

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)	<p>demonstrate an understanding of the meaning of contractions (e.g., <i>don't- do not</i>).</p> <ul style="list-style-type: none"> 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	<p>The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> 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) <p>Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. (3.4e)</p>	<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., 		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

		<p><i>big/large, mad/angry, ache/pain).</i></p> <ul style="list-style-type: none"> • use knowledge of antonyms, (e.g., <i>asleep/awake, smile/frown, start/finish</i>). • 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, and finally</i>); ◦ using transition words of compare-contrast (e.g., <i>like, unlike, different, and same</i>); and ◦ using transition words of cause-effect (e.g., <i>because, if...then, when...then</i>). 			
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	<p><u>Fiction Selections</u></p> <p>The student will read and demonstrate comprehension of fictional text and poetry.</p> <ul style="list-style-type: none"> • 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, 	<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; and ◦ 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; 	<p>Novels Reading A-Z Released passages Short stories RAZ Kids ReadWorks.org</p>	<p>Fiction poems/poetry purpose connections confirm revise predictions</p>	<p>Read-L1 Demonstrate-L3 Set a purpose-L4 Make connections-L4 Make-L6</p>

	<p>sequencing) (3.5d) (Benchmark)</p> <ul style="list-style-type: none"> • 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) 	<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; and ◦ revising predictions based on new understandings. • gain 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 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 			<p>Confirm-L5</p> <p>Revise-L6</p> <p>Locating-L1</p> <p>Identifying-L2</p> <p>Expressing-L2</p> <p>Compare and contrast-L4</p> <p>Organize-L4</p> <p>Identify-L2</p> <p>Ask and answer-L2</p> <p>Use-L3</p> <p>Differentiate-L2</p> <p>Read-L1</p> <p>Make a variety of connections-L4</p> <p>Make-L6</p> <p>Justify-L5</p>
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		<p>background experiences and knowledge; and</p> <ul style="list-style-type: none"> ◦ understanding the basic 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. • 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, inform, persuade). 		<p>Modify-L6</p> <p>Revising-L6</p> <p>Gain meaning-L2</p> <p>Understanding-L2</p> <p>Understanding-L2</p> <p>Apply-L3</p> <p>Describing-L2</p> <p>Using-L3</p> <p>Compare and contrasting-L4</p> <p>Explaining-L2</p> <p>Make generalizations-L2</p> <p>Identifying-L2</p> <p>Identify-L2</p> <p>Ask and answer-L2</p> <p>Draw</p>
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		<ul style="list-style-type: none"> • 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"> ◦ 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. <p>read with sufficient accuracy and fluency to support comprehension.</p> <p>practice reading and rereading familiar text that is on their independent reading</p>			conclusions -L4 Use-L3 Previewing and making predictions- L6 Reflecting- L2 Articulating -L2 Discussing- L2 Differentiat e-L2 Distinguishi ng-L2 Read-L1 Practice-L3 Develop-L3 Draw conclusions -L4
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		<p>level to develop fluency, accuracy, and prosody.</p> <ul style="list-style-type: none"> • draw conclusions about text to make meaning. 			
	<ul style="list-style-type: none"> • 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) <p><u>Nonfiction Selections</u></p> <p>The student will continue to read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> • Use prior and background knowledge as context for new learning. (3.6b) • Preview and use text features. (3.6c) • Summarize major points found in 	<ul style="list-style-type: none"> ◦ 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: <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; and ◦ visually and graphically represented information, such as charts, graphs, graphic 			<p>Identify-L2</p> <p>Preview and use-L3</p> <p>Ask and answer-L2</p> <p>Draw conclusions -L4</p> <p>Compare and contrast-L4</p> <p>Use-L3</p> <p>Apply-L3</p>

