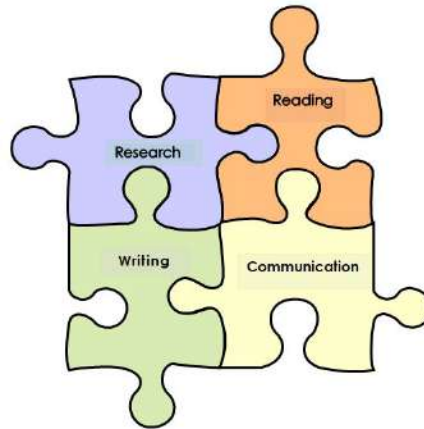


Grade 3 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

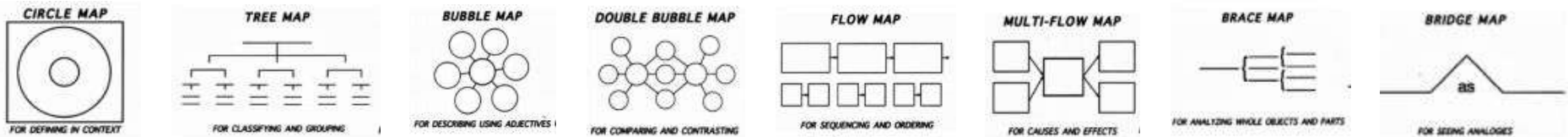
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


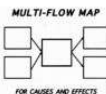
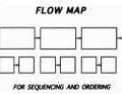
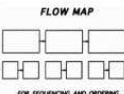
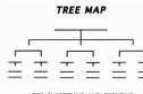
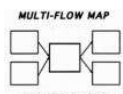

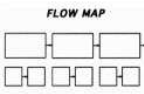

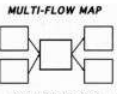
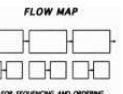
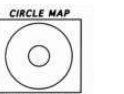

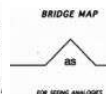

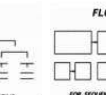
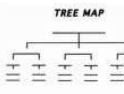
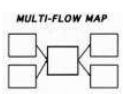

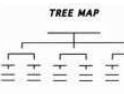
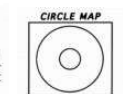

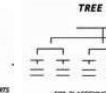
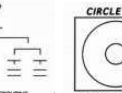


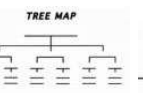
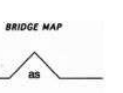

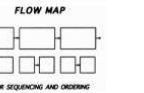
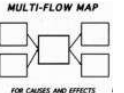
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. "Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands." (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

| Predictions | Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.) | Making Connections | Ask/Answer Questions |
|---|--|---|---|
|    |    |    |    |
| Character Analysis | Fact & Opinion | Context Clues | Author's Purpose |
|     |  |   |   |
| Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms) | Multi-Meaning Words | Locate Information | Cause & Effect |
|     |    |   |  |

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

Homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints).

Affixes are added to root words and change the word's meaning (e.g., prefix, suffix).

Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.

Before reading - students should preview the text and activate prior knowledge to formulate ideas and make predictions of what the text is about and how it is organized.

During reading - students should maintain an active interaction with text while revising and refining their previous ideas and predictions. New ideas are linked to prior learning

After reading - students should consolidate what they have read in an effort to fully comprehend the text. New ideas are linked to prior learning.

Informative/explanatory – students write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Narrative – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequence.

Composing – the structuring and elaborating a writer does to construct an effective message for readers.

Written expression – those features that show the writer purposefully shaping and controlling language to affect readers.

Usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse.

Articles are used to modify nouns. There are two articles in English: a/an and the. A/an is used to modify nouns that are neither specific nor particular while the is used to refer to specific or particular nouns. Therefore, a/an is referred to as the indefinite article and the as the definite article (e.g., “Let’s play a game”, refers to any game while “Let’s play the game”, refers to a specific game.).

Plagiarism is using someone else’s ideas or words without giving credit.

The VDOE Curriculum Framework should be utilized when preparing units found in this curriculum map.

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

NINE WEEKS 1

Division Required Assessments: PALS, ACPS Writing Prompt (narrative), ACPS Reading Rubric, NW1 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once an SOL is introduced, it should be continually integrated throughout the year until mastery.**

| THEME: NW1 Theme 1 - Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies SKILLS TARGETED: 3.5k/3.6j Reading Strategies SKILLS SPIRALED: No skills spiraled STRATEGY FOCUS: Make Connections, Determine Importance, Questioning, Visualizing, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition APPROXIMATE TIME: 2 weeks | | | | | |
|---|--|--|--|--|--|
| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
| 3.1 The student will use effective communication skills in a variety of settings. 3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing 3.1c Ask and respond to questions from teachers and other group members 3.1g Participate in | 3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. 3.5k Use reading strategies to monitor comprehension throughout the reading process. 3.6 The student will read and demonstrate comprehension of nonfiction texts. 3.6i Use reading strategies to monitor | 3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. 3.8a Engage in writing as a process 3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English. 3.9j Use correct spelling including irregular plurals | 3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product. 3.10a Construct questions about the topic | Teacher Resources <i>Comprehension Connections: Bridges to Strategic Reading</i> by Tanny McGregor <i>Constructing Meaning Through Kid-Friendly Comprehension Strategy Instruction</i> by Nancy Boyles ACPS Literacy Plan (as appropriate) | Create strategy posters/bookmarks for students to refer to when reading Personal narrative about summer break Getting to know you/About me writing |

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| collaborative discussions 3.1h Work respectfully with others in pairs, diverse groups, and whole class settings | comprehension throughout the reading process. | | | | |
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THEME: NW1 Theme 2 - Friendship

SKILLS TARGETED: 3.3a Vowel Patterns, 3.4c Phonetic Strategies, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5a Set Purpose for Reading, 3.5b/3.6b Connections/Prior Knowledge, 3.5j Theme, 3.5l Differentiated Fiction/Nonfiction, 3.5m/3.6j Fluency, 3.6a Author's Purpose

