for a specific location.
 - Use of a synonym for an earlier word (e.g., animal for dog).

ELABORATION

- e) Use strategies for elaborating ideas.
- f) Use specific details that elaborate.
 - Elaborate a main idea with specific details.
 - Use specific vocabulary to convey experiences and event.
 - Use precise nouns, verbs, and adjectives.
 - Revise writing for specific vocabulary and information.

WRITTEN EXPRESSION

- g) Revise writing for clarity of content using specific vocabulary and information.
- e) Use transition words and phrases for sentence variety.
- e) Read own writing orally to check for sentence rhythm
- e) Use specific vocabulary of topic chosen to explain.

3.10 The student will edit write for correct grammar, capitalization, punctuation, and spelling.

USAGE AND MECHANICS

CAPITALIZATION AND PUNCTUATION

- a) Use complete sentences.
 - Use a capital letter at beginning of sentences.
 - Use end punctuation: period, question mark, exclamation mark.
- f) Use commas in a simple series.
- h) Use apostrophes.
 - Use in contractions with pronouns such as *I'd, we've.*
 - Use to indicate singular possessive such as *Bob's, boy's.*
- a) Use conventions of dialogue.
 - Use quotation marks to indicate someone is saying something.
 - Indent to show that the speaker has changed.
 - Use signal words like *he said* and *she exclaimed.*

SENTENCE STRUCTURE AND GRAMMAR

- a) Use complete sentences.
- c) Use the word *I* in compound subjects.
- d) Use past and present verb tense.
- e) Use singular possessives.
- g) Use simple abbreviations such as Mr./Mrs./Ms/Dr.
- i) Use the articles *a, an, and the* correctly.

SPELLING

- j) Use correct spelling for frequently used words, including irregular plurals such as *men, children.*
- j) Use correct spelling for frequently used sight words.

HANDWRITING

- 3.8 The student will write legibly in cursive.**
 - Use correct letter formation.
 - Use appropriate handwriting habits: posture, position of paper, and pencil grip.
 - Understand that legible handwriting is an important tool of written communication.

WORD PROCESSING

- Beginning to use the computer to write.

<p>FLUENCY & MONITORING</p>	<p>FICTION</p>	<p>BIOGRAPHY/AUTOBIOGRAPHY</p>
<p>Students develop fluency through reading frequently and widely: self-selected and class texts, including content area selections.</p> <p style="text-align: center;">FLUENCY</p> <p>3.5 M AND 3.6L The student will read texts with fluency and accuracy.</p> <ul style="list-style-type: none"> • Apply phonetic strategies. • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Apply knowledge of simple and compound sentence structure. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression and intonation. • Read high frequency words automatically. <p style="text-align: center;">MONITORING COMPREHENSION</p> <p>3.5 K and 3.6J The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Previewing and making predictions before reading. <p>During Reading</p> <ul style="list-style-type: none"> • Asking questions to confirm or refute predictions during reading. • Asking and answering questions to predict what will happen next. • Using context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and rereading • Asking and answering questions about what is read to clarify meaning. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Identify new information gained from reading. • Use graphic organizers to show the relationship of ideas. 	<p style="text-align: center;">COMPREHENSION</p> <p>3.5 The student will read and demonstrate comprehension of fictional text such as Poetry and Realistic Fiction.</p> <p>a) Set a purpose for reading: identifying details that support a stated main idea.</p> <p>b) Make a variety of connections: Text to Self, Text to Text, Text to Background Knowledge and New Information being learned.</p> <p>c) Use specific details to make, justify, and modify/revise predictions.</p> <ul style="list-style-type: none"> • Use details from their own experiences and knowledge to supports predictions. • Use information/details from the text to support or contradict a prediction. • Apply understandings to revise predictions. <p>d) Apply knowledge of characterization.</p> <ul style="list-style-type: none"> • Describe a character’s attributes (traits, motivations or feelings). • Make generalizations about a character based on the character’s response to a problem, the character’s goal, and what the character says or thinks. • Compare and contrast characters within a selection or between/among two or more selections • Explain how the actions of characters contribute to the sequence of events. <p>e) Draw conclusions about the text: characters, events, setting.</p> <p>d) Identify the author’s purpose.</p> <p>f) Demonstrate understanding by asking and answering questions about the text.</p> <ul style="list-style-type: none"> • Identify question answered by a text or in a paragraph. • Locate information in a text to answer a question. <p>i) Differentiate between fiction and nonfiction by distinguishing</p> <ul style="list-style-type: none"> • Realism from fantasy. • Fact from opinion. <p>f) Demonstrate understanding by answering questions about the text.</p> <ul style="list-style-type: none"> • Reread to locate information. • Understanding that sometimes two or more pieces of information need to be put together to answer a question. • Understanding that some questions are answered directly in the text. 	<p style="text-align: center;">COMPREHENSION</p> <p>Technically <u>biography</u> is neither fiction nor nonfiction, but a genre of its own.</p> <p>3.6 The student will read and demonstrate comprehension of Biographies and Autobiographies</p> <p>b) Use prior and background knowledge as context for new learning</p> <ul style="list-style-type: none"> • Make predictions based on text form: biography/autobiography • Understand characteristics of biography/autobiography • Identify factual details in a biography • Recognize similarities between the text they are reading and other text they have read • Recognize similarities between what they already know about the topic and what they find in the reading that is new. <p>i) Compare and contrast characteristics of biographies and autobiographies</p> <ul style="list-style-type: none"> • Explain how an author has used illustrations and other visuals or graphics. <p>k) Identify new information gain from reading.</p> <p>e) Draw conclusions about the person’s attributes (traits, motivations, or feelings) based on what the person says, thinks, or does; what the person’s goal is and how he/she words toward it; or what other people say about the person.</p> <p>f) Summarize major points.</p> <p>d) Ask and answer questions about what is read.</p> <ul style="list-style-type: none"> • Identify question answered by a text or in a paragraph. • Locate information in a text to answer a question. <p>d) Gain meaning to answer questions about what was read</p> <ul style="list-style-type: none"> • Understand that sometimes two or more pieces of information need to be put together to answer a question. • Understand that some questions are answered directly in the text.

