

FOCUS STRAND: ORAL LANGUAGE**GRADE LEVEL 3**

At the third-grade level, students will learn oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language, students will learn how to present information succinctly and confidently in oral presentations.

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • speaking vocabulary (expressive) • listening vocabulary (receptive) • communication skills: <ul style="list-style-type: none"> ○ eye contact ○ facing the speaker ○ asking questions ○ summarizing 	<ul style="list-style-type: none"> • participate effectively in group activities by using language appropriate for the context and by taking turns in conversations and moving group discussions forward • increase listening and speaking vocabularies 	<ul style="list-style-type: none"> • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g. one-on-one, small-group, teacher led) • engage in taking turns in conversations by: <ul style="list-style-type: none"> ○ making certain all group members have an opportunity to contribute ○ listening attentively by making eye contact while facing the speaker ○ eliciting information or opinions from others ○ supporting opinions with appropriate ideas, examples, and details ○ indicating disagreement in a constructive manner 	<ul style="list-style-type: none"> • generate a class anchor chart with students of what speakers and listeners should do during group discussions <ul style="list-style-type: none"> ○ anchor charts provide students with a model of expected outcomes <div data-bbox="1396 860 1789 1253" data-label="Image"> </div> <ul style="list-style-type: none"> ○ literature circles/ book club/ story discussions ○ book talks

		<ul style="list-style-type: none"> • take initiative in moving a group discussion forward by: <ul style="list-style-type: none"> ○ following rules for discussions and assigned group roles ○ contributing information that is on topic ○ answering questions ○ asking clarifying questions of the speaker ○ summarizing the conclusions reached in the discussion ○ explaining what has been learned • ask and respond to questions to check for understanding of information presented (e.g. stay on topic, link remarks to those of others) • use language appropriate for the context of the discussion • increase their listening and speaking vocabularies through group activities such as: <ul style="list-style-type: none"> ○ engaging in activities that require following directions ○ attempting to use new words in meaningful sentences 	<ul style="list-style-type: none"> ○ generating and analyzing webs, charts, lists, etc. ○ comparing/contrasting characters, settings, and stories ○ collaborative projects • radio reading • choral reading • readers' theater • poetry café • have one student read a paragraph that is rich in descriptive detail aloud • to a partner or group of students; students draw the scene as they listen • Think-Pair-Share • quick draws • think alouds with text • think alouds w/ interactive boards (librarians intro. Alexandria) • formative assessment circles • concentric circles for vocabulary <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • oral presentation <ul style="list-style-type: none"> ○ visual media ○ rate ○ volume ○ pitch ○ audience engagement 	<ul style="list-style-type: none"> • organize information on a topic when presenting an oral report • speak clearly at an understandable rate and volume 	<ul style="list-style-type: none"> • deliver oral presentations in an engaging manner that maintains audience interest by: <ul style="list-style-type: none"> ○ reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details ○ presenting information with expression and confidence ○ varying tone, pitch, and volume to convey meaning ○ speaking at an understandable rate ○ selecting words and phrases for effect ○ using visual media (e.g. images, posters, and charts) to emphasize or enhance facts or details ○ using specific vocabulary appropriate for the audience and the topic ○ using grammatically correct language 	<ul style="list-style-type: none"> • generate a list of what a speaker and listener should do when oral reports are given • provide opportunities for students to present oral book reports • videotape student reports and allow the students to evaluate their own presentation skills • multi-media presentations • share content area reports • prepare a newscast about a nonfiction selection read in class • comic life for reports • “Babble” – online program where students pick a picture and record their dialogue and the picture performs • clamation • flip cameras – for presentations • pod casts <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>

		<ul style="list-style-type: none">• stay on topic during presentations• organize ideas sequentially or around major points of information• answer questions from the audience• evaluate their own presentations, using class-designed criteria	
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At the third-grade level, students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. They will build reading comprehension through reading a variety of literature, to include, but not be limited to, narrative fiction, such as folktales, and nonfiction materials, such as biographies and autobiographies. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Process strategies that they implement before, during, and after reading will assist their comprehension in all subjects (for example, when reading word problems in mathematics, investigating scientific concepts, and comparing important people and events in history). Students will use a variety of print resources to research topics.