	<p>nonfiction texts. (T1) (3.6f)</p> <ul style="list-style-type: none"> • Identify the main idea. (T1) (3.6g) (Benchmark) • 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) 	<p>organizers, pictures, and photographs.</p> <ul style="list-style-type: none"> ◦ 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. ◦ 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 		<p>Making predictions-L3</p> <p>Understanding-L2</p> <p>Draw conclusions-L4</p> <p>Compare and contrast-L4</p> <p>Read-L1</p> <p>Demonstrate-L3</p> <p>Use-L3</p> <p>Preview and use-L3</p> <p>Summarize-L2</p> <p>Identify-L2</p> <p>Recognizing-L1</p> <p>Set a purpose-L2</p> <p>Locate-L1</p> <p>Making-L6</p> <p>Identifying-L2</p>
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	<p>Reading SOLs 3.3 – 3.7 are continued throughout the year</p> <p>Each nine weeks tested skills are listed under the correct nine weeks.</p> <p>The following strategies should be addressed on a regular basis as appropriate to curriculum taught...</p> <p>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.</p>	<p>between their own personal experiences and the text;</p> <ul style="list-style-type: none"> ◦ 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; ◦ making predictions based on knowledge of literary forms, such as biography and autobiography; and ◦ identifying sequence and 			<p>Summarize-L2</p> <p>State-L2</p> <p>Monitor-L5</p> <p>Generating-L6</p> <p>Use-L3</p> <p>Applying-L3</p> <p>Knowing-L1</p> <p>Practice-L3</p>
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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

	<p>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</p> <p>Use the articles <i>a, an, I</i> correctly. (3.10i) Introduce</p>	<p>from reading. practice reading and rereading familiar nonfiction texts with fluency and accuracy.</p> <ul style="list-style-type: none"> • 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. 		<p>verb tense irregular plurals noun verb</p>	<p>Use-L3 Punctuate-L3</p>
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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. <ul style="list-style-type: none"> 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) 	<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	Apply-L3 Use-L3
	<ul style="list-style-type: none"> Use word reference resources including the glossary, dictionary, and thesaurus. (3.4g) (Benchmark) 	<ul style="list-style-type: none"> 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
	<u>Fiction Selections</u> The student will read and demonstrate comprehension of fictional text and poetry. <ul style="list-style-type: none"> Set a purpose for reading. (3.5a) 	<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; and 			Read-L1 Demonstrate-L3 Set a

	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> ◦ 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; ◦ 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; and ◦ revising predictions based on new understandings. • gain 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 pieces of information need to be put 		<p>purpose-L4</p> <p>Make connections -L4</p> <p>Make-L6</p> <p>Confirm-L5</p> <p>Revise-L6</p> <p>Locating-L1</p> <p>Identifying-L2</p> <p>Expressing-L2</p> <p>Compare and contrast-L4</p> <p>Organize-L4</p> <p>Identify-L2</p> <p>Ask and answer-L2</p> <p>Use-L3</p> <p>Differentiate-L2</p> <p>Read-L1</p> <p>Make a variety of</p>
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		<p>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 lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. <ul style="list-style-type: none"> • 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. • 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 			<p>connections -L4</p> <p>Make-L6</p> <p>Justify-L5</p> <p>Modify-L6</p> <p>Revising- L6</p> <p>Gain meaning-L2</p> <p>Understandi ng-L2</p> <p>Understandi ng-L2</p> <p>Apply-L3</p> <p>Describing- L2</p> <p>Using-L3</p> <p>Compare and constrasting -L4</p> <p>Explaining- L2</p> <p>Make generalizati ons-L2</p> <p>Identifying-</p>
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		<p>make two settings similar or different.</p> <ul style="list-style-type: none"> • 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: <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); and ◦ discussing the story or poem and/or writing a summary after reading. • learn to differentiate between fiction and nonfiction by distinguishing realism from 		<p>L2</p> <p>Identify-L2</p> <p>Ask and answer-L2</p> <p>Draw conclusions-L4</p> <p>Use-L3</p> <p>Previewing and making predictions-L6</p> <p>Reflecting-L2</p> <p>Articulating-L2</p> <p>Discussing-L2</p> <p>Differentiate-L2</p> <p>Distinguishing-L2</p> <p>Read-L1</p> <p>Practice-L3</p> <p>Develop-L3</p> <p>Draw conclusions</p>
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		<p>fantasy, and fact from opinion.</p> <p>read with sufficient accuracy and fluency to support comprehension.</p> <p>practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and prosody.</p> <ul style="list-style-type: none"> • draw conclusions about text to make meaning. 			-L4
	<ul style="list-style-type: none"> • Identify the author’s purpose. (3.6a) (Benchmark) • Preview and use text features. (3.6c) (Benchmark) • 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) <p>Nonfiction Selections</p> <p>The student will continue to read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: <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; and • 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 			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