SKILLS SPIRALED: 3.5k/3.6j Reading Strategies

STRATEGY FOCUS: Make Connections, Determine Importance, Self-Monitor

APPROXIMATE TIME: 3 weeks

| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
|---|--|---|--|--|--|
| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other group members (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Use knowledge of regular and irregular vowel patterns.</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience and purpose</p> <p>3.8c Use a variety of prewriting strategies</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic</p> <p>3.10c Collect and organize information about the topic</p> | <p>Journeys <i>Destiny's Gift</i> (Journeys - Unit 1) - Realistic F <i>Dog-of-the-Sea-Waves</i> (Journeys - Unit 5) - Realistic F</p> <p>Books <i>Enemy Pie</i> - Realistic F <i>Mr. George Baker</i> - Realistic F <i>Freedom Summer</i> - Historical F <i>The Golden Rule</i> - Realistic F <i>The Juice Box Bully</i> - Realistic F <i>The Summer My Father was Ten</i> - Realistic Fiction</p> <p>Reading A-Z</p> | <p>As an introduction: Create a circle map brainstorming ideas about what makes a good friend. Combine ideas to form a narrative or a strong paragraph.</p> <p>Write a narrative about how you became friends with your best friend</p> <p>Write a recipe as to what makes a good friend and present recipe to class.</p> <p>Write a poem about friendship Design friendship</p> |

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| <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> | <p>to and reading a variety of texts.</p> <p>3.4f Use vocabulary from other content areas.</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5a Set a purpose for reading.</p> <p>3.5b Make connections between reading selections.</p> <p>3.5j Identify the theme*</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5l Differentiate between fiction and nonfiction.</p> <p>3.5m Read with fluency, accuracy, and meaningful expression</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6a Identify the author's purpose*</p> | <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>3.9a Use complete sentences</p> <p>3.9j Use correct spelling including irregular plurals</p> <p>3.9k Indicate paragraphing by indenting or skipping a line.</p> <p>*Continue to review previous grammar skills introduced.</p> | | <p><i>Turtle Tom</i> - Realistic F <i>Two Kettles</i> - Historical F <i>The Footprint</i> - Realistic F <i>Morty Finds It No Laughing Matter</i> - Fantasy F</p> <p>Multimedia <i>Owen and Mzee The True Story of a Remarkable Friendship</i> (YouTube) - multimedia ~3 min.</p> <p>CommonLit.org <i>Two Famous Friends</i> - Informational NF <i>Aly's Discovery</i> - Realistic F <i>Getting Even</i> - Realistic F</p> <p>Newsela <i>Dogs are swim teachers for kids with special needs</i> - Informational NF <i>Vampire bats are able to form friendships just the way humans can</i> - Informational NF</p> <p>Epic! <i>The Smart Kid's Guide to Friendships</i> - Informational NF <i>Tugg and Teeny: That's What Friends Are For</i> - Fantasy <i>True Stories of Animal</i></p> | <p>bracelets explaining what each part of the design means in terms of friendship (How to Project). Students could also write about who they would like to give the bracelet to and why.</p> <p>Write a narrative about two unlikely characters that became friends</p> |
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| | <p>3.6b Use prior and background knowledge as context for new learning.</p> <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression</p> <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | <p><i>Friends</i> - Informational NF</p> <p>Poetry <i>"A Time to Talk"</i> by Robert Frost <i>"Hug O' War"</i> by Shel Silverstein <i>The Giving Tree</i> by Shel Silverstein Friendship Poetry</p> <p>Functional texts: 3rd Annual International Day of Friendship Flyer Best Buddies Friendship Walk Event Amish Friendship Bread recipe Child Success Friendship Club flyer Friendship Pool Party permission slip Bricks 4 Kids Friendship Circle flyer ASD Teen Friendship Club flyer Weave It: Chapter 3 Weaving a Friendship Bracelet (Reading A-Z) Friendship Wreaths Friendship Soup Mix in a Jar recipe Friendship Tea recipe</p> <p>Other Mismatched Friends: <i>Gullah Folktale (From the Georgia Sea Islands)</i> - Folktale F <i>Making Friends with Pizza</i> (ReadWorks) - Realistic F</p> | |
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| | | | | <p><i>Why Do We Need Friends? Six Benefits of Healthy Friendships</i> - Informational NF</p> <p><i>Friendships: Enrich your life and improve your health</i> - Informational NF</p> <p><i>The Four Friends Story ~ Folktales Stories for Kids</i> - Fable F</p> <p><i>The Ant and the Dove</i> - Fable F</p> <p><i>The Lion and the Mouse</i> - Fable F</p> <p><i>The Fox and the Crane</i> - Fable F</p> <p>Websites</p> <p>Reading IQ www.readingiq.com</p> <p>Reading Vine www.readingvine.com</p> <p>Quill for grammar www.quill.org</p> <p>E-media https://www.emedia.org/ (available via Clever Sign-on)</p> <p>Virtual Job Share https://visjunior.com/</p> <p>*Career Central (available via Clever Sign-on)</p> <p>ACPS Literacy Plan (as appropriate)</p> | |
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THEME: NW1 Theme 3 - Citizenship

SKILLS TARGETED: 3.4a Homophones, 3.4d Context Clues, 3.5c/3.6c Predictions, 3.5g/3.6d Ask/Answer Questions, 3.6c Text Features

SKILLS SPIRALED: 3.3a Vowel Patterns, 3.4c Phonetic Strategies, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency

STRATEGY FOCUS: Questioning, Infer/Predict, Determine Importance, Self-Monitor

APPROXIMATE TIME: 4 weeks

| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
|--|---|--|--|--|--|--|
| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other group members (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Use knowledge of regular and irregular vowel patterns (cont.)</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4a Use knowledge of homophones to understand unfamiliar words (<i>Suggested, but not limited to - sea/see, tail/tale, know/no, hair/hare, I, eye, mail/male, four/for, two/to/too</i>)</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience and purpose (cont.)</p> <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic (cont.)</p> <p>3.10c Collect and organize information about the topic (cont.)</p> | | <p>Reading A-Z <i>SPARK!</i> - Realistic F <i>The Ant in the Photograph</i> - Realistic F <i>Trick or Treat?</i> - Realistic F <i>Morty and the Mousetown Gazette</i> - Fantasy F <i>We're in Business</i> - Realistic F <i>My Earth Day Birthday</i> - Realistic F <i>Morty's Roadside Refreshments</i> - Fantasy F <i>The Recess Revolt</i> - Realistic F <i>Anca's Journey</i> - Realistic F <i>Haiti is My Home</i> - Realistic F <i>The Trouble with English</i> - Realistic F <i>Big Bully</i> - Realistic F <i>The Story of the</i></p> | <p>Create a getting-to-know-you bulletin board by cutting a large piece of butcher paper into puzzle shapes, one for each student. Have each kid personalize his or her shape by writing information about what makes a good citizen and includes drawings or photos. Put the puzzle back together on your bulletin board for your bulletin board "Our Classroom of Individual Citizens."</p> <p>Create a class book in which each student dictates or writes the steps for how to be a good citizen</p> |