3.3 The student will apply word-analysis skills when reading.

- a) Use knowledge of regular and irregular vowel patterns.
- b) Decode regular multisyllabic words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • regular vowel patterns • irregular vowel patterns • consonant combinations • multisyllabic words • using context for unknown words 	<ul style="list-style-type: none"> • understand the need to apply word-analysis skills to decode words 	<ul style="list-style-type: none"> • apply knowledge of regular and irregular vowel patterns to decode words • apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words • apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words • decode regular multisyllabic words in order to read fluently 	<ul style="list-style-type: none"> • generate word lists illustrating a particular sound or spelling pattern • read independent/ instructional texts • sort spelling words by their common phonetic element or vowel patterns • create books with illustrations and sentences containing multi-syllabic words • word play- classify, categorize, compare, and contrast words • root word charts and origins • word hunts – look through familiar text for words containing the selected word patterns • word study • <i>English Standards of Learning Curriculum Framework</i> web site: http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml • <i>Phonological Awareness Literacy Screening (PALS)</i> web site, http://pals.virginia.edu

			Benchmark Literacy Resources http://blresources.benchmarkeducation.com
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3.4 The student will expand vocabulary when reading.

- a) Use knowledge of homophones.
- b) Use knowledge of roots, affixes, synonyms, and antonyms.
- c) Apply meaning clues, language structure, and phonetic strategies.
- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
- f) Use vocabulary from other content areas.
- g) Use word reference resources including *the glossary, dictionary, and thesaurus*.


Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • semantic clues • language structure • phonetic strategies • phonics • word analysis skills : <ul style="list-style-type: none"> ○ prefixes ○ suffixes, ○ multisyllabic words • homophones are words that are pronounced the same and have different meanings regardless of their spelling • affixes are added to root words and change the word’s meaning (e.g., prefix, suffix) 	<ul style="list-style-type: none"> • use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read • use reference resources to learn word meanings 	<ul style="list-style-type: none"> • use knowledge of homophones, (e.g. <i>be/bee, hear/here, and sea/see</i>) to understand unfamiliar words • apply knowledge of roots to decode unknown words with the same root (e.g. <i>company, companion</i>) • apply knowledge of affixes, (e.g. prefixes such as <i>ex-, dis-, un-, re-, mis-, non-, pre-</i>; suffixes such as <i>-ly, -ful, -less, -able, -tion, -ness, and -ment</i>) to decode words • determine the meaning of new words formed when a known affix is added to the known word (e.g. <i>care/careless, heat/reheat</i>) • use knowledge of synonyms (e.g. <i>big/large, mad/angry, ache/pain</i>) • use knowledge of antonyms, (e.g. <i>asleep/awake, smile/frown, start/finish</i>) 	<ul style="list-style-type: none"> • teach the organizational format of a functional text • use the newspaper, mini-page, or content area text to find and highlight text features, such as captions, headings, maps, charts, and graphs • model the use of text features while previewing/predicting, setting a purpose for reading, and during reading by using think-alouds • reread familiar text to improve reading fluency • word play- classify, categorize, compare, and contrast words • root word charts and origins • word hunts – Look through familiar text for words containing the selected word patterns • word study • <i>English Standards of Learning Curriculum Framework</i> web site: http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml • <i>Phonological Awareness Literacy Screening (PALS)</i> Web site, http://pals.virginia.edu

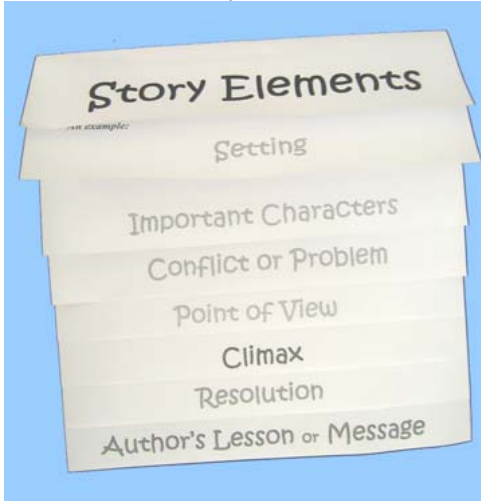
		<ul style="list-style-type: none"> • use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage • using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words • apply understanding of language structure to make meaning from text by: <ul style="list-style-type: none"> ○ using transition words of time sequence, (e.g. <i>first, second, next, later, after,</i> and <i>finally</i>) ○ using transition words of compare-contrast, (e.g. <i>like, unlike, different,</i> and <i>same</i>) ○ using transition words of cause-effect, (e.g. <i>because, if...then, when...then</i>) ○ using vocabulary from history and social science, mathematics, and science using the glossary, dictionary, and thesaurus as reference resources to learn word meanings 	<ul style="list-style-type: none"> • <i>Virginia's Early Intervention READING Initiative (EIRI)</i> web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html. • PALS: Grades 1–3 • classroom observations • student demonstrations • running records <p>Benchmark Literacy Resources http://bresources.benchmarkeducation.com</p>
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3.5 The student will read and demonstrate comprehension of fictional text and poetry.