	<p>reading. (3.6k)</p> <ul style="list-style-type: none"> • Read with fluency and accuracy. (3.6l) 	<ul style="list-style-type: none"> • 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. • 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; 		<p>-L4</p> <p>Compare and contrast-L4</p> <p>Read-L1</p> <p>Demonstrate-L3</p> <p>Use-L3</p> <p>Preview and use-L3</p> <p>Summarize-L2</p> <p>Identify-L2</p> <p>Recognizing-L1</p> <p>Set a purpose-L2</p> <p>Locate-L1</p> <p>Making-L6</p> <p>Identifying-L2</p> <p>Summarize-L2</p> <p>State-L2</p> <p>Monitor-L5</p> <p>Generating-</p>
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		<ul style="list-style-type: none"> • 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 		<p>L6</p> <p>Use-L3</p> <p>Applying-L3</p> <p>Knowing-L1</p> <p>Practice-L3</p>
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		<p>and possession;</p> <ul style="list-style-type: none"> • 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. <p>practice reading and rereading familiar nonfiction texts with fluency and accuracy.</p>			
	<p>The student will write for a variety of purposes. These objectives will be reviewed throughout the year. (1st Nine Week Writing Project - Letters)</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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: 		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

		<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>). 		Provide-L2 Incorporate-L3 Apply-L3
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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • use linking words (e.g., <i>also, another, and, more</i>) and linking phrases (e.g., <i>in order to, because of this, 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. <p>decode regular multisyllabic words in order to read fluently.</p> <p>use correct spelling for frequently used sight words, including irregular plurals.</p>		<p>multisyllabic words</p> <p>verb tense</p> <p>irregular plurals</p>	<p>Use-L3 Decode-L1 Apply-L3</p> <p>Use-L3 Punctuate-L3</p>
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	<p>(Reading Strand) (3.4f) Introduce</p> <ul style="list-style-type: none"> • 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 • Use knowledge of regular and irregular vowel patterns. <i>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 diphthong, th, ph, sh, and ch blends, silent letters= wr, kn, st, gn, and mb, vowel spellings aw, and oy</i> (3.3a) Introduce • 	<p>using vocabulary from history and social science, mathematics, and science;</p> <p>use complete sentences.</p> <p>punctuate correctly: ° commas in a simple series;</p> <p>apply knowledge of regular and irregular vowel patterns to decode words.</p> <ul style="list-style-type: none"> • apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words. 		<p>subject predicate</p>	
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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
	<p>The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> 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) <p>Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. (3.4e)</p>	<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>). 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 		<p>homophones</p> <p>roots</p> <p>affixes</p> <p>synonyms</p> <p>antonyms</p> <p>recognze</p>	<p>Expand-L3</p> <p>Use-L3</p> <p>Recognize-L2</p> <p>Apply-L3</p> <p>Clarify-L4</p> <p>Discuss-L2</p> <p>Develop-L6</p> <p>Listening and reading-L1</p> <p>Determine-L3</p>

		<p>meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • 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, and finally</i>); ◦ using transition words of compare-contrast (e.g., <i>like, unlike, different, and same</i>); and ◦ using transition words of cause-effect (e.g., <i>because, if...then, when...then</i>). 			
	<p><u>Fiction Selections</u></p> <p>The student will read and demonstrate comprehension of fictional text and poetry.</p> <ul style="list-style-type: none"> • 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) • Differentiate between fiction and 	<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; and ◦ 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; ◦ 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: 	<p>Novels Reading A-Z Released passages Short stories RAZ Kids ReadWorks.org</p>	<p>Fiction poems/poetry purpose connections confirm revise predictions</p>	<p>Read-L1 Demonstrate-L3 Set a purpose-L4 Make connections-L4 Make-L6 Confirm-L5 Revise-L6 Locating-L1 Identifying-L2 Expressing-L2</p>

