First Nine Weeks

Benchmark Passages: The Berenstain Bears and the Messy Room, The Wood Thrush

Grade: 3		Subject: English CIP Pacing Guide		Year: 2017-2018	
# of Days	**SOL**	**Student Essential Knowledge and Skills**	**Resources**	**Vocabulary**	**Bloom's**
Ongoing	Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. **(2.7d) (Benchmark)**	demonstrate an understanding of the meaning of contractions (e.g., *don't- do not*). • discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance). • use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook).			Discuss-L2 Listening-L1 Develop-L3
Ongoing	The student will expand vocabulary when reading. • Use knowledge of homophones. .(be, bee, hear, here, see, sea, their, there, blew, blue) **(3.4a) (Benchmark)** • Use knowledge of roots, affixes, synonyms, and antonyms. (Recognize and use synonyms) **(3.4b) (Benchmark)** • Apply meaning clues, language structure, and phonetic strategies. **(3.4c)** • Use context to clarify meaning of unfamiliar words. **(T1) (3.4d)** Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. **(3.4e)**	• use knowledge of homophones (e.g., *be/bee, hear/here,* and *sea/see*) to understand unfamiliar words. • apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*). • apply knowledge of affixes, (e.g., prefixes such as *ex-, dis-, un-, re-, mis-, non-, pre-*; suffixes such as *-ly, -ful, -less, -able, -tion, -ness,* and *–ment*) to decode words. • determine the meaning of new words formed when a known affix is added to the known word (e.g., *care/careless, heat/reheat*).		homophones roots affixes synonyms antonyms recognize	Expand-L3 Use-L3 Recognize-L2 Apply-L3 Clarify-L4 Discuss-L2 Develop-L6 Listening and reading-L1 Determine-L3

| | | **use** knowledge of synonyms (e.g., *big/large, mad/angry, ache/pain*). **use** knowledge of antonyms, (e.g., *asleep/awake, smile/frown, start/finish*). **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 **using** transition words of time sequence (e.g., *first, second, next, later, after,* and *finally*); **using** transition words of compare-contrast (e.g., *like, unlike, different, and same*); and **using** transition words of cause-effect (e.g., *because, if...then, when...then*). | | | |

	Fiction Selections
	
	The student will <mark>read</mark> and <mark>demonstrate</mark> comprehension of fictional text and poetry.
	• <mark>Set a purpose</mark> for reading. **(3.5a)**
	• <mark>Make connections</mark> between previous experiences and reading selections. **(3.5b)**
	• <mark>Make</mark>, confirm, or <mark>revise</mark> predictions. **(3.5c) (Benchmark)**
	• <mark>Compare and contrast</mark> settings, characters, and events. (<mark>organize</mark>
		• <mark>read</mark> for a specific purpose by:
		  ° <mark>locating</mark> specific information in a reading selection;
		  ° <mark>identifying</mark> details that support a stated main idea; and
		  ° <mark>expressing</mark> a stated main idea in their own words.
		
		• <mark>make a variety of connections</mark> with the text, such as:
			Novels
			Reading A-Z
			Released passages
			Short stories
			RAZ Kids
			ReadWorks.org
				Fiction
				
				poems/poetry
				
				purpose
				
				connections
				
				confirm
				
				revise
				
				predictions
					Read-L1
					
					Demonstrate-L3
					
					Set a purpose-L4
					
					Make connections-L4
					
					Make-L6

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	information and events logically, sequencing) **(3.5d) (Benchmark)** - Identify the author's purpose. **(3.5e)** - Ask and answer questions about what is read. **(3.5f) (Benchmark)** - Identify the problem and solution. **(3.5h)** - Identify the main idea. **(3.5i)** - Identify supporting details. **(3.5j)** - Use reading strategies to monitor comprehension throughout the reading process. **(3.5k)** - Differentiate between fiction and nonfiction. **(3.5l) (Benchmark)** - Read with fluency and accuracy. **(3.5m)** - Draw conclusions about text. **(3.5g) (Benchmark)**	° connections between their own personal experiences and what is happening in the text; ° 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: ° identifying details from their own experiences and knowledge that supports their predictions; ° identifying information from the text that supports or contradicts a prediction; and ° revising predictions based on new understandings. • gain meaning before, during, and after reading by: ° 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 pieces of			Confirm-L5 Revise-L6 Locating-L1 Identifying-L2 Expressing-L2 Compare and contrast-L4 Organize-L4 Identify-L2 Ask and answer-L2 Use-L3 Differentiate-L2 Read-L1 Make a variety of connections-L4 Make-L6 Justify-L5

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		information need to be put together to answer a question; ○ 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 lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. • apply knowledge of characterization by ○ 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. • 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: ○ identifying the time and place of a story, using supporting details from the text; and			Modify-L6 Revising-L6 Gain meaning-L2 Understanding-L2 Understanding-L2 Apply-L3 Describing-L2 Using-L3 Compare and constrasting-L4 Explaining-L2 Make generalizations-L2 Identifying-L2 Identify-L2 Ask and answer-L2 Draw