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| whole class settings (cont.) | <p>meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words.</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5c Make, confirm, and revise predictions</p> <p>3.5g Ask and answer questions about what is read</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> | <p>organizational strategies to structure writing according to type</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>3.9b Use the word I in compound subjects</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | | | <p><i>Statue</i> - Informational NF</p> <p>Books <i>A Very Important Day</i> by Maggie Rugg Herold - Realistic F <i>Night Visitors</i> by Ed Young - Folktale F <i>The Gettysburg Address</i> illustrated by Michael McCurdy - Nonfiction <i>Thunder At Gettysburg</i> by Patricia Lee Gauch - Historical F <i>Citizenship: The Six Pillars of Character Series</i> by Bruce Glassman - Informational NF <i>Skippyjon Jones: Class Action</i> by Judith Byron Schachner - Fantasy F <i>Pancho Rabbit and the Coyote: A Migrant's Tale</i> by Duncan Tonatiuh - Fantasy F</p> <p>Newsela <i>Canoes teach people to respect their environment and each other</i> - Informational NF <i>Kids lend a hand after Hurricane Harvey</i> -</p> | <p>Write a narrative about a character who displays good citizenship Write letters to troops thanking them for displaying good citizenship through service to their country</p> <p>Design a project that models good citizenship by describing a way to help the community. Students could also participate in voting on their favorite idea after students present their project idea to the class.</p> <p>Create a diagram of a good citizen with labels to explain the characteristics of a good citizen.</p> |
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| | <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6c Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts</p> <p>3.6c Use text features to make, confirm, and revise predictions (EKSP)</p> <p>3.6d Ask and answer questions about what is read, using the text for support.</p> <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> | | | | <p>Informational NF <i>Dogs are good listeners, help with reading skills and teach kindness -</i> Informational NF <i>High school students in Kansas become lunchtime buddies for lonely kids -</i> Informational NF <i>Big Questions: How can kids help the planet? -</i> Informational NF</p> <p>Epic! <i>Being a Good Citizen: A Kid's Guide to Community Involvement -</i> Informational NF <i>No Rules For Rex! -</i> Realistic F <i>Celebrations in My World: Election Day -</i> Informational NF <i>Does My Voice Count?: A Book About Citizenship -</i> Informational NF</p> <p>Other <i>A Courtroom in the Classroom</i> (ReadWorks) - Realistic F</p> <p>Poetry A Good Citizen Lending a Helping</p> | |
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| | <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | | <p>Hand The Symbols of Our Country</p> <p>Functional texts Virginia Voter Registration Application Wal-Mart Job Application Taco Bell Job Application Sweet Briar College Campus Student Employment Form United Way Day of Caring flyer Girls on the Run Teacher Supply Drive flyer Amherst County Fair flyer Habitat for Humanity volunteer website Central Virginia Community Food Drive flyer 26th Annual Monacan Indian Nation PowWow flyer</p> <p>Websites Reading IQ www.readingiq.com Reading Vine www.readingvine.com Quill for grammar www.quill.org E-media https://www.emed</p> | |
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| | | | | | java.org/ (available via Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on) ACPS Literacy Plan (as appropriate) | |
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NINE WEEKS 2

Division Required Assessments: Fountas & Pinnell, ACPS Writing Prompt (descriptive), ACPS Reading Rubric, Cumulative Benchmark Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once an SOL is introduced, it should be continually integrated throughout the year until mastery.**

| <p>THEME: NW2 Theme 1 - Heroism</p> <p>SKILLS TARGETED: 3.5d Character Traits, 3.5d Compare/Contrast (characters, setting, plot), 3.5f Narrator, 3.5h/3.6e Drawing Conclusions, 3.5i Conflict/Resolution</p> <p>SKILLS SPIRALED: 3.3a Vowel Patterns, 3.4a Homophones, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.6a Author's Purpose, 3.6c Text Features</p> <p>STRATEGY FOCUS: Determine Importance, Infer/Predict/Draw Conclusions, Visualize, Self-Monitor</p> <p>APPROXIMATE TIME: 3 weeks</p> | | | | | |
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| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1b Present accurate directions to individuals and small groups</p> <p>3.1c Ask and respond to questions from teachers and other</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Use knowledge of regular and irregular vowel patterns (cont.)</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4a Use knowledge of homophones to understand unfamiliar words (cont.) (Suggested, but not limited to - plain/plane, blue/blew, ate/eight, write/right, our/hour,</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience and purpose (cont.)</p> <p>3.8c Use a variety of</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic (cont.)</p> <p>3.10b Access appropriate resources</p> <p>3.10c Collect and organize information about the topic (cont.)</p> <p>3.10f Demonstrate</p> | <p>Journeys <i>Aero and Officer Mike</i> (Journeys - Unit 3) - Informational NF <i>Yonder Mountain</i> (Journeys - Unit 3) - Legend F <i>Dogzilla</i> (Journeys - Unit 4) Fantasy F <i>Mr. Rubbish Mood</i> (Journeys - Unit 4)</p> <p>Reading A-Z <i>The Golden Flute</i> - Fantasy F <i>The Moon Bowl</i> - Fairytale <i>Robin Hood Wins the Sheriff's Golden Arrow</i> - Legend</p> | <p>Create a bubble map describing the qualities of a hero. Use the information to create a poster that includes the information about the students' ideal hero. Students can include pictures.</p> <p>What is a Hero? - Have students write what they think makes a hero. Students can draw pictures also.</p> <p>Personal Heroes-To help children recognize heroes among the familiar people in their</p> |