	<p>nonfiction. (3.5l) (Benchmark)</p> <ul style="list-style-type: none"> • Read with fluency and accuracy. (3.5m) • Draw conclusions about text. (3.5g) (Benchmark) 	<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; and ◦ revising predictions based on new understandings. • gain 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 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 <ul style="list-style-type: none"> ◦ describing a character's attributes (traits, motivations or feelings); 		<p>Compare and contrast-L4</p> <p>Organize-L4</p> <p>Identify-L2</p> <p>Ask and answer-L2</p> <p>Use-L3</p> <p>Differentiate-L2</p> <p>Read-L1</p> <p>Make a variety of connections-L4</p> <p>Make-L6</p> <p>Justify-L5</p> <p>Modify-L6</p> <p>Revising-L6</p> <p>Gain meaning-L2</p> <p>Understanding-L2</p> <p>Understanding-L2</p>
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		<ul style="list-style-type: none"> ◦ 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: <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, 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 		<p>Apply-L3</p> <p>Describing-L2</p> <p>Using-L3</p> <p>Compare and contrasting-L4</p> <p>Explaining-L2</p> <p>Make generalizations-L2</p> <p>Identifying-L2</p> <p>Identify-L2</p> <p>Ask and answer-L2</p> <p>Draw conclusions-L4</p> <p>Use-L3</p> <p>Previewing and making predictions-L6</p> <p>Reflecting-L2</p> <p>Articulating</p>
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		<p>reading process by:</p> <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); and ◦ discussing the story or poem and/or writing a summary after reading. <ul style="list-style-type: none"> • learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion. <p>read with sufficient accuracy and fluency to support comprehension.</p> <p>practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and prosody.</p> <ul style="list-style-type: none"> • draw conclusions about text to make meaning. 		<p>-L2</p> <p>Discussing-L2</p> <p>Differentiate-L2</p> <p>Distinguishing-L2</p> <p>Read-L1</p> <p>Practice-L3</p> <p>Develop-L3</p> <p>Draw conclusions-L4</p>
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: 		<p>Identify-L2</p> <p>Preview and use-L3</p> <p>Ask and</p>

	<p>of biographies and autobiographies. (3.6i) (Benchmark) Nonfiction Selections</p> <p>The student will continue to read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> • 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) 	<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; 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. • draw conclusions about what they have read. • compare and contrast the 		<p>answer-L2</p> <p>Draw conclusions -L4</p> <p>Compare and contrast-L4</p> <p>Use-L3</p> <p>Apply-L3</p> <p>Making predictions-L3</p> <p>Understanding-L2</p> <p>Draw conclusions -L4</p> <p>Compare and contrast-L4</p> <p>Read-L1</p> <p>Demonstrate-L3</p> <p>Use-L3</p> <p>Preview and use-L3</p> <p>Summarize-L2</p>
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		<p>characteristics of biographies and autobiographies.</p> <ul style="list-style-type: none"> • 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; • making predictions based on knowledge of literary forms, such as biography and autobiography; and 		<p>Identify-L2</p> <p>Recognizing-L1</p> <p>Set a purpose-L2</p> <p>Locate-L1</p> <p>Making-L6</p> <p>Identifying-L2</p> <p>Summarize-L2</p> <p>State-L2</p> <p>Monitor-L5</p> <p>Generating-L6</p> <p>Use-L3</p> <p>Applying-L3</p> <p>Knowing-L1</p> <p>Practice-L3</p>
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		<ul style="list-style-type: none"> • 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. <p>practice reading and rereading familiar nonfiction texts with fluency and accuracy.</p>			
	<p>The student will demonstrate comprehension of information from a variety of print and electronic resources.</p> <ul style="list-style-type: none"> • Use encyclopedias and other reference books, including online reference materials. (3.7a) (Benchmark) 	<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 		<p>demonstrate reference table of</p>	<p>Demonstrate-L3 Use-L3 Make</p>