		○ identifying the details that make two settings similar or different.		conclusions -L4
		• compare and contrast settings, characters, and events.		Use-L3
		• identify the author's purpose (e.g., entertain, inform, persuade).		Previewing and making predictions-L6
		• ask and answer questions about the text to demonstrate understanding.		Reflecting-L2
		• draw conclusions about text to make meaning.		Articulating -L2
		• identify the problem (conflict) and solution, main idea or theme, and supporting details.		Discussing-L2
		• use reading strategies to monitor comprehension throughout the reading process by:		Differentiate-L2
		○ previewing and making predictions before reading;		Distinguishing-L2
		○ asking questions to confirm or refute predictions during reading;		Read-L1
		○ using context to confirm or self-correct word recognition and understanding, rereading as necessary;		Practice-L3
		○ becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and		Develop-L3
		○ discussing the story or poem and/or writing a summary after reading.		Draw conclusions -L4
		• 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. • draw conclusions about text to make meaning.		
	• Identify the author's purpose. **(3.6a) (Benchmark)** • Preview and use text features. **(3.6c)** • Ask and answer questions about what is read. **(3.6d)** • Draw conclusions based on text. **(3.6e) (Benchmark)** • Compare and contrast the characteristics of biographies and autobiographies. **(3.6i)** **Nonfiction Selections** The student will continue to read and demonstrate comprehension of nonfiction texts. • Use prior and background knowledge as context for new learning. **(3.6b)** • Preview and use text features. **(3.6c)**	° identify the author's purpose (e.g., entertain, inform, persuade). ° use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently: ° 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; and ° visually and graphically represented information, such as charts, graphs, graphic			Identify-L2 Preview and use-L3 Ask and answer-L2 Draw conclusions -L4 Compare and contrast-L4 Use-L3 Apply-L3

	• <mark>Summarize</mark> major points found in nonfiction texts. **(T1) (3.6f)** • <mark>Identify</mark> the main idea. **(T1) (3.6g)** **(Benchmark)** • <mark>Identify</mark> supporting details. **(3.6h)** **(Benchmark)** • <mark>Use</mark> reading strategies to monitor comprehension throughout the reading process. **(3.6j)** • <mark>Identify</mark> new information gained from reading. **(3.6k)** • <mark>Read</mark> with fluency and accuracy. **(3.6l)**	organizers, pictures, and photographs. ° <mark>apply</mark> understanding of text structure to guide reading by: ° <mark>making predictions</mark> based on knowledge of text form types, such as narrative, informational, graphic, and functional; ° <mark>making predictions</mark> based on knowledge of literary forms, such as biography and autobiography; and ° <mark>identifying</mark> sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions. ° gain meaning before, during, and after reading by: ° <mark>asking and answering</mark> questions to clarify meaning; ° <mark>understanding</mark> that sometimes two or more pieces of information need to be put		Making predictions-L3 Understanding-L2 Draw conclusions-L4 Compare and contrast-L4 Read-L1 Demonstrate-L3 Use-L3 Preview and use-L3 Summarize-L2 Identify-L2 Recognizing-L1 Set a purpose-L2 Locate-L1 Making-L6 Identifying-

	Reading SOLs 3.3 – 3.7 are continued throughout the year Each nine weeks tested skills are listed under the correct nine weeks. The following strategies should be addressed on a regular basis as appropriate to curriculum taught… Preview and use text formats; set purpose; make connections; make predictions; identify author's purpose; draw conclusions about character and plot; organize events logically; summarize; compare and contrast setting, characters, and events; clarify meaning of unfamiliar words (context clues); ask and answer questions.	together to answer a question; and ○ understanding that some questions are answered directly in the text. ○ draw conclusions about what they have read. ○ compare and contrast the characteristics of biographies and autobiographies. ○ use prior and background knowledge as context for new learning by: ○ 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. ○ use text formats such as the following to preview, set a purpose for reading, and locate		L2 Summarize-L2 State-L2 Monitor-L5 Generating-L6 Use-L3 Applying-L3 Knowing-L1 Practice-L3

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		information relevant to a given topic efficiently: ° 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; and ° visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. ° 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,			

	Use complete sentences.(3.10a) Capitalize beginning of a sentence , city and state– Punctuation – commas and end marks **(3.10a)** Use past and present verb tense. **(3.10d)** **Introduce** Use the articles *a, an, I* correctly. (3.10i) **Introduce**	such as recipes and other sets of directions. ° 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. ° monitor their comprehension throughout the reading process by: ° becoming aware of when they do not understand; ° identifying exactly what is causing them difficulty; and ° generating their own questions to help integrate units of meaning. ° use text features to make meaning by: ° 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; and ° using illustrations to gain information (e.g., maps, photographs). ° identify new information gained from reading. practice reading and rereading familiar		verb tense irregular plurals noun verb	Use-L3 Punctuate-L3

		nonfiction texts with fluency and accuracy.
		• use complete sentences. • use past and present verb tenses. • punctuate correctly: ° commas in a simple series; • 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. • use articles a, an and the correctly.