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| <p>group members (cont.)</p> <p>3.1d Orally summarize information expressing ideas clearly</p> <p>3.1e Use language appropriate for context and audience</p> <p>3.1f Increase listening and speaking vocabularies</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> | <p><i>one/won, weak/week</i></p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words (cont.).</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5d Apply knowledge of characterization/traits (EKSP)</p> <p>3.5d Compare and contrast settings, characters, and plot events.</p> <p>3.5f Identify the narrator of a story.</p> <p>3.5h Draw conclusions</p> | <p>prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea</p> <p>3.8g Use transition words to vary sentence structure</p> <p>3.8i Write a well-developed paragraph focusing on the main idea</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | <p>ethical use of the Internet</p> | <p><i>September 11: Always Remember - Informational NF</i> <i>The Hero Maui - Legend F</i> <i>Harriet Tubman and the Underground Railroad - Biography</i> <i>Little Red Riding Hood - Fairytale</i> <i>Troika: Canine Superhero - Realistic F</i> <i>The Three-R Plan - Fairytale</i> <i>The Golden Flute - Fantasy F</i></p> <p>Poetry <i>If I Was A Superhero</i> poem by Belinda Wicks <i>Heroes and She-Roes</i> by J. Patrick Lewi</p> <p>Multimedia <i>Dog Files Episode 11 (Youtube)</i> - multimedia <i>What is a Hero? (Youtube)</i> - multimedia <i>For the Heroes: A Pep Talk from Kid President (YouTube)</i> - multimedia</p> <p>Newsela <i>In Texas, strangers are good neighbors, saving people from flood - Informational NF</i> <i>When wild pets prove too much for owners, Wolf Run provides a home - Informational NF</i></p> | <p>own lives, ask them to think about family members, friends, neighbors, teachers, coaches, and so on. Do they have special admiration for any of these people? What qualities do they admire? Why? Give children time to consider these questions, then have them write about it.</p> <p>Character Museum-Students choose a person in the present or past to research who contain "hero" qualities. Students dress up as their hero and give an orally and/or written presentation from that hero's perspective.</p> <p>Hero Celebration-Culminate your studies with a hero celebration day. First, help students create invitations that they can present to their everyday heroes. Students will prepare a speech about why they consider this person a hero. Before the big day, guide students in making "hero" ribbons to give to their guests. At the celebration, ask</p> |
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| | <p>using the text for support.</p> <p>3.5i Identify the conflict and resolution</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6a Identify the author's purpose (cont.)</p> <p>3.6c Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts (cont.)</p> <p>3.6e Draw conclusions, using the text for support.</p> <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency,</p> | | | <p>Epic! <i>Tales of Heroes</i> - Folktales (collection) <i>Coast Guard Rescue Swimmer</i> - Informational NF <i>National Geographic Kids Chapters: Hero Dogs!</i> - Informational NF <i>Goliath: Hero of the Great Baltimore Fire</i> - Historical F <i>Rags: Hero Dog of WWI</i> - Historical F <i>50 American Heroes Every Kid Should Meet</i> - Biographies (collection) <i>War Dogs</i> - Informational NF <i>People Who Help</i> - Informational NF <i>Sea Lions in the Navy</i> - Informational NF <i>Flood Warning</i> - Realistic F <i>Real Heroes Don't Wear Capes</i> - Realistic F <i>Brave Hearts (Dog Heroes)</i> - Informational NF</p> <p>Books <i>The Barefoot Book of Heroic Children</i>, by Rebecca Hazell - Nonfiction <i>50 Great Americans Every Kid Should Know</i>, by Jacqueline Ball - Nonfiction <i>The Children's Book of Heroes</i>, by William</p> | <p>kids to speak about their heroes and to present them each with a ribbon. Visit-Call the local police department and arrange for an officer and his/her K-9 to visit the classroom. Students will write about this experience.</p> <p>Create a superhero mask that depicts the character traits of a hero. Students will write a short paragraph describing the traits they included on their mask.</p> <p>Create a venn diagram or double bubble map comparing and contrasting two heros. Students will then use this map to write about how the two heros are alike/different.</p> |
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| | <p>accuracy, and meaningful expression (cont.)</p> <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | <p>Bennett - Nonfiction <i>Lon Po Po</i> by Ed Young - Fairytale <i>The Rough-Face Girl</i> by Rafe Martin - Fairytale <i>Balto: The Dog who Saved Nome</i> by Margaret Davidson</p> <p>Other <i>Saving the World from Smallpox</i> (ReadWorks) - Biography <i>Joan of Arc</i> (ReadWorks) - Biography <i>A School for Heroes</i> (ReadWorks) - Informational NF Cinderella - Fairytale</p> <p>Functional texts How to make a superhero mask Joanne's Super Hero Sandwich recipe 14 Adventurous Superhero Recipes Superhero 5K Race flyer How To Make an Upcycled Batman Costume How To Be a Hero in Real Life</p> <p>Websites Reading IQ www.readingiq.com Reading Vine www.readingvine.com Quill for grammar www.quill.org</p> | |
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| | | | | E-media https://www.emedia.org/ (available via Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on) ACPS Literacy Plan (as appropriate) | |
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THEME: NW2 Theme 2 - Discovery

SKILLS TARGETED: 3.4b Synonyms/Antonyms, 3.4g Word Reference Resources, 3.5e Summarize Plot, 3.6f Summarize Nonfiction, 3.6g Main Idea (NF), 3.6h Supporting Details (NF)

SKILLS SPIRALED: 3.3a Vowel Patterns, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.5j Theme, 3.5i Conflict/Resolution

STRATEGY FOCUS: Determine Importance, Summarize/Synthesize, Make Connections, Self-Monitor

APPROXIMATE TIME: 3 weeks

| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
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| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1b Present accurate</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Use knowledge of regular and irregular vowel patterns (cont.)</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4b Use knowledge of synonyms and</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic (cont.)</p> <p>3.10b Access appropriate resources</p> | <p>Journeys <i>Life on Ice</i> (Journeys - Unit 4) - Informational NF <i>Young Thomas Edison</i> (Journeys - Unit 2) - Biography <i>The Albertosaurus Mystery</i> (Journeys - Unit 4) Informational NF</p> <p>Reading A-Z <i>Horseshoes Aren't Just for Good Luck</i> -</p> | <p>Create a bubble map using adjectives to describe your favorite place. Students will then design a flyer using these adjectives to advertise their favorite place.</p> <p>Research a place you want to visit (discover) and create a poster or brochure explaining the reasons why you want</p> |