VOCABULARY	WORD ANALYSIS	SPELLING																											
<p>Develop vocabulary through content area reading/study: history, social sciences, mathematics, and science.</p> <p>Apply word knowledge skills to SOL test format.</p> <ul style="list-style-type: none"> Identify the number of syllables in a word. Identify how words are divided into syllables. Use knowledge of grade-level prefixes and suffixes, including inflected word endings. Apply knowledge of synonyms and antonyms Use context to determine appropriate homophone use. Understand the meaning of contractions and recognize how to spell a contraction for given words. Understand the meaning of contractions and recognize how to spell a contraction for given words. Identify a list of words in alphabetical order. Use a dictionary entry to determine the meaning of a word. Use context clues to identify the meaning of a word. Use apostrophes properly with possessive nouns. Identify an abbreviation. <p>Apply vocabulary skills to SOL test format.</p> <ul style="list-style-type: none"> Use context to clarify what an author means by a word or phrase. Explain how the author's word choice relates to the reader's senses. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>b) Decode regular multisyllabic words by applying knowledge of dividing words into syllables.</p> <ul style="list-style-type: none"> Apply knowledge of compound words and VCCV and VCCV patterns to divide words into syllables. Apply knowledge of prefixes, suffixes, and inflected endings to divide words into syllables. <p>The Virginia Department of Education does not release a grade-specific set of affixes, roots or inflected endings. The Curriculum Framework at each grade level provides examples, but these should not be considered to be all inclusive. The VDOE states that the affixes and inflected endings tested are those that are common at the grade level.</p> <p>On this locally developed list</p> <ul style="list-style-type: none"> Bold indicates examples from the Framework and/or Released Tests for grade-level Standard/regular print are examples taught in the HM reading program. Red print are examples taken from Paula Brown lists based on what is frequently tested at the grade level <table border="1" data-bbox="730 1144 1350 1485"> <thead> <tr> <th>Suffixes</th> <th>Prefixes</th> <th>Endings</th> </tr> </thead> <tbody> <tr> <td>-ly</td> <td>dis-</td> <td>-ed (tense)</td> </tr> <tr> <td>-ness</td> <td>ex-</td> <td>-s (number)</td> </tr> <tr> <td>-able</td> <td>non-</td> <td>-er and -est (degree)</td> </tr> <tr> <td>-er</td> <td>re-</td> <td>-ing</td> </tr> <tr> <td>-y</td> <td>un-</td> <td></td> </tr> <tr> <td>-ful</td> <td>pre-</td> <td></td> </tr> <tr> <td>-less</td> <td>mis</td> <td></td> </tr> <tr> <td>-ish</td> <td>over-</td> <td></td> </tr> </tbody> </table>	Suffixes	Prefixes	Endings	-ly	dis-	-ed (tense)	-ness	ex-	-s (number)	-able	non-	-er and -est (degree)	-er	re-	-ing	-y	un-		-ful	pre-		-less	mis		-ish	over-		<p>3.3 The student will apply word-analysis skills when reading.</p> <p>a) Use knowledge of regular and irregular vowel patterns</p> <p>WORD STUDY based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade – Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>TARGET CONCEPTS: HM THEME 5</p> <p>Vowel sounds as in <i>tooth</i> and <i>cook</i></p> <p><u>Tooth</u>: ew, oe, ue, oo</p> <p><u>Cook</u>: oo</p> <p>Vowel sound as in <i>bought</i></p> <p>augh and ough,</p> <p>Syllabication of VCCV Pattern</p> <p><u>Same Consonant Doubled</u></p> <p><u>Unlike Consonants</u></p> <p>TARGET CONCEPTS: HM THEME 6</p> <p>Words that end in <u>-er</u> or <u>-le</u></p> <p>Words that begin with <u>a-</u> or <u>be-</u></p> <p>Contractions</p>
Suffixes	Prefixes	Endings																											
-ly	dis-	-ed (tense)																											
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	WRITING	EDITING