Second Nine Weeks

Benchmark Passages: Fleming the Penguin, Please, Can I Have It?, Family Fall Festival

Grade: 3		**Subject: English**		**Year: 2017-2018**	
# of Days	**SOL**	**Student Essential Knowledge and Skills**	**Resources**	**Vocabulary**	**Bloom's**
	<u>Reading</u> The student will apply word-analysis skills when reading. • Use knowledge of regular and irregular vowel patterns. Double consonants, Short vowels, Long vowels, VCe (pale), CVC (pie), CVVC (break) (3.3a) (Benchmark) **(3.3a) (Benchmark)**	• 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	Apply-L3 Use-L3
	• Use word reference resources including the glossary, dictionary, and thesaurus. **(3.4g) (Benchmark)**	° using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.	Glossary, dictionary, thesaurus,	encyclopedia reference books table of contents index charts	Use/Using-L3

	Fiction Selections The student will read and demonstrate comprehension of fictional text and poetry. • Set a purpose for reading. **(3.5a)** • Make connections between previous experiences and reading selections. **(3.5b)** • Make, confirm, or revise predictions. **(3.5c)** • Compare and contrast settings, characters, and events. (organize information and events logically) **(3.5d) (Benchmark)** • Identify the author's purpose. **(3.5e)** • Ask and answer questions about what is read. **(3.5f)** • Identify the problem and solution. **(3.5h) (Benchmark)** • Identify the main idea. **(3.5i) (Benchmark)** • Identify supporting details. **(3.5j) (Benchmark)** • Use reading strategies to monitor comprehension throughout the reading process. **(3.5k) (Benchmark)** • Differentiate between fiction and nonfiction. **(3.5l)** • Read with fluency and accuracy. **(3.5m)** • Draw conclusions about text. **(3.5g)**	• read for a specific purpose by: 　° locating specific information in a reading selection; 　° identifying details that support a stated main idea; and 　° expressing a stated main idea in their own words. • make a variety of connections with the text, such as: 　° connections between their own personal experiences and what is happening in the text; 　° 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: 　° identifying details from their own experiences and knowledge that supports their predictions; 　° identifying information from the text that supports or contradicts a prediction; and 　° revising predictions based on new understandings. • gain meaning before, during, and after reading by:		Read-L1 Demonstrate-L3 Set a purpose-L4 Make connections-L4 Make-L6 Confirm-L5 Revise-L6 Locating-L1 Identifying-L2 Expressing-L2 Compare and contrast-L4 Organize-L4 Identify-L2 Ask and answer-L2 Use-L3 Differentiat

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		○ 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 pieces of information need to be put together to answer a question; ○ 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 lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. • apply knowledge of characterization by ○ 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.			e-L2 Read-L1 Make a variety of connections -L4 Make-L6 Justify-L5 Modify-L6 Revising-L6 Gain meaning-L2 Understanding-L2 Understanding-L2 Apply-L3 Describing-L2 Using-L3 Compare and constrasting -L4 Explaining-L2

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		• 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: ○ 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, inform, 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: ○ previewing and making predictions before reading; ○ asking questions to confirm or refute predictions during reading; ○ using context to confirm or self-correct word recognition		Make generalizations-L2 Identifying-L2 Identify-L2 Ask and answer-L2 Draw conclusions-L4 Use-L3 Previewing and making predictions-L6 Reflecting-L2 Articulating-L2 Discussing-L2 Differentiate-L2 Distinguishing-L2 Read-L1 Practice-L3

		and understanding, rereading as necessary; ° becoming aware of when they do not understand (e.g., by <mark>reflecting</mark> upon and <mark>articulating</mark> what exactly is causing difficulty); and ° <mark>discussing</mark> the story or poem and/or writing a summary after reading. • learn to <mark>differentiate</mark> between fiction and nonfiction by <mark>distinguishing</mark> realism from fantasy, and fact from opinion. <mark>read</mark> with sufficient accuracy and fluency to support comprehension. <mark>practice</mark> reading and rereading familiar text that is on their independent reading level to <mark>develop</mark> fluency, accuracy, and prosody. • <mark>draw conclusions</mark> about text to make meaning.			Develop-L3 Draw conclusions -L4
	• <mark>Identify</mark> the author's purpose. **(3.6a)** **(Benchmark)** • <mark>Preview and use</mark> text features. **(3.6c)** **(Benchmark)** • <mark>Ask and answer</mark> questions about what is read. **(3.6d)** • <mark>Draw conclusions</mark> based on text. **(3.6e)** **(Benchmark)** • <mark>Compare and contrast</mark> the characteristics of biographies and autobiographies. **(3.6i)** **Nonfiction Selections**	• <mark>identify</mark> the author's purpose (e.g., entertain, inform, persuade). • <mark>use</mark> text formats such as the following to preview, set a purpose			Identify-L2 Preview and use-L3 Ask and answer-L2 Draw conclusions -L4 Compare and