- a) Set a purpose for reading.
- b) Make connections between previous experiences and reading selections.
- c) Make, confirm, or revise predictions.
- d) Compare and contrast settings, characters, and events.
- e) Identify the author’s purpose.
- f) Ask and answer questions about what is read.
- g) Draw conclusions about text.
- h) Identify the problem and solution.
- i) Identify the main idea.
- j) Identify supporting details.
- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency and accuracy.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • fictional text • poetry • connections: <ul style="list-style-type: none"> ○ background knowledge ○ predictions • similarities and differences in books by author or genre • author’s craft: <ul style="list-style-type: none"> ○ word choice ○ plot ○ organization ○ beginnings and endings of ○ selections ○ character development 	<ul style="list-style-type: none"> • develop a variety of comprehension strategies that can be applied to make meaning from fictional text and poetry • develop an increased understanding of the essential elements and characteristics of fictional text and poetry • develop the ability to use key supporting details to determine the lessons or morals from fictional text and poetry 	<ul style="list-style-type: none"> • read for a specific purpose by: <ul style="list-style-type: none"> ○ locating specific information in a reading selection ○ identifying details that support a stated main idea ○ expressing a stated main idea in their own words • make a variety of connections with the text, such as: <ul style="list-style-type: none"> ○ connections between their own personal experiences and what is happening in the text; 	<ul style="list-style-type: none"> • model and apply think-pair-share: <ul style="list-style-type: none"> ○ students think about a question or topic related to the text ○ pair students and discuss their ideas ○ share as a whole group ○ differentiate for students through draw-pair-share and write-pair-share • QAR (Question-Answer-Relationship) <ul style="list-style-type: none"> ○ help students understand there are four types of questions: Right There, Think and Search, Author and Me, and On My Own ○ have students generate and answer the four types of questions for the presented text