	<ul style="list-style-type: none"> Use table of contents, indices, and charts. (T3) (3.7b) (Benchmark) 	<p>print and online reference materials.</p> <ul style="list-style-type: none"> retrieve information from electronic sources. use the Internet to find information on a given topic. 		<p>contents encyclopedia index chart</p>	<p>decisions-L5 Locate-L1 Retrieve-L1</p>
	<ul style="list-style-type: none"> 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) <p>Revise writing for clarity of content using specific vocabulary and information. (3.9g)</p>	<ul style="list-style-type: none"> use a variety of pre-writing strategies by: <ul style="list-style-type: none"> 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: <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 		<p>real imaginary discriptions</p>	<p>Write-L6 Identify-L2 Use-L3 Making lists-L1 Talking-L2 Reading-L1 Write-L6 Use-L3 Include-L3 Revise-L6 Selecting-L3 Keep-L6 Follow-L2 Introduce-L2</p>

		<p>the topic</p> <ul style="list-style-type: none"> - use specific vocabulary to inform and explain the topic - provide a concluding statement or section <p>o narratives</p> <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 <p>incorporate transitional words that clarify sequence (e.g., <i>first</i>, <i>next</i>, and <i>last</i>).</p> <ul style="list-style-type: none"> • identifying the intended audience; o using ideas from class brainstorming activities; o making lists of information; o talking to classmates about what to write; o reading texts by peer and professional authors; • using graphic organizers; and use linking words (e.g., <i>also</i>, <i>another</i>, 		<p>Group-L4</p> <p>Provide-L2</p> <p>Incorporate-L3</p>
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		<p><i>and, more</i>) and linking phrases (e.g., <i>in order to, because of this, for example</i>) to connect ideas within categories of information.</p> <ul style="list-style-type: none"> • 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. 			
	<p>The student will write a short report.</p> <ul style="list-style-type: none"> • Construct questions about the topic. (3.11a) (Benchmark) • Identify appropriate resources. (3.11b) (Benchmark) • Collect and organize information about the topic into a short report. (3.11c) • Understand the difference between plagiarism and using own words. (3.11d) (Benchmark) 	<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 		<p>research</p> <p>collect</p> <p>analyze</p> <p>data</p> <p>plagiarism</p> <p>resources</p> <p>pronouns</p>	<p>Write-L6</p> <p>Construct-L6</p> <p>Identify-L2</p> <p>Collect and organize-L4</p> <p>Understand-</p>

	<ul style="list-style-type: none"> • Use transition words to vary sentence structure. (3.10b) • Use complete sentences. <p>Pronouns – (3.10a)</p> <ul style="list-style-type: none"> • Use past and present verb tense. (helping verbs) (3.10d) • Use singular possessives. (3.10e) • Use simple abbreviations. (3.10g) • Use apostrophes in contractions with pronouns and in possessives. (3rd nine weeks - contractions with pronouns) (3.10h) 	<p>information, and closing).</p> <ul style="list-style-type: none"> • review their written drafts so that the language and/or thoughts of another author are given proper credit. <p>use transition words to vary sentence structure.</p> <ul style="list-style-type: none"> • use past and present verb tenses. • use singular possessives. • use simple abbreviations. • punctuate correctly: <ul style="list-style-type: none"> ° commas in a simple series; ° <p>apostrophes in contractions with pronouns, (e.g., I'd, we've);</p>		<p>transition words verb tense singular possessives abbreviation s contractions</p>	<p>L2 Focus-L2 Develop-L3 Follow-L2 Review-L2 Use-L3 Punctuate-L3</p>
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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
	<p>Reading</p> <ul style="list-style-type: none"> Use context to clarify meaning of unfamiliar words. (3.4d) 	<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. 		<p>homophone</p> <p>unfamiliar</p>	<p>Use-L3</p>
	<p>Reading</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> apply knowledge of roots to decode unknown words with the same root (e.g., <i>company</i>, <i>companion</i>). apply knowledge of affixes, (e.g., prefixes such as <i>ex-</i>, <i>dis-</i>, <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>non-</i>, <i>pre-</i>; suffixes such as <i>-ly</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>, <i>-tion</i>, <i>-ness</i>, and <i>-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</i>, <i>heat/reheat</i>). 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</i>, <i>second</i>, <i>next</i>, <i>later</i>, <i>after</i>, and <i>finally</i>); using transition words of compare-contrast (e.g., <i>like</i>, 		<p>roots</p> <p>synonyms</p> <p>antonyms</p> <p>affixes</p>	<p>Use-L3</p> <p>Discuss-L2</p> <p>Develop-L3</p> <p>Apply-L3</p> <p>Determine-L3</p>