The student will continue to read and demonstrate comprehension of nonfiction texts. • Use prior and background knowledge as context for new learning. **(3.6b)** • Preview and use text features. **(3.6c)** • Summarize major points found in nonfiction texts. **(3.6f)** • Identify the main idea. **(3.6g)** • Identify supporting details. **(3.6h) (Benchmark)** • Use reading strategies to monitor comprehension throughout the reading process. **(3.6j)** • Identify new information gained from reading. **(3.6k)** • Read with fluency and accuracy. **(3.6l)**	for reading, and locate information relevant to a given topic efficiently: • 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; and • visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. • apply understanding of text structure to guide reading by: • 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. • gain meaning before, during, and after reading by: • 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.		contrast-L4 Use-L3 Apply-L3 Making predictions-L3 Understanding-L2 Draw conclusions-L4 Compare and contrast-L4 Read-L1 Demonstrate-L3 Use-L3 Preview and use-L3 Summarize-L2 Identify-L2 Recognizing-L1 Set a purpose-L2

		• draw conclusions about what they have read. • compare and contrast the characteristics of biographies and autobiographies. • use prior and background knowledge as context for new learning by: • 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. • use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently: • 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; and • visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. • making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;			Locate-L1 Making-L6 Identifying-L2 Summarize-L2 State-L2 Monitor-L5 Generating-L6 Use-L3 Applying-L3 Knowing-L1 Practice-L3

- **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.
- **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.
- **monitor** their comprehension throughout the reading process by:
- becoming aware of when they do not understand;
- **identifying** exactly what is causing them difficulty; and
- **generating** their own questions to help integrate units of meaning.
- **use** text features to make meaning by:
- **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; and
- **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.

	The student will write for a variety of purposes. These objectives will be reviewed throughout the year.
	(**1st Nine Week Writing Project - Letters**)
	
	• Identify the intended audience. **(3.9a)**
	• Use a variety of prewriting strategies. **(3.9b)**
	• Write a clear topic sentence focusing on the main idea. **(3.9c)**
	• Write a paragraph on the same topic. **(3.9d) (Benchmark)**
	• Use strategies for organization of information and elaboration according to the type of writing. **(3.9e)**
	• Include details that elaborate the main idea. **(3.9f) (Benchmark)**
	Revise writing for clarity of content using specific vocabulary and information.**(3.9g)**
		• use a variety of pre-writing strategies by:
		• 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; and
		• selecting an appropriate writing form for nonfiction writing (e.g., explanation, directions, simple report), expressive writing (e.g., narrative, reflection, and letter), and 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.
		• follow the organization of particular forms of writing for:
		• letters – date, greeting, body, and closing;
		• informative/explanatory purposes
		  – introduce a topic and group related information in paragraph form
		
		  – use facts, definitions, opinions, quotations,
				greeting
				
				salutation
				
				closing
				
				body
				
				signature
				
				brainstorming
				
				audience
				
				topic
				
				editing
					Write-L6
					
					Identify-L2
					
					Use-L3
					
					Include-L3
					
					Revise-L6
					
					Making lists-L1
					
					Talking-L2
					
					Reading-L1
					
					Selecting-L3
					
					Keep-L6
					
					Follow-L2
					
					Introduce-L2
					
					Group-L4
					
					Use-L3
					
					Provide-L2
					
					Incorporate-L3
					
					Apply-L3

		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
		  – 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., *first*, *next*, and *last*).
		
		• use linking words (e.g., *also, another, and, more*) and linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information.
		
		• apply knowledge of the writing domains of composing,
					Use-L3
					Decode-L1
					Apply-L3
					
					Use-L3
					Punctuate-L3

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.

decode regular multisyllabic words in order to read fluently.

use correct spelling for frequently used sight words, including irregular plurals.

using vocabulary from history and social science, mathematics, and science;

use complete sentences.

punctuate correctly: ° commas in a simple series;

- Decode regular multisyllabic words. **(3.3b) Introduce**

- Use correct spelling for frequently used sight words, including irregular plurals and compound words.
(3.10j) Introduce

Use vocabulary from other content areas. (Reading Strand) **(3.4f) Introduce**

- Use complete sentences.
Capitalize beginning of a sentence , city and state– Punctuation – commas and end marks **(3.10a)**

- Use past and present verb tense. (helping verbs) **(3.10d) Introduce**
- Use commas in a simple series. **(3.10f) Introduce**

multisyllabic words

verb tense
irregular plurals

subject predicate

	• <mark>Use</mark> knowledge of regular and irregular vowel patterns. *j or g for soft j sound, s or c for soft c sound, r-controlled vowel = ear, ar, our, ir, air, initial and final consonant blends= dr, sc, ft, st, and fr, ow as a digraph, ow as a dipthong, th, ph, sh, and ch blends, silent letters= wr, kn, st, gn, and mb*, vowel spellings *aw, and oy* **(3.3a) Introduce** •	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.			