<ul style="list-style-type: none"> • fictional texts: <ul style="list-style-type: none"> ○ adventure stories ○ folktales ○ legends ○ fables ○ fantasy ○ realistic fiction ○ myth ○ poetry • graphic organizers • Fluent readers read with automaticity, and they reread and self-correct as needed. To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): <ul style="list-style-type: none"> ○ independent level –98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong 		<ul style="list-style-type: none"> ○ connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and ○ connections between what they already know about the topic and what they find in the reading that is new to them • use specific details to make, justify, and modify predictions by: <ul style="list-style-type: none"> ○ identifying details from their own experiences and knowledge that supports their predictions ○ identifying information from the text that supports or contradicts a prediction ○ revising predictions based on new understandings • ask meaning before, during, and after reading by: <ul style="list-style-type: none"> ○ asking and answering questions about what is read to clarify meaning ○ asking and answering questions to predict what will happen next ○ understanding that sometimes two or more 	<ul style="list-style-type: none"> • reciprocal teaching <ul style="list-style-type: none"> ○ students are assigned jobs (predict, question, clarify, summarize) to complete as they work through the text ○ to make reciprocal teaching tents with jobs for each member in the group, go to the following website: http://rachelbillmeyer.net/firms.com/sto re/nfoscomm/catalog/images/2RT.gif  <ul style="list-style-type: none"> ○ • Linda Hoyt's model of read, cover, remember, retell <ul style="list-style-type: none"> ○ students read just as much as their hand will cover ○ take time to remember what they just read ○ retell the reading ○ variations include: read, cover, remember, write and read, cover, remember, draw • Directed Reading Thinking Activity (DRTA) <ul style="list-style-type: none"> ○ this strategy sets a purpose for reading and involves three processes: predicting, reading, and proving
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<ul style="list-style-type: none"> ○ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored ○ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with therefore his or her comprehension will be affected ● Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension. ● The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for third-grade students reading third-grade text: 		<p>pieces of information need to be put together to answer a question</p> <ul style="list-style-type: none"> ○ understanding that some questions are answered directly in the text; ○ understanding that the answers to some questions must be inferred from ○ the reader’s background experiences and knowledge; and ○ understanding the basic plots lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. ● apply knowledge of characterization by: <ul style="list-style-type: none"> ○ describing a character’s attributes (traits, motivations or feelings); ○ using evidence from the text to support generalizations about the character; ○ comparing and contrasting characters within a selection or between/among two or more selections; and ○ explaining how the actions of characters contribute to the sequence of events 	<ul style="list-style-type: none"> ○ the teacher helps students set a purpose for reading by asking them to look for information to answer a question, or to prove a point ● graphic organizers: provide a variety of graphic organizers to help students clarify their understanding of the text <ul style="list-style-type: none"> ○ somebody, wanted, but, so... (see Linda Hoyt for one example) ○ complete various story maps containing story elements and ways to summarize the story  <ul style="list-style-type: none"> ○ for more examples of some great foldables, visit: http://foldables.wikispaces.com/Foldables ● model the following think-alouds for students: <ul style="list-style-type: none"> ○ make and revise predictions ○ set a purpose for reading ○ connect previous experiences to the
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Percentile	Fall WCPM	Midyear WCPM	Spring WCPM	
90	128	146	162	
75	99	120	137	
50	71	92	107	
<p>Hasbrouck, J.E., & Tindal, G.A., 2006</p> <ul style="list-style-type: none"> When fully developed, reading <i>fluency</i> refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.* strategy words to include: <ul style="list-style-type: none"> question summarize predict determine Importance visualize connect clarify phonics/meaning/morphemes inference (drawing conclusions and predicting) 				
<ul style="list-style-type: none"> make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says or thinks apply knowledge of setting by: <ul style="list-style-type: none"> identifying the time and place of a story, using supporting details from the text; and identifying the details that make two settings similar or different compare and contrast settings, characters, and events identify the author's purpose (e.g. entertain, perform, persuade) ask and answer questions about the text to demonstrate understanding draw conclusions about text to make meaning identify the problem (conflict) and solution, main idea or theme, and supporting details use reading strategies to monitor comprehension throughout the reading process by: <ul style="list-style-type: none"> literature <ul style="list-style-type: none"> formulate questions about the text and recognize the answer summarize what has been read reread to confirm understanding of text 				
<ul style="list-style-type: none"> model and have students use before-reading strategies, such as: <ul style="list-style-type: none"> previewing/predicting creating concept webs that help students build background knowledge formulating questions about the text model and have students use during-reading strategies, such as: <ul style="list-style-type: none"> discussion summarizing (Students frequently stop reading to summarize or retell story events after a section of the story has been read) graphic organizers (Students record information such as story events, story elements, or the summary of a section as they read) model and have students use after-reading strategies, such as: <ul style="list-style-type: none"> summarizing/retelling sequencing events graphic organizers confirming predictions and discussing whether the answer to the purpose for reading was found engage students in group projects that extend reading and help to develop/practice skills for analyzing and applying new knowledge 				

		<ul style="list-style-type: none"> ○ previewing and making predictions before reading; ○ asking questions to confirm or refute predictions during reading; ○ using context to confirm or self-correct word recognition and understanding, rereading as necessary; ○ becoming aware of when they do not understand (e.g. by reflecting upon and articulating what exactly is causing difficulty) ○ discussing the story or poem and/or writing a summary after reading ● learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion ● read with sufficient accuracy and fluency to support comprehension ● practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and prosody 	<ul style="list-style-type: none"> ● use a venn diagram or other graphic organizer to compare and contrast two characters' attributes or two settings ● <i>English Standards of Learning Curriculum Framework</i> web site, http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml ● <i>Phonological Awareness Literacy Screening (PALS)</i> Web site, http://pals.virginia.edu ● PALS: Grades 1–3 ● classroom observations ● student interviews ● student demonstrations ● running records ● quizzes ● tests ● student projects <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