		<p><i>unlike, different, and same</i>); and</p> <ul style="list-style-type: none"> ◦ using transition words of cause-effect (e.g., <i>because, if...then, when...then</i>). 			
	<p>Reading</p> <ul style="list-style-type: none"> • Use knowledge of regular and irregular vowel patterns. <i>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 diphthong, th, ph, sh, and ch blends, silent letters= wr, kn, st, gn, and mb, vowel spellings aw, and oy (3.3a)</i> • Decode regular multisyllabic words. (3.3b) 	<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. 		multisyllabic words	<p>Use-L3</p> <p>Decode-L1</p> <p>Apply-L3</p>
	<p>Objective 3.12 will be covered during each of the four nine weeks.</p> <ul style="list-style-type: none"> • The student will use available technology for reading and writing. (3.12) 	<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. 		technology	<p>Use-L3</p> <p>Read-L1</p> <p>Ask and respond-L2</p>
	<p>Writing</p> <p>Writing SOLs 3.9 – 3.12 are continued</p>	<ul style="list-style-type: none"> • using vocabulary from history and social science, mathematics, and science; 		subject	<p>Use-L3</p>

	<p>throughout the year. Each nine weeks tested skills are listed under the correct nine weeks.</p> <p>Use vocabulary from other content areas. (Reading Strand) (3.4f)</p>			predicate	
	<ul style="list-style-type: none"> The student will write legibly in cursive. NT (3.8) 	<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. 		cursive legibly punctuation	Write-L3 Use-L3 Practice-L3 Learn to write-L3
	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> use complete sentences. use past and present verb tenses. punctuate correctly: <ul style="list-style-type: none"> commas in a simple series; use correct spelling for frequently used words, including irregular plurals (e.g., <i>men, children</i>). use correct spelling for frequently used sight words, including irregular plurals. 		verb tense irregular plurals	Use-L3 Punctuate-L3
	<p>Oral Language</p> <p>SOL 3.1 will be reviewed each nine weeks but not tested.</p> <p>The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. (3.1a) 	<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 		summarize respond explain	Use-L3 List-L1 Asking-L2 Summarizing-L2 Ask and

	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> ◦ 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: <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; 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. • increase their listening and speaking vocabularies through group activities such as: <ul style="list-style-type: none"> ◦ engaging in activities that require following directions; and 		<ul style="list-style-type: none"> respond-L2 Explain-L2 Increase listening and speaking-L1 Participate-L3 Expressing-L2 Engage-L2 Listening-L1 Eliciting information and opinions-L2 Supporting opinions-L5 Indicating-L2 Take initiative-L2 Following-
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		attempting to use new words in meaningful sentences.			L1 Contributing-L2 Answering-L2 Asking-L2
	<p>Oral Reports</p> <p>SOL 3.2 will be reviewed each nine weeks but not tested.</p> <p>The student will present brief oral reports using visual media.</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> ◦ 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 emphasize or enhance facts or details; ◦ using specific vocabulary appropriate for the audience and the topic; and ◦ using grammatically correct language. ◦ stay on topic during presentations. ◦ organize ideas sequentially or around major points of information. 		<p>present</p> <p>organize</p> <p>volume</p> <p>pitch</p> <p>communicate</p>	<p>Present-L3</p> <p>Speak-L1</p> <p>Use-L3</p> <p>Organize-L4</p> <p>Communicate-L5</p> <p>Deliver-L3</p> <p>Reporting-L3</p> <p>Telling-L1</p> <p>Recounting-L3</p> <p>Varying-L3</p> <p>Selecting-L4</p> <p>Stay-L3</p>

	<p>Objective 3.5 (Understand basic plots of fairy tales, myths, folktales, legends, and fables.)</p> <p>Use the word I in compound subjects.) (3.10c)</p>	<p>◦ answer questions from the audience. evaluate their own presentations, using class-designed criteria.</p> <p>use the word I in compound subjects.</p>		<p>compound subject</p>	<p>Answer-L2 Evaluate-L5 Use-L3 Punctuate-L3</p>
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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