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| <p>directions to individuals and small groups (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other group members (cont.)</p> <p>3.1d Orally summarize information expressing ideas clearly (cont.)</p> <p>3.1e Use language appropriate for context and audience (cont.)</p> <p>3.1f Increase listening and speaking vocabularies (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> | <p>antonyms to determine the meaning of new words.</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words (cont.)</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.4g Use word-reference resources including the glossary, dictionary, and thesaurus</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5j Identify the theme (cont.)</p> <p>3.5e Summarize plot events</p> | <p>as a process (cont.)</p> <p>3.8b Identify audience and purpose (cont.)</p> <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea (cont.)</p> <p>3.8g Use transition words to vary sentence structure (cont.)</p> <p>3.8i Write a well-developed paragraph focusing on the main idea (cont.)</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>3.9d Use adjectives correctly</p> <p>3.9j Use correct spelling including irregular</p> | <p>(cont.)</p> <p>3.10c Collect and organize information about the topic (cont.)</p> <p>3.10f Demonstrate ethical use of the Internet (cont.)</p> | <p>Realistic F <i>Ants in My Bed</i> - Realistic F <i>Bats in the Attic</i> - Realistic F <i>Coral Reefs</i> - Informational NF <i>Deep in the Ocean</i> - Informational NF <i>Say It With Pictures</i> - Informational NF <i>Alexander the Great</i> - Biography <i>Ramses II</i> - Biography <i>China</i> - Informational NF <i>Galileo</i> - Biography <i>Woods of Wonder</i> - Informational NF <i>Animal Discoveries</i> - Informational NF <i>Treasure Found</i> - Informational NF <i>Voyagers in Space</i> - Informational NF <i>Ships of Discovery</i> - Informational NF <i>The Titanic: Lost and Found</i> - Informational NF <i>The Amazing Amazon</i> - Informational NF <i>The Best Worst Thanksgiving</i> - Realistic F <i>The First Thanksgiving</i> - Informational NF <i>The Thesaurus</i> - Realistic F <i>The Footprint</i> - Realistic F <i>Treasure in the Mud</i> - Realistic F</p> | <p>to visit. Include pictures/drawings.</p> <p>Research a place you want to visit (discover) and create a travel itinerary listing the most important things to see there. Explain why someone would want to see the things on your list. Include pictures/drawings.</p> <p>Students will create an ongoing personalized book of new or interesting words they have “discovered” during this unit. Booklets could include the word meaning, synonyms, antonyms, a sentence using the word correctly, and an illustration.</p> <p>Choose one of ancient civilizations (Egypt, China, Mali, Greece, or Rome) to research. Students will create a brochure, poster, report, song, etc. to explain new information they discovered about this civilization.</p> <p>Choose an ecosystem (grassland, desert, forest, rainforest, ocean, pond, marsh, river, or stream) to research.</p> |
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| | <p>3.5i Identify the conflict and resolution (cont.)</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6f Summarize information found in nonfiction texts</p> <p>3.6g Identify the main idea</p> <p>3.6h Identify supporting details</p> <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>*Continue to discuss/review setting a purpose, theme, and</p> | <p>plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | | <p><i>Dinosaurs</i> - Informational NF</p> <p><i>Pyramids</i> - Informational NF</p> <p><i>Don't Wake the Mummy</i> - Realistic F</p> <p><i>In the Name of Discovery</i> - Realistic F</p> <p><i>The Metropolitan Museum of Art</i> - Informational NF</p> <p>Newsela</p> <p><i>The Pyramids of Ancient Egypt</i> - Informational NF</p> <p><i>Science and Engineering in Ancient Egypt</i> - Informational NF</p> <p><i>The Great Wall of China</i> - Informational NF</p> <p><i>Chinese Writing</i> - Informational NF</p> <p><i>Trading Goods in Ancient Greece</i> - Informational NF</p> <p><i>Ancient Greece: Democracy is born</i> - Informational NF</p> <p><i>Dolphins in the Amazon River are getting attention from scientists</i> - Informational NF</p> <p><i>Make It Yourself: An ocean ecosystem</i> - Functional NF</p> <p><i>Scientists Find Huge Secret in Ancient Great Pyramid in Egypt</i> - Informational NF</p> <p><i>Word Leaders: King</i></p> | <p>Students will create a brochure, poster, report, song, etc. to explain new information they discovered about this ecosystem.</p> |
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| | author's purpose throughout each unit. | | | <p><i>Tutankhamun</i> - Informational NF</p> <p>Epic! <i>Cultural Traditions in Egypt</i> - Informational NF <i>Cultural Traditions In China</i> - Informational NF <i>Conquering Everest</i> - Informational NF <i>Discover The Amazon</i> - Informational NF <i>King Tut</i> - Informational NF <i>Oceans Inside Out</i> - Informational NF <i>Rain Forests Inside Out</i> - Informational NF <i>Deserts Inside Out</i> - Informational NF</p> <p>Books <i>Journey</i> by Aaron Becker - Fantasy <i>Life In The Ocean: The Story Of Oceanographer Sylvia Earle</i> by Claire A. Nivola - Biography NF <i>Sam And Dave Dig Hole</i> by Mac Barnett and Jon Klassen - Fiction <i>Maps</i> by Aleksandra Mizielinska and Daniel Mizielinski - Functional Text NF <i>Atlas of Adventures</i> by Rachel Williams and Lucy Letherland - Functional Text NF</p> | |
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| | | | | <p>Magic Tree House Series by Mary Pope Osborne- Fantasy Nonfiction companion books for the Magic Tree House series- nonfiction</p> <p>Poetry Dinosaur Poem by Paul Perro Dinosaurs by Meish Goldish Moon Landing by Paul Perro First Moon Landing by J. Patrick Lewis November is Upon Us I Tried to Find a Dinosaur Why Explore (except from Trailblazers: Poems of Exploration)</p> <p>Functional texts DIY Dinosaur Fossils with Salt Dough Pirate's Treasure Map Fall Discovery Bottle Sensory Craft Make Your Own Dinosaur Fossil Dig Kit Salt Dough Dinosaur Fossils</p> <p>Other <i>Field Trip</i> (ReadWorks) - Realistic F</p> <p>Websites Reading IQ www.readingiq.com Reading Vine</p> | |
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| | | | | www.readingvine.com Quill for grammar www.quill.org E-media https://www.emedia.org/ java.org/ (available via Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on) ACPS Literacy Plan (as appropriate) | |
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THEME: NW2 Theme 3 - Traditions

SKILLS TARGETED: 3.5e Sequence Plot

SKILLS SPIRALED: 3.3a Vowel Patterns, 3.4b Synonyms/Antonyms, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.5b/3.6b Connections/Prior Knowledge, 3.5e Summarize Plot, 3.5f Narrator, 3.5h/3.6e Drawing Conclusions, 3.6f Summarize Nonfiction, 3.6g Main Idea (NF), 3.6h Supporting Details (NF)