- a) Identify the author’s purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features.
- d) Ask and answer questions about what is read.
- e) Draw conclusions based on text.
- f) Summarize major points found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Compare and contrast the characteristics of biographies and autobiographies.
- j) Use reading strategies to monitor comprehension throughout the reading process.
- k) Identify new information gained from reading.
- l) Read with fluency and accuracy.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • nonfiction texts: <ul style="list-style-type: none"> ○ English, ○ History ○ Social Science ○ Science ○ Mathematics • <i>before</i> reading <ul style="list-style-type: none"> ○ preview text ○ activate prior knowledge ○ make predictions • <i>during</i> reading <ul style="list-style-type: none"> ○ maintain an active interaction with text ○ revise and refine predictions • <i>after</i> reading <ul style="list-style-type: none"> ○ summarize ○ synthesize 	<ul style="list-style-type: none"> • demonstrate comprehension of nonfiction • understand that text formats can be used to set a purpose for reading • demonstrate an understanding of the characteristics of biography and autobiography 	<ul style="list-style-type: none"> • identify the author’s purpose (e.g. entertain, inform, persuade) • use prior and background knowledge as context for new learning by: <ul style="list-style-type: none"> ○ recognizing similarities between their own personal experiences and the text ○ recognizing similarities between the text they are reading and other texts they have read; and ○ recognizing similarities between what they already know about the topic and what they find in the reading that is new to them 	<ul style="list-style-type: none"> • have students answer the question, “What does the author do to help us understand?” when previewing and setting a purpose for reading nonfiction • generate a list, such as: <ul style="list-style-type: none"> ○ the author organizes information by chapters ○ the author uses headings in bold type to show important ideas ○ the author uses maps, charts, graphs, and captions to give additional information ○ the author uses italics and bold type to emphasize important vocabulary • teach the informational text structures (list, compare/ contrast, sequence or time order, cause and effect, and main idea/ details) <ul style="list-style-type: none"> ○ Check www2.scholastic.com and type in a search for nonfiction text structures. Go to Resources and Activities. Click on Teach Text Structure for Nonfiction Lesson Plan.

<ul style="list-style-type: none"> • biography and autobiography • strategy words to include: <ul style="list-style-type: none"> ○ question ○ summarize ○ predict ○ determine Importance ○ visualize ○ connect ○ clarify phonics/meaning/morphemes ○ inference (drawing conclusions and predicting) 		<ul style="list-style-type: none"> • use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently: <ul style="list-style-type: none"> ○ content text features, such as headings and chapter layout by topic ○ functional formats, such as advertisements, flyers, and directions ○ specialized type, such as bold face and italics ○ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs • apply understanding of text structure to guide reading by: <ul style="list-style-type: none"> ○ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional; ○ making predictions based on knowledge of literary forms, such as biography, and autobiography; and ○ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions 	<p>Click on Five Text Structures under Materials to view an example anchor chart explaining the text structures.</p> <ul style="list-style-type: none"> ○ http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf ○ http://www.literacyleader.com/?q=textstructure (Contains workmats and posters of the various text structures) <ul style="list-style-type: none"> • teach 3-2-1 <table border="1" data-bbox="1325 496 1761 651"> <tr> <td>3 Facts I Learned Today</td> </tr> <tr> <td>2 Facts I Found Interesting</td> </tr> <tr> <td>1 Question I Still Have</td> </tr> </table> • Teach the SQ3R strategy for reading nonfiction: <ul style="list-style-type: none"> ○ survey (preview the text) ○ question (think or write a question about the text you want to answer) ○ read ○ recite ○ review  <p>The anchor chart illustrates the SQ3R strategy with five steps: 1. Survey (looking at title, picture, introduction, summary, headings, charts), 2. Question (writing questions), 3. Read (reading the text), 4. Recite (repeating information), and 5. Review (revisiting the text).</p>	3 Facts I Learned Today	2 Facts I Found Interesting	1 Question I Still Have
3 Facts I Learned Today						
2 Facts I Found Interesting						
1 Question I Still Have						

		<ul style="list-style-type: none"> • gain meaning before, during, and after reading by: <ul style="list-style-type: none"> ○ asking and answering questions to clarify meaning; ○ understanding that sometimes two or more pieces of information need to be put together to answer a question; and ○ understanding that some questions are answered directly in the text • draw conclusions about what they have read • summarize major points in a selection • identify details that support the main idea of a nonfiction selection • state in their own words the main idea of a nonfiction selection • compare and contrast the characteristics of biographies and autobiographies • monitor their comprehension throughout the reading process by: <ul style="list-style-type: none"> ○ becoming aware of when they do not understand ○ identifying exactly what is causing them difficulty ○ generating their own questions to help integrate units of meaning 	<ul style="list-style-type: none"> • anticipation guide: Use these guides prior to reading to identify what students know or believe about a topic prior to reading. Following the reading, students can go back to prove or disprove their previous choices <ul style="list-style-type: none"> ○ http://www.readingrockets.org/strategies/anticipation_guide (This contains a complete lesson plan for implementing anticipation guides with groups of students.) • students' newspapers: use the newspaper or mini-page to find and highlight text features, such as captions, headings, maps, charts, and graphs • model the application of text features before reading (previewing, predicting, setting a purpose for reading), during reading (Think-Alouds, graphic organizers), and after reading (graphic organizers and response cards) • <i>English Standards of Learning Curriculum Framework</i> web site, http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml • <i>Phonological Awareness Literacy Screening (PALS)</i> Web site, http://pals.virginia.edu • PALS: Grades 1–3 • classroom observations • student interviews • student demonstrations • running records • quizzes • tests
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		<ul style="list-style-type: none">• use text features to make meaning by:<ul style="list-style-type: none">○ applying phonetic strategies○ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession○ applying knowledge of simple and compound sentence structures○ knowing when meaning breaks down and then rereading to self-correct using illustrations to gain information (e.g. maps, photographs)• identify new information gained from reading• practice reading and rereading familiar nonfiction texts with fluency and accuracy	<p>Benchmark Literacy Resources http://bresources.benchmarkeducation.com</p>
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3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.