Third Nine Weeks

Benchmark Passages: A Sign of Friendship, Legend of Alonzo, Snowdrop, The Woman Would Not Stand

Grade: 3	Subject: English		Year: 2017-2018		
# of Days	**SOL**	**Student Essential Knowledge and Skills**	**Resources**	**Vocabulary**	**Bloom's**
	The student will expand vocabulary when reading. • Use knowledge of homophones. .(be, bee, hear, here, see, sea, their, there, blew, blue) **(3.4a) (Benchmark)** • Use knowledge of roots, affixes, synonyms, and antonyms. (Recognize and use synonyms) **(3.4b) (Benchmark)** • Apply meaning clues, language structure, and phonetic strategies. **(3.4c)** • Use context to clarify meaning of unfamiliar words. **(T1) (3.4d)** Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. **(3.4e)**	• use knowledge of homophones (e.g., *be/bee*, *hear/here*, and *sea/see*) to understand unfamiliar words. • apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*). • apply knowledge of affixes, (e.g., prefixes such as *ex-, dis-, un-, re-, mis-, non-, pre-*; suffixes such as *-ly, -ful, -less, -able, -tion, -ness*, and *–ment*) to decode words. • determine the meaning of new words formed when a known affix is added to the known word (e.g., *care/careless, heat/reheat*). • use knowledge of synonyms (e.g., *big/large, mad/angry, ache/pain*). • use knowledge of antonyms, (e.g., *asleep/awake, smile/frown, start/finish*). • 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		homophones roots affixes synonyms antonyms recognze	Expand-L3 Use-L3 Recognize-L2 Apply-L3 Clarify-L4 Discuss-L2 Develop-L6 Listening and reading-L1 Determine-L3

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		or paragraph, to clarify the meaning of unfamiliar words.
		
		• apply understanding of language structure to make meaning from text by
		  ° using transition words of time sequence (e.g., *first, second, next, later, after,* and *finally*);
		  ° using transition words of compare-contrast (e.g., *like, unlike, different, and same*); and
		  ° using transition words of cause-effect (e.g., *because, if…then, when…then*).			

	Fiction Selections
	
	The student will read and demonstrate comprehension of fictional text and poetry.
	• Set a purpose for reading. **(3.5a)**
	• Make connections between previous experiences and reading selections. **(3.5b)**
	• Make, confirm, or revise predictions. **(3.5c) (Benchmark)**
	• Compare and contrast settings, characters, and events. (organize information and events logically) **(3.5d) (Benchmark)**
	• Identify the author's purpose. **(3.5e) (Benchmark)**
	• Ask and answer questions about what is read. **(3.5f) (Benchmark)**
	• Identify the problem and solution. **(3.5h)**
	• Identify the main idea. **(3.5i)**
	• Identify supporting details. **(3.5j)**
	• Use reading strategies to monitor comprehension throughout the reading process. **(3.5k)**
		• read for a specific purpose by:
		  ° locating specific information in a reading selection;
		  ° identifying details that support a stated main idea; and
		  ° expressing a stated main idea in their own words.
		
		• make a variety of connections with the text, such as:
		  ° connections between their own personal experiences and what is happening in the text;
		  ° 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
			Novels
			Reading A-Z
			Released passages
			Short stories
			RAZ Kids
			ReadWorks.org
				Fiction
				
				poems/poetry
				
				purpose
				
				connections
				
				confirm
				
				revise
				
				predictions
					Read-L1
					
					Demonstrate-L3
					
					Set a purpose-L4
					
					Make connections-L4
					
					Make-L6
					
					Confirm-L5
					
					Revise-L6
					
					Locating-L1
					
					Identifying-L2
					
					Expressing-

• **Differentiate** between fiction and nonfiction. **(3.5l) (Benchmark)**
• **Read** with fluency and accuracy. **(3.5m)**
• **Draw conclusions** about text. **(3.5g) (Benchmark)**
	and what they find in the reading that is new to them.
	
	• **use** specific details to **make**, justify, and **modify** predictions by:
	  ° **identifying** details from their own experiences and knowledge that supports their predictions;
	  ° **identifying** information from the text that supports or contradicts a prediction; and
	  ° **revising** predictions based on new understandings.
	