STRATEGY FOCUS: Make Connections, Determine Importance, Summarize/Synthesize, Self-Monitor

APPROXIMATE TIME: 3 weeks

| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
|---|--|---|--|--|---|
| 3.1 The student will use effective communication skills in a variety of settings. 3.1a Use active listening strategies including, but not limited to, making eye contact, facing the | 3.3 The student will apply word-analysis skills when reading. 3.3a Use knowledge of regular and irregular vowel patterns (cont.) 3.4 The student will | 3.7 The student will write legibly in cursive. 3.7a Write capital and lowercase letters of the alphabet (cont.) 3.8 The student will write in a variety of | 3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product. 3.10a Construct | Reading A-Z <i>Día de los Muertos</i> - Informational NF <i>The First Thanksgiving</i> - Informational NF <i>Oh Christmas Tree!</i> - Informational NF <i>Happy New Year</i> <i>Around the World</i> - | Create a survey to collect information about students' favorite holidays or traditions. Represent the results in a bar graph or pictograph. Discuss results of the class's responses or potentially |

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| <p>speaker, asking questions, and summarizing (cont.)</p> <p>3.1b Present accurate directions to individuals and small groups (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other group members (cont.)</p> <p>3.1d Orally summarize information expressing ideas clearly (cont.)</p> <p>3.1e Use language appropriate for context and audience (cont.)</p> <p>3.1f Increase listening and speaking vocabularies (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> | <p>expand vocabulary when reading.</p> <p>3.4b Use knowledge of synonyms and antonyms to determine the meaning of new words (cont.).</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words (cont.)</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5b Make connections between reading selections (cont.)</p> <p>3.5e Summarize plot events/sequence of events</p> | <p>forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience and purpose (cont.)</p> <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea (cont.)</p> <p>3.8g Use transition words to vary sentence structure (cont.)</p> <p>3.8i Write a well-developed paragraph focusing on the main idea (cont.)</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> | <p>questions about the topic (cont.)</p> <p>3.10b Access appropriate resources (cont.)</p> <p>3.10c Collect and organize information about the topic (cont.)</p> <p>3.10f Demonstrate ethical use of the Internet (cont.)</p> | <p>Informational NF <i>Holidays Around the World</i> - Informational NF <i>The Little Fir Tree</i> - Fantasy F <i>Winter Holidays</i> - Informational NF <i>The History of Halloween</i> - Informational NF <i>Jack-o'-Lanterns</i> - Informational NF</p> <p>Newsela <i>A History of Christmas</i> - Informational NF <i>Gingerbread houses may have little to do with Christmas!</i> - Informational NF <i>Five things to know about giving and receiving holiday gifts</i> - Informational NF <i>Primary Sources: Lincoln Declares Thanksgiving a National Holiday</i> - Informational NF <i>Christmas Foods are Different Around the World</i> - Informational NF <i>The History of New Year's Eve</i> - Informational NF <i>Chinese New Year Traditions and Symbols</i> - Informational NF</p> <p>Poetry <i>T'was the Night Before</i></p> | <p>across the grade level. Students will write a paragraph describing the data.</p> <p>Choose one tradition that your family celebrates each year. Create a poster explaining the tradition and why it's important to your family.</p> <p>Design a craft and then students will write a functional text to explain how to create the craft.</p> <p>As a cumulation project: Cookbook project: Students will bring in a copy of family favorite recipe and the dish to class. Students will write about their family tradition and what makes this recipe special. Construct the class cookbook by including the students' recipes, writings, and photographs or illustrations.</p> |
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| | <p>3.5f Identify the narrator of the story (cont.).</p> <p>3.5h Draw conclusions, using the text for support (cont.)</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6b Use prior and background knowledge as context for new learning (cont.)</p> <p>3.6e Drawing conclusions, using the text for support (cont.)</p> <p>3.6f Summarize information found in nonfiction texts (cont.)</p> <p>3.6g Identify the main idea (cont.)</p> <p>3.6h Identify supporting details (cont.)</p> | <p>3.9f Use commas in a simple series</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | | <p><i>Christmas</i> poem by Clement Clarke Moore <i>Christmas in Animal Land</i> poems (Reading A-Z)</p> <p>Epic <i>Christmas Traditions around the World</i> - Informational NF <i>Halloween and Day of the Dead Traditions around the World</i> - Informational NF <i>New Year Traditions around the World</i> - Informational NF <i>Kwanzaa</i> - Informational NF <i>The Littlest Christmas Tree</i> - Fantasy F <i>A Wish to be a Christmas Tree</i> - Fantasy F <i>The Miracle Jar</i> - Realistic F <i>Winter Candle</i> - Realistic F</p> <p>Books <i>Light the Lights!: A Story About Celebrating Hanukkah and Christmas</i> by Margaret Moorman - Informational NF <i>Seven Candles for Kwanzaa</i> by Andrea Davis Pinkney - Informational NF <i>Arielle and the Hanukkah Surprise</i> by Devra Newberger</p> | |
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| | <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | <p>Speregen- Realistic F <i>Together for Kwanzaa</i> by Juwanda G Ford - Realistic F</p> <p>Functional texts Paper Plate Snowman Ornament Colorful Rice Cereal Treats Chinese New Year Paper Lantern Easy to Make Christmas Crafts (EPIC!) - multiple resources included Creating Winter Crafts (EPIC!) - multiple resources included Super Simple Holiday Cookies (EPIC!) - multiple resources included</p> <p>Websites Reading IQ www.readingiq.com Reading Vine www.readingvine.com Quill for grammar www.quill.org E-media https://www.emedia.org/ (available via Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on)</p> <p>ACPS Literacy Plan (as appropriate)</p> | |
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NINE WEEKS 3

Division Required Assessments: PALS, ACPS Writing Prompt (opinion), ACPS Reading Rubric, NW3 Division Writing Assessment, Reading SOL Simulation Test