- a) Use encyclopedias and other reference books, including online reference materials.
- b) Use table of contents, indices, and charts.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • print resources • electronic resources • which resource is best for locating a specific type of information 	<ul style="list-style-type: none"> • understand ways to select the best resource for gathering information on a given topic 	<ul style="list-style-type: none"> • make decisions about which resource is best for locating a given type of information • locate selected information in encyclopedias, atlases, and other print and online reference materials • retrieve information from electronic sources • use the Internet to find information on a given topic 	<ul style="list-style-type: none"> • non-fiction texts • World Book • Britannica • web quests • pod casts • claymation • web scavenger hunt <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>

At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.

3.8 The student will write legibly in cursive.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • legible handwriting • the transition from manuscript to cursive should be completed • good handwriting habits: <ul style="list-style-type: none"> ○ proper posture ○ paper position ○ pencil grip 	<ul style="list-style-type: none"> • understand that neat, legible cursive handwriting is an important tool of written communication 	<ul style="list-style-type: none"> • use correct letter formation • practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip • learn to write legibly in cursive 	<ul style="list-style-type: none"> • provide opportunities for writing daily • assign short written assignments in cursive and gradually move toward longer written assignments • model for students by writing in front of them <ul style="list-style-type: none"> ○ determine writing topic ○ use prewriting strategies, such as webbing, making lists, and brainstorming ○ think about your purpose ○ apply phonetic knowledge to spell words ○ reread ○ add more detail ○ delete ideas that have been repeated or are not on topic • choose literature with descriptive passages to read aloud, having students listen for and discuss the author’s choice of words • conference with students • teach prewriting strategies, such as <ul style="list-style-type: none"> ○ mapping for planning stories ○ listing or clustering for organizing ideas for a letter, explanation, or report • model correct letter formation and spacing

			<ul style="list-style-type: none">• conduct frequent periods of direct instruction, including modeling and practicing• share writing products• keep a learning log of notes, writing tips, and sensory words• <i>English Standards of Learning Curriculum Framework</i> web site, http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml• <i>The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments.</i> http://www.pen.k12.va.us/VDOE/Instruction/English/writing/• classroom observations• student demonstrations• writing samples <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • Informative/explanatory – students write informative/explanatory texts to examine a topic and convey ideas and information clearly • Narrative – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences • The three domains of writing are: <ul style="list-style-type: none"> ○ composing – the structuring and elaborating a writer does to construct an effective message for readers ○ written expression – those features that show the writer purposefully shaping and controlling language to affect readers 	<ul style="list-style-type: none"> • understand how to plan and compose a paragraph on the same topic • understand how to plan and compose written pieces for a variety of purposes 	<ul style="list-style-type: none"> • use a variety of pre-writing strategies by: <ul style="list-style-type: none"> ○ identifying the intended audience ○ using ideas from class brainstorming activities; ○ making lists of information ○ talking to classmates about what to write; ○ reading texts by peer and professional authors ○ using graphic organizers ○ selecting an appropriate writing form for nonfiction writing (e.g. explanation, directions, simple report); expressive writing (e.g. narrative, reflection, and letter); creative writing (e.g. fiction and poetry) • write a clear topic sentence that focuses on the main idea • keep their written paragraphs on one topic 	<ul style="list-style-type: none"> • provide opportunities for writing daily • assign short written assignments in cursive and gradually move toward longer written assignments • model for students by writing in front of them <ul style="list-style-type: none"> ○ determine writing topic ○ use prewriting strategies, such as webbing, making lists, and brainstorming ○ think about your purpose ○ apply phonetic knowledge to spell words ○ reread ○ add more detail ○ delete ideas that have been repeated or are not on topic • choose literature with descriptive passages to read aloud, having students listen for and discuss the author’s choice of words • conference with students