	• **gain meaning** before, during, and after reading by:
	  ° **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 pieces of information need to be put together to answer a question;
	  ° **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 lessons or morals of fairy tales, myths,

Right column:

L2

Compare and contrast-L4

Organize-L4

Identify-L2

Ask and answer-L2

Use-L3

Differentiate-L2

Read-L1

Make a variety of connections -L4

Make-L6

Justify-L5

Modify-L6

Revising-L6

Gain meaning-L2

Understanding-L2

Understandi

		folktales, legends, and fables from diverse cultures.			ng-L2

folktales, legends, and fables from diverse cultures.

- **apply** knowledge of characterization by
  ° **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.

- **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:
  ° **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, inform, persuade).

- **ask and answer** questions about the text to demonstrate understanding.

ng-L2

Apply-L3

Describing-L2

Using-L3

Compare and constrasting-L4

Explaining-L2

Make generalizations-L2

Identifying-L2

Identify-L2

Ask and answer-L2

Draw conclusions-L4

Use-L3

Previewing and making predictions-L6

Reflecting-

• 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: 　◦ 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); and 　◦ 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.		L2 Articulating -L2 Discussing-L2 Differentiate-L2 Distinguishing-L2 Read-L1 Practice-L3 Develop-L3 Draw conclusions -L4

		• draw conclusions about text to make meaning.			
	• Identify the author's purpose. **(3.6a)** • Preview and use text features. **(3.6c)** • Ask and answer questions about what is read. **(3.6d)** • Draw conclusions based on text. **(3.6e)** • Compare and contrast the characteristics of biographies and autobiographies. **(3.6i) (Benchmark)** **Nonfiction Selections** The student will continue to read and demonstrate comprehension of nonfiction texts. • Use prior and background knowledge as context for new learning. **(3.6b)** • Preview and use text features. **(3.6c)** • Summarize major points found in nonfiction texts. **(3.6f) (Benchmark)** • Identify the main idea. **(3.6g)** • Identify supporting details. **(3.6h) (Benchmark)** • Use reading strategies to monitor comprehension throughout the reading process. **(3.6j)** • Identify new information gained from reading. **(3.6k)** • Read with fluency and accuracy. **(3.6l)**	• identify the author's purpose (e.g., entertain, inform, persuade). • use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently: • 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; and • visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. • apply understanding of text structure to guide reading by: • 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			Identify-L2 Preview and use-L3 Ask and answer-L2 Draw conclusions-L4 Compare and contrast-L4 Use-L3 Apply-L3 Making predictions-L3 Understanding-L2 Draw conclusions-L4 Compare and contrast-L4 Read-L1 Demonstrate-L3

		in functional texts, such as recipes and other sets of directions.		Use-L3
		• gain meaning before, during, and after reading by:		Preview and use-L3
		• <mark>asking and answering</mark> questions to clarify meaning;		Summarize-L2
		• <mark>understanding</mark> that sometimes two or more pieces of information need to be put together to answer a question; and		Identify-L2
		• <mark>understanding</mark> that some questions are answered directly in the text.		Recognizing-L1
		• <mark>draw conclusions</mark> about what they have read.		Set a purpose-L2
		• <mark>compare and contrast</mark> the characteristics of biographies and autobiographies.		Locate-L1
		• <mark>use</mark> prior and background knowledge as context for new learning by:		Making-L6
		• <mark>recognizing</mark> similarities between their own personal experiences and the text;		Identifying-L2
		• <mark>recognizing</mark> similarities between the text they are reading and other texts they have read; and		Summarize-L2
		• <mark>recognizing</mark> similarities between what they already know about the topic and what they find in the reading that is new to them.		State-L2
		• <mark>use</mark> text formats such as the following to <mark>preview</mark>, <mark>set a purpose</mark> for reading, and <mark>locate</mark> information relevant to a given topic efficiently:		Monitor-L5
		• content text features, such as headings and chapter layout by topic;		Generating-L6
				Use-L3
				Applying-L3
				Knowing-L1

					Practice-L3
L3		- functional formats, such as advertisements, flyers, and directions; - specialized type, such as bold face and italics; and - visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. ==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. ==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. ==monitor== their comprehension throughout the reading process by: - becoming aware of when they do not understand; ==identifying== exactly what is causing them difficulty; and ==generating== their own questions to help integrate units of meaning. ==use== text features to make meaning by: ==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; and • 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.			
	The student will demonstrate comprehension of information from a variety of print and electronic resources. • Use encyclopedias and other reference books, including online reference materials. **(3.7a) (Benchmark)** • Use table of contents, indices, and charts. **(T3) (3.7b) (Benchmark)**	• 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.		demonstrate reference table of contents encyclopedia index chart	Demonstrate-L3 Use-L3 Make decisions-L5 Locate-L1 Retrieve-L1
	• The student will write for a variety of purposes. **(3.9)** • Identify the intended audience. **(3.9a)** • Use a variety of prewriting strategies. **(3.9b)** • Write a clear topic sentence focusing on the main idea. **(3.9c)** • Write a paragraph on the same topic. **(3.9d) (Benchmark)** • Use strategies for organization of information and elaboration according to the type of writing. **(3.9e)** • Include details that elaborate the main idea. **(3.9f) (Benchmark)**	• use a variety of pre-writing strategies by: ° selecting an appropriate writing form for nonfiction writing (e.g., explanation, directions, simple report), expressive writing (e.g., narrative, reflection, and letter), and creative writing (e.g., fiction and poetry). • write a clear topic sentence that focuses on the main idea.		real imaginary discriptions	Write-L6 Identify-L2 Use-L3 Making lists-L1 Talking-L2 Reading-L1