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once an SOL is introduced, it should be continually integrated throughout the year until mastery.**

| THEME: NW3 Theme 1 - Changes SKILLS TARGETED: 3.3b Multisyllabic Words, 3.4b Roots/Prefixes SKILLS SPIRALED: 3.3a Vowel Patterns, 3.4a Homophones, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.4g Word Reference Resources, 3.5e Summarize Plot, 3.6f Summarize Nonfiction, 3.5i Conflict/Resolution, 3.5g/3.6d Ask/Answer Questions, 3.6c Text Features, 3.5d Compare/Contrast (characters, setting, plot) STRATEGY FOCUS: Questioning, Infer, Determine Importance, Summarize/Synthesize, Self-Monitor APPROXIMATE TIME: 3 weeks | | | | | |
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| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
| 3.1 The student will use effective communication skills in a variety of settings. 3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.) 3.1b Present accurate directions to individuals and small groups (cont.) 3.1c Ask and respond to questions from | 3.3 The student will apply word-analysis skills when reading. 3.3a Use knowledge of regular and irregular vowel patterns (cont.) 3.3b Decode regular multisyllabic words 3.4 The student will expand vocabulary when reading. 3.4a Use knowledge of homophones to understand unfamiliar words (cont.) | 3.7 The student will write legibly in cursive. 3.7a Write capital and lowercase letters of the alphabet (cont.) 3.7b Sign his/her first and last names 3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. 3.8a Engage in writing as a process (cont.) | 3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product. 3.10a Construct questions about the topic (cont.) 3.10b Access appropriate resources (cont.) 3.10c Collect and organize information about the topic (cont.) | Journeys <i>The Journey: Stories of Migration</i> (Journeys - Unit 5) Informational NF <i>Kamishibai Man</i> (Journeys - Unit 2) - Realistic F <i>The Science Fair</i> (Journeys - Unit 3) - Realistic F <i>A Tree is Growing</i> (Journeys - Unit 4) - Informational NF Reading A-Z <i>Nature Reuses and Recycles</i> - Informational NF <i>Butterflies and Moths</i> - | Students will research an organism. They will create a model of a life cycle and write to explain the changes that occur. Create a timeline of the major events in your life. Use the timeline to write about how your life has changed over the years. Create a puppet, drawing, poster, etc. to show how a character changed from beginning, middle, and |

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| <p>teachers and other group members (cont.)</p> <p>3.1d Orally summarize information expressing ideas clearly (cont.)</p> <p>3.1e Use language appropriate for context and audience (cont.)</p> <p>3.1f Increase listening and speaking vocabularies (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> <p>3.2 The student will give oral presentations.</p> <p>3.2a Speak clearly using appropriate volume.</p> <p>3.2b Speak at an understandable rate.</p> <p>3.2c Make eye contact with the audience.</p> <p>3.2d Organize ideas sequentially or around major points of information using</p> | <p><i>(Suggested, but not limited to - hear/here, your/you're, weigh/way, flour/flower, it's/its, their/there/they're, beat/beet, heard/herd)</i></p> <p>3.4b Use knowledge of roots and affixes (prefixes) to determine the meaning of new words (prefixes suggested, but not limited to: ex-, dis-, un-, re-, mis-, non-, pre-)</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words (cont.)</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.4g Use word-reference resources including the glossary, dictionary, and thesaurus (cont.)</p> | <p>3.8b Identify audience and purpose (cont.)</p> <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea (cont.)</p> <p>3.8f Elaborate writing by including supporting details</p> <p>3.8g Use transition words to vary sentence structure (cont.)</p> <p>3.8h Express an opinion about a topic and provide fact-based reasons for support</p> <p>3.8i Write a well-developed paragraph focusing on the main idea (cont.)</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling,</p> | <p>3.10d Evaluate the relevance of the information</p> <p>3.10f Demonstrate ethical use of the Internet (cont.)</p> | <p>Informational NF <i>Salmon: A Link in the Food Chain</i> - Informational NF <i>How Glooskap Found Summer</i> - Legend F <i>The Sun, Earth, and Moon</i> - Informational NF <i>Tread Softly</i> - Poetry Collection <i>Camouflage</i> - Informational NF <i>Eleventeen</i> - Realistic F The Butterfly Life Cycle- informational NF <i>Earth's Water</i> - Informational NF <i>The Raven and the Flood</i> - Folktale <i>Arthur's Bad-News Day</i> - Realistic F <i>Elenventeen</i> - Realistic F</p> <p>Newsela <i>The water cycle</i> - Informational NF <i>Life Cycles: Metamorphosis</i> - Informational NF <i>Matter and Energy: What is matter?</i> - Informational NF <i>Matter and Energy: Evaporation and condensation</i> - Informational NF <i>What causes the seasons?</i> - Informational NF <i>How Ancient Romans Changed Construction</i></p> | <p>end of the story. Students will write a short description of the character at each of these points.</p> <p>Decide what changes on Earth may cause humans to have to move to a new planet. Create an advertisement to persuade others to come live on a new planet of your choosing.</p> <p>Choose an animal or plant. Write a fictional story from that organism's point of view describing the changes you make in your life cycle. The stages must be written in the correct sequence. Can put this in a RAFT format.</p> <p>Illustrate and describe at least two settings of either the same story or different stories. (Compare/contrast)</p> <p>Choose a school rule that you think needs to be changed. Write a letter to the principal giving your opinion about the rule and explaining why it should be changed.</p> <p>Create a diagram and</p> |
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| <p>appropriate facts and relevant details. 3.2e Use contextually appropriate language and specific vocabulary to communicate ideas.</p> | <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5d Compare and contrast settings, characters, and plot events (cont.)</p> <p>3.5e Summarize plot events (cont.)</p> <p>3.5i Identify the conflict and resolution (cont.)</p> <p>3.5g Ask and answer questions about what is read (cont.)</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6c Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts (cont.)</p> | <p>and Standard English.</p> <p>3.9c Use past and present verb tense</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | <p><i>Forever</i> - Informational NF</p> <p>Poetry <i>Autumn</i> (ReadWorks) <i>Winter-Time</i> (ReadWorks) <i>September</i> (ReadWorks)</p> <p>Epic! <i>Metamorphosis: Changing Bodies</i> - Informational NF <i>How and Why do Animals Change?</i> - Informational NF <i>Animals Grow and Change</i> - Informational NF <i>How Do Water and Wind Change Rock?</i> - Informational NF <i>Leaves Change Color</i> - Informational NF <i>Matter Change States</i> - Informational NF <i>The Water Cycle</i> - Informational NF <i>Camouflage: Changing to Hide</i> - Informational NF <i>Mr. Groundhog Wants the Day Off</i> - Fantasy F <i>Changing Seasons</i> - Informational NF</p> <p>Other The Reason for Seasons - Demeter & Persephone</p> <p>Books</p> | <p>label the steps of a process (water cycle, life cycle, seasons, etc.) Using text features, explain each step and the changes that occur.</p> |
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| | <p>3.6d Ask and answer questions about what is read, using the text for support (cont.)</p> <p>3.6f Summarize information found in nonfiction text (cont.)</p> <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | <p><i>The Thing About Spring</i> by Daniel Kirk <i>The Messenger of Spring</i> by C. J. Taylor <i>A Drop of Water Around the World</i> by Michael S. Maydak and Barbara Shaw McKinney <i>Julius, the Baby of the World</i> by Kevin Henkes <i>Beatrice Doesn't Want To</i> by Laura Numeroff</p> <p>Functional texts How to Make a Paper Butterfly Easy Paper Butterfly Frog Life Cycle Craft Frog Life Cycle Diorama Water Cycle Craft Design your own Butterfly Garden (Epic!) Super Simple Backyard Projects: Fun & Easy... (Epic!) Organic Crafts: 75 Earth-Friendly Art Activities (EPIC!) <i>Make It Yourself: Exploding seed balls</i> - (Newsela) Super Simple Backyard Critter Crafts (Epic!) Super Simple Rain Forest Projects (EPIC!)</p> <p>Websites Reading IQ www.readingiq.com Reading Vine www.readingvine.com Quill for grammar www.quill.org</p> | |
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| | | | | E-media https://www.emedia.org/ (available via Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on) ACPS Literacy Plan (as appropriate) | |
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THEME: NW3 Theme 2 - Diversity & Acceptance