<p>3.9 The student will write for a variety of purposes: Poetry and</p> <p>3.11 The student will write a Short Report</p> <p>Workshop Routines and Writing Process continue based on <u>Being a Writer</u> and <u>Units of Study</u>.</p> <p style="text-align: center;">COMPOSITION</p> <p>Prewriting</p> <p>b) Use a variety of prewriting strategies.</p> <ul style="list-style-type: none"> • Identify the intended audience. • Reading texts by peers and professionals. • Use examples from their reading as models to imitate in their writing. • Use ideas from personal list of ideas. • Use ideas from a class brainstormed list. • Talk to classmates about writing. <p>3.11 The student will write a Short Report</p> <p>PREWRITING</p> <p>a) Develop a list of questions pertaining to a specific topic.</p> <p>b) Identify appropriate resources to use to research the topic</p> <p>d) Understand the difference between plagiarism and using own words.</p> <ul style="list-style-type: none"> • Construct notes in their words. • Keep track of where they found information. <p>c) Collect and organize information about the topic.</p> <ul style="list-style-type: none"> • Use a note-taking system. • Make outline, graphic organizer, or chart such as 4-square to organize information. 	<p>3.9 The student will write for a variety of purposes: Poetry and</p> <p>3.11 The student will write a Short Report. May be based on content area topics.</p> <p style="text-align: center;">COMPOSITION CONTINUED</p> <p>Focus</p> <p>e) Use strategies for organizing information: follow the organization of Poetry by writing in lines and using stanzas to group ideas.</p> <p>e) Use strategies for organizing information: follow the organization of Short Report.</p> <ul style="list-style-type: none"> • Introduce a topic and write a clear topic sentence focusing on the main idea. • Group related ideas together in paragraph form. • Writing multiple paragraphs, focusing each paragraph on one topic. • Use subtitles for sections of report. • Order paragraphs so that there is a logical flow of information. • Use facts, definitions, opinions, quotations, details, examples and other information to develop the topic. • Use knowledge of how ideas are connect between sentences when on word is used in place of another. (See specific information below.) • Use transition words to help ideas flow within paragraphs and from paragraph to paragraph. Some examples follow: <u>Sequence</u>: <i>first, next, last</i> <u>Addition</u>: <i>also, another, more</i> <u>Cause/Effect</u>: <i>in order to, because of this</i> <u>Clarify</u>: <i>for example</i> • Write a closing: concluding statement or paragraph. <p>e) Use knowledge of how ideas are connected between sentences when one word is used in place of another.</p> <ul style="list-style-type: none"> • Use of a pronoun for a noun. • Use of a general location word (e.g. <i>here</i> or <i>there</i>) for a specific location. • Use of a synonym for an earlier word (e.g., animal for dog). <p>ELABORATION</p> <p>f) Use specific details that elaborate.</p> <ul style="list-style-type: none"> • Elaborate a main idea with specific details. • Use specific vocabulary to convey experiences and event. • Use precise nouns, verbs, and adjectives. • Revise writing for specific vocabulary and information. <p>WRITTEN EXPRESSION</p> <p>g) Revise writing for clarity of content using specific vocabulary and information.</p> <p>e) Use transition words and phrases for sentence variety.</p> <p>e) Read their own writing orally to check for sentence rhythm</p> <p>e) Use specific vocabulary to convey experiences and events.</p>	<p>3.10 The student will edit write for correct grammar, capitalization, punctuation, and spelling</p> <p style="text-align: center;">USAGE AND MECHANICS</p> <p>CAPITALIZATION AND PUNCTUATION</p> <p>a) Use complete sentences.</p> <ul style="list-style-type: none"> • Use a capital letter at beginning of sentences. • Use end punctuation: period, question mark, exclamation mark. <p>f) Use commas in a simple series.</p> <p>h) Use apostrophes.</p> <ul style="list-style-type: none"> • In contractions with pronouns such as <i>I'd, we've</i>. • To indicate singular possessive such as <i>Bob's, boy's, eagle's</i>. <p>SENTENCE STRUCTURE AND GRAMMAR</p> <p>a) Use complete sentences.</p> <p>c) Use the word <i>I</i> in compound subjects.</p> <p>d) Use past and present verb tense.</p> <p>e) Use singular possessives.</p> <p>i) Use the articles <i>a, an, and the</i> correctly.</p> <p>SPELLING</p> <p>j) Use correct spelling for frequently used words, including irregular plurals such as <i>men, children</i>.</p> <p>j) Use correct spelling for frequently used sight words.</p> <p>3.11 The student will write a Short Report</p> <p>d) Understand the difference between plagiarism and using own words.</p> <ul style="list-style-type: none"> • Review their written drafts so that the language and/or thoughts of another author are given proper credit. <p>HANDWRITING & COMPUTER KEYBOARDING</p> <p>3.8 The student will write legibly cursive and understand that legible handwriting is an important tool of written communication.</p> <p>The student will use keyboarding skills to compose and prepare final drafts, as appropriate.</p>