	Revise writing for clarity of content using specific vocabulary and information. **(3.9g)**	• keep their written paragraphs on one topic.
		
		• follow the organization of particular forms of writing for:
		° letters – date, greeting, body, and closing;
		° informative/explanatory purposes
		   – 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
		   – 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
				Write-L6
				
				Use-L3
				
				Include-L3
				
				Revise-L6
				
				Selecting-L3
				
				Keep-L6
				
				Follow-L2
				
				Introduce-L2
				
				Group-L4
				
				Provide-L2
				
				Incorportate-L3

		– provide a conclusion
		
		incorporate transitional words that clarify sequence (e.g., *first*, *next*, and *last*).
		
		    • 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; and use linking words (e.g., *also, another, and, more*) and linking phrases (e.g., *in order to, because of this, for example*) 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.			

		• <mark>use</mark> strategies for organization of information and elaboration relevant to the type of writing. • <mark>clarify</mark> writing when revising by including specific vocabulary and information.			
	The student will <mark>write</mark> a short report. • <mark>Construct</mark> questions about the topic. **(3.11a) (Benchmark)** • <mark>Identify</mark> appropriate resources. **(3.11b) (Benchmark)** • <mark>Collect and organize</mark> information about the topic into a short report. **(3.11c)** • <mark>Understand</mark> the difference between plagiarism and using own words. **(3.11d) (Benchmark)** • Use transition words to vary sentence structure. (3.10b) • Use complete sentences. Pronouns – (3.10a) • <mark>Use</mark> past and present verb tense. (helping verbs) **(3.10d)** • Use singular possessives. (3.10e)	• <mark>focus</mark> on a central topic. • <mark>develop</mark> a list of questions pertaining to a specific topic. • <mark>identify</mark> and use appropriate resources. • <mark>follow</mark> 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). • <mark>review</mark> their written drafts so that the language and/or thoughts of another author are given proper credit. use transition words to vary sentence structure. • use past and present verb tenses. • use singular possessives. • use simple abbreviations. • punctuate correctly: ° commas in a simple series; °		research collect analyze data plagiarism resources pronouns transition words verb tense singular possessives abbreviation s contractions	<mark>Write</mark>-L6 <mark>Construct</mark>-L6 <mark>Identify</mark>-L2 <mark>Collect and organize</mark>-L4 <mark>Understand</mark>-L2 <mark>Focus</mark>-L2 <mark>Develop</mark>-L3 <mark>Follow</mark>-L2 <mark>Review</mark>-L2 Use-L3 Punctuate-L3

• Use simple abbreviations. (3.10g) • Use apostrophes in contractions with pronouns and in possessives. (3rd nine weeks - contractions with pronouns) (3.10h)	apostrophes in contractions with pronouns, (e.g., I'd, we've);

Fourth Nine Weeks

(Items not covered due to benchmark testing—may be included in other nine weeks, but, will be found in the 4th Nine Weeks. Oral Language will be found in the 4th Nine Weeks but will be "taught" all year.)

Grade: 3	Subject: English	Year: 2017-2018

# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Reading • Use context to clarify meaning of unfamiliar words. **(3.4d)**	• 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.		homophone unfamiliar	Use-L3

	Reading
	
	• Use knowledge of roots, affixes, synonyms, and antonyms. (Recognize and use root words and suffixes: -ed, -ing, -er, -est, -ly, -ness –ful, -y, and –ous) **(3.4b)**
	• Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.**(3.4e)**
		• apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*).
		
		• apply knowledge of affixes, (e.g., prefixes such as *ex-, dis-, un-, re-, mis-, non-, pre-*; suffixes such as *-ly, -ful, -less, -able, -tion, -ness,* and *–ment*) to decode words.
		
		• determine the meaning of new words formed when a known affix is added to the known word (e.g., *care/careless, heat/reheat*).
		