<ul style="list-style-type: none"> ○ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. 		<ul style="list-style-type: none"> ● follow the organization of particular forms of writing for: <ul style="list-style-type: none"> ○ letters – date, greeting, body, and closing; ○ informative/explanatory purposes <ul style="list-style-type: none"> – introduce a topic and group related information in paragraph form – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic – use specific vocabulary to inform and explain the topic – provide a concluding statement or section ○ narratives <ul style="list-style-type: none"> – sequence events – use transition words and phrases for sentence variety and to manage the sequence of events – use specific vocabulary to convey experiences and events – provide a conclusion ● incorporate transitional words that clarify sequence, (e.g., <i>first</i>, <i>next</i>, and <i>last</i>) 	<ul style="list-style-type: none"> ● teach prewriting strategies, such as <ul style="list-style-type: none"> ○ mapping for planning stories ○ listing or clustering for organizing ideas for a letter, explanation, or report ● model correct letter formation and spacing ● conduct frequent periods of direct instruction, including modeling and practicing ● share writing products ● keep a learning log of notes, writing tips, and sensory words ● <i>English Standards of Learning Curriculum Framework</i> Web site, http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml ● <i>The Virginia SOL Writing Tests: A Teacher’s Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments.</i> http://www.pen.k12.va.us/VDOE/Instruction/English/writing/. ● classroom observations ● student demonstrations ● writing samples <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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		<ul style="list-style-type: none">• use linking words (e.g. <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>) linking phrases (e.g. <i>in order to</i>, <i>because of this</i>, <i>for example</i>) to connect ideas within categories of information• apply knowledge of the writing domains of composing, written expression, and usage/mechanics• read their own writing orally to check for sentence rhythm (sentence variety)• add specific details that further elaborate the main idea• use examples from their reading as models to imitate in their writing• use precise nouns, verbs, and adjectives• use strategies for organization of information and elaboration relevant to the type of writing• clarify writing when revising by including specific vocabulary and information	
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3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Use complete sentences.
- b) Use transition words to vary sentence structure.
- c) Use the word *I* in compound subjects.
- d) Use past and present verb tense.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- i) Use the articles *a*, *an*, and *the* correctly.
- j) Use correct spelling for frequently used sight words, including irregular plurals.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • editing process • Standard English: <ul style="list-style-type: none"> ○ capitalization, ○ punctuation ○ spelling when writing • parts of speech: <ul style="list-style-type: none"> ○ nouns ○ verb ○ pronouns 	<ul style="list-style-type: none"> • understand that grammatically correct language and mechanics contribute to the meaning of writing 	<ul style="list-style-type: none"> • use complete sentences • use transition words to vary sentence structure • use the word <i>I</i> in compound subjects • use past and present verb tenses • use singular possessives • punctuate correctly: <ul style="list-style-type: none"> ○ commas in a simple series ○ apostrophes in contractions with pronouns, (e.g. <i>I'd</i>, <i>we've</i>) ○ using conventions of dialogue, (e.g. quotation marks to indicate someone is saying something, indentation 	<ul style="list-style-type: none"> • provide opportunities for writing daily through formal and informal writing such as: <ul style="list-style-type: none"> ○ response journals ○ quick writes ○ lists ○ RAFT(Role, Audience, Format, Topic) ○ peer revision, editing, and writing ○ shared writing ○ creating an anchor chart with examples of correct grammar, capitalization, punctuation, and spelling • teach conventions through mini-lessons using Ruth Culham’s model in <i>6+1 Traits of Writing</i> • editing poster: Try this website for editing conventions plus the other traits of writing: http://literacymalden.wikispaces.com • Model how to edit a paper using anchor papers from other students’ work <ul style="list-style-type: none"> ○ cover the name and choose a paper from another class or school