		• apply understanding of language structure to make meaning from text by
		  ° using transition words of time sequence (e.g., *first, second, next, later, after,* and *finally*);
		  ° using transition words of compare-contrast (e.g., *like,*
				roots
				
				synonyms
				
				antonyms
				
				affixes
					Use-L3
					
					Discuss-L2
					
					Develop-L3
					
					Apply-L3
					
					Determine-L3

		unlike, different, and same); and ° using transition words of cause-effect (e.g., *because, if…then, when…then*).			
	Reading • Use knowledge of regular and irregular vowel patterns. *j or g for soft j sound, s or c for soft c sound, r-controlled vowel = ear, ar, our, ir, air, initial and final consonant blends= dr, sc, ft, st, and fr, ow as a digraph, ow as a dipthong, th, ph, sh, and ch blends, silent letters= wr, kn, st, gn, and mb*, vowel spellings *aw, and oy* **(3.3a)** • Decode regular multisyllabic words. **(3.3b)**	• 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.		multisyllabic words	Use-L3 Decode-L1 Apply-L3
	Objective 3.12 will be covered during each of the four nine weeks. • The student will use available technology for reading and writing. **(3.12)**	• 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.		technology	Use-L3 Read-L1 Ask and respond-L2
	Writing	• using vocabulary from history and social science, mathematics, and science;		subject	Use-L3

	NARRATIVE **Writing SOLs 3.9 – 3.12 are continued throughout the year. Each nine weeks tested skills are listed under the correct nine weeks.** Use vocabulary from other content areas. (Reading Strand) **(3.4f)**			predicate	
	• The student will write legibly in cursive. **NT (3.8)**	• use correct letter formation. • practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip. • learn to write legibly in cursive.		cursive legibly punctuation	Write-L3 Use-L3 Practice-L3 Learn to write-L3
	• Use complete sentences. Capitalize beginning of a sentence , city and state– Punctuation – commas and end marks **(3.10a)** • Use past and present verb tense. (helping verbs) **(3.10d)** • Use commas in a simple series. **(3.10f)** • Use correct spelling for frequently used sight words, including irregular plurals and compound words. **(3.10j)**	• use complete sentences. • use past and present verb tenses. • punctuate correctly: ° commas in a simple series; • 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.		verb tense irregular plurals	Use-L3 Punctuate-L3
	Oral Language **SOL 3.1 will be reviewed each nine weeks but not tested.**	• 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).		summarize respond explain	Use-L3 List-L1 Asking-L2 Summarizin

	The student will use effective communication skills in group activities. • Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. **(3.1a)** • Ask and respond to questions from teachers and other group members. **(3.1b)** • Explain what has been learned. **(3.1c)** • Use language appropriate for context. **(3.1d)** • Increase listening and speaking vocabularies. **(3.1e)**	• engage in taking turns in conversations by: ° 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; and ° indicating disagreement in a constructive manner. • take initiative in moving a group discussion forward by: ° 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; and ° 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.			g-L2 Ask and respond-L2 Explain-L2 Increase listening and spreaking-L1 Participate-L3 Exressing-L2 Engage-L2 Listening-L1 Eliciting information and opinions-L2 Supporting opinions-L5 Indicating-L2 Take initiative-

		• increase their listening and speaking vocabularies through group activities such as: ° engaging in activities that require following directions; and attempting to use new words in meaningful sentences.			L2 Following-L1 Contributing-L2 Answering-L2 Asking-L2
	Oral Reports **SOL 3.2 will be reviewed each nine weeks but not tested.** The student will present brief oral reports using visual media. • Speak clearly. **(3.2a)** • Use appropriate volume and pitch. **(3.2b)** • Speak at an understandable rate. **(3.2c)** • Organize ideas sequentially or around major points of information. **(3.2d)** • Use contextually appropriate language and specific vocabulary to communicate ideas. **(3.2e)**	° deliver oral presentations in an engaging manner that maintains audience interest by: ° 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		present organize volume pitch communicate	Present-L3 Speak-L1 Use-L3 Organize-L4 Communicate-L5 Deliver-L3 Reporting-L3 Telling-L1 Recounting-L3 Varying-L3 Selecting-

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				L4
	emphasize or enhance facts or details;			Stay-L3
	° using specific vocabulary appropriate for the audience and the topic; and		compound subject	Answer-L2
	° using grammatically correct language.			Evaluate-L5
Objective 3.5 (Understand basic plots of fairy tales, myths, folktales, legends, and fables.)	° stay on topic during presentations.			Use-L3 Punctuate-L3
	° organize ideas sequentially or around major points of information.			
Use the word I in compound subjects.) (3.10c)	° answer questions from the audience.			
	evaluate their own presentations, using class-designed criteria.			
	use the word I in compound subjects.			

Bloom's Taxonomy Key

1. Level 1 (L1) – Remembering – Pink
2. Level 2 (L2) – Understanding – Blue
3. Level 3 (L3) – Applying – Green
4. Level 4 (L4) – Analyzing – Yellow
5. Level 5 (L5) – Evaluating – Gray
6. Level 6 (L6) – Creating - Red