<ul style="list-style-type: none"> Articles are used to modify nouns. There are two articles in English: <i>a/an</i>, and <i>the</i>. <i>A/an</i> is used to modify nouns that are neither specific nor particular while <i>the</i> is used to refer to specific or particular nouns. Therefore, <i>a/an</i> is referred to as the <i>indefinite</i> article and <i>the</i> as the <i>definite</i> article 		<p>to show that the speaker has changed, and signal words like <i>he said</i> and <i>she exclaimed</i>)</p> <ul style="list-style-type: none"> using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (e.g. <i>here</i> or <i>there</i>) for a specific location, and the use of a synonym for an earlier word (e.g. <i>animal</i> for <i>dog</i>) use simple abbreviations use articles <i>a</i>, <i>an</i> and <i>the</i> correctly use correct spelling for frequently used words, including irregular plurals (e.g. men, children) use correct spelling for frequently used sight words, including irregular plurals 	<ul style="list-style-type: none"> read through the paper looking for grammar, punctuation, capitalization examples make a chart of the things the student wrote correctly and the things the student did not do correctly have the students fix the errors <p>Peer Edit</p> <ul style="list-style-type: none"> use transition words to vary sentence structure. See http://literacymalden.wikispaces.com/file/view/Connectives.pdf word bank or portable word wall conference with students conduct frequent periods of direct instruction, including modeling and practicing share writing products keep a learning log of notes, writing tips, and sensory words <i>English Standards of Learning Curriculum Framework</i> web site, http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml <i>The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments.</i> http://www.pen.k12.va.us/VDOE/Instruction/English/writing/. classroom observations student demonstrations writing samples
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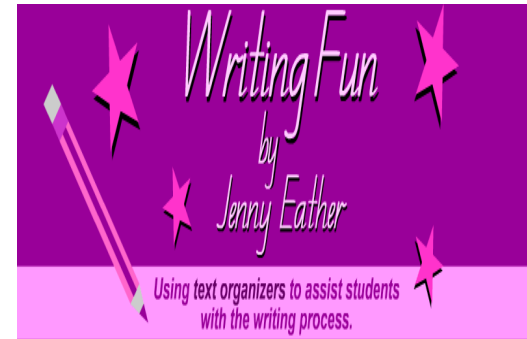
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3.11 The student will write a short report.

- a) Construct questions about the topic.
- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • short written report • plagiarism is using someone else’s ideas or words without giving credit 	<ul style="list-style-type: none"> • understand how information should be collected, analyzed and organized as a part of the process of writing a short report • understand the difference between plagiarism and using their own words in their writing 	<ul style="list-style-type: none"> • focus on a central topic • develop a list of questions pertaining to a specific topic • identify and use appropriate resources • follow the organization of particular forms of writing for short reports (e.g. opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing) • review their written drafts so that the language and/or thoughts of another author are given proper credit 	<ul style="list-style-type: none"> • help students create an editing rubric or checklist that begins with a few skills and expands as they master new skills • conduct frequent periods of direct instruction, including modeling and practicing • have students look at pictures and create questions that could be answered from the text • preview a text and construct questions about the topic. Organize the questions into categories and have students read to find the answers. Write a short report with one paragraph for each topic • show various resources (e.g. dictionary, thesaurus, cookbook, encyclopedia, atlas, almanac, etc.); have students identify the appropriate resource to answer teacher-created questions <ul style="list-style-type: none"> ○ professional resources ○ writing A-Z website ○ readwritethink.org ○ http://www.weareteachers.com/partners/pears-on/products/item/23471-free-essay-scorer

- www.writingfun.com



- a website that allows students to write on the computer on graphic organizers with step-by-step guidance
- Linda Hoyt, *Make it Real*
- Linda Hoyt, *Crafting Nonfiction*
- *English Standards of Learning Curriculum Framework* web site
http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml
- *The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments* web site,
<http://www.pen.k12.va.us/VDOE/Instruction/English/writing/>

Benchmark Literacy Resources

<http://bresources.benchmarkeducation.com>

3.12 The student will use available technology for reading and writing.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> use technology for reading and writing 	<ul style="list-style-type: none"> understand that reading and writing skills can be adapted for use with available technology 	<ul style="list-style-type: none"> use available technology for reading and writing read electronic media to gather specific information, to gain knowledge, and for enjoyment use available technology to compose, edit and share writing as well as to interact and collaborate with others ask and respond to questions about material presented through various media formats 	<ul style="list-style-type: none"> help students create an editing rubric or checklist that begins with a few skills and expands as they master new skills conduct frequent periods of direct instruction, including modeling and practicing <i>English Standards of Learning Curriculum Framework</i> web site http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml <i>The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments</i> web site, http://www.pen.k12.va.us/VDOE/Instruction/English/writing/ <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>