SKILLS TARGETED: 3.3a Decode Inflected Endings, 3.4b Roots/Suffixes

SKILLS SPIRALED: 3.3a Vowel Patterns, 3.3b Multisyllabic Words, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.5d Compare/Contrast (characters, setting, plot), 3.5h/3.6e Drawing Conclusions, 3.5b/3.6b Connections/Prior Knowledge

STRATEGY FOCUS: Infer, Make Connections, Determine Importance, Self-Monitor

APPROXIMATE TIME: 3 weeks

| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
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| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1b Present accurate</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words</p> <p>3.3a Use knowledge of regular and irregular</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.7b Sign his/her first and last names (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive,</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic (cont.)</p> <p>3.10b Access appropriate resources</p> | <p>Journeys <i>Roberto Clemente</i>, <i>Pride of the Pittsburgh Pirates</i> (Journeys - Unit 1) - Biography/Narrative NF</p> <p>Reading A-Z Friends Around the World-NF Skin Color-NF Shoes Around the World -NF <i>The Bird's Nest</i> -</p> | <p>Partner Interview - Partners will interview each other and record their similarities and differences. Have partners ask each other questions to learn more about one interesting "difference." Students will write about/present information about what makes their partner special.</p> |

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| <p>directions to individuals and small groups (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other group members (cont.)</p> <p>3.1d Orally summarize information expressing ideas clearly (cont.)</p> <p>3.1e Use language appropriate for context and audience (cont.)</p> <p>3.1f Increase listening and speaking vocabularies (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> <p>3.2 The student will give oral presentations.</p> <p>3.2a Speak clearly using appropriate volume (cont.)</p> <p>3.2b Speak at an understandable rate (cont.)</p> | <p>vowel patterns (cont.)</p> <p>3.3b Decode regular multisyllabic words (cont.)</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4b Use knowledge of roots and affixes (suffixes) to determine the meaning of new words (suffixes <i>suggested, but not limited to:</i> such as <i>-ly, -ful, -less, -able, -tion, -ness, and -ment</i>)</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words (cont.)</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.5 The student will read and demonstrate</p> | <p>opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience and purpose (cont.)</p> <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea (cont.)</p> <p>3.8f Elaborate writing by including supporting details (cont.)</p> <p>3.8g Use transition words to vary sentence structure (cont.)</p> <p>3.8h Express an opinion about a topic and provide fact-based reasons for support (cont.)</p> <p>3.8i Write a well-developed paragraph focusing on the main idea (cont.)</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and</p> | <p>(cont.)</p> <p>3.10c Collect and organize information about the topic (cont.)</p> <p>3.10d Evaluate the relevance of the information (cont.)</p> <p>3.10f Demonstrate ethical use of the Internet (cont.)</p> | <p>Realistic F <i>The New Soccer Ball</i> - Realistic F <i>Neighborhood Mystery</i> - Realistic F <i>George Washington Carver</i> - Biography <i>Yo-Yo Ma</i> - Biography <i>Cesar Chavez: Migrant Hero</i> - Biography <i>You Are Special</i> - Fantasy F <i>Martin Luther King, Jr.</i> - Biography <i>Weird Bird Beaks</i> - Informational NF <i>Harriet Tubman and the Underground Railroad</i> - Biography <i>Jackie Robinson</i> - Biography <i>Elizabeth Blackwell: America's First Woman Doctor</i> - Biography <i>Barack Obama</i> - Biography</p> <p>Newsela <i>Olympic athlete says diversity is important</i> - Informational NF <i>What is biodiversity?</i> - Informational NF</p> <p>Epic! <i>Odd Bird Out</i> - Fantasy <i>Martin Luther King Jr.</i> - Biography <i>Rosa Parks</i> - Biography <i>What Makes Us Unique?</i> <i>Our First Talk About Diversity</i> - Information NF (picture</p> | <p>Research a children's game or activity from another culture. Create a presentation or short report about this activity and how it is similar/different to your favorite activity.</p> <p>Research a person known for overcoming discrimination/prejudice (such as Martin Luther King Jr., Helen Keller, Rosa Parks, etc.). Create a poster describing them and providing a conclusion about their character.</p> <p>Character Museum-Students choose a person in the present or past to research who is known for overcoming discrimination/prejudice. Students dress up as this person and give an orally and/or written presentation from that person's perspective.</p> <p>Write about what makes you unique and different.</p> <p>Think about a time when you were the only person with a given characteristic in the entire room (such as the</p> |
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| <p>3.2c Make eye contact with the audience (cont.)</p> <p>3.2d Organize ideas sequentially or around major points of information using appropriate facts and relevant details (cont.)</p> <p>3.2e Use contextually appropriate language and specific vocabulary to communicate ideas (cont.)</p> | <p>comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5b Make connections between reading selections (cont.)</p> <p>3.5d Compare and contrast settings, characters, and plot events (cont.)</p> <p>3.5h Draw conclusions using the text for support (cont.)</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6b Use prior and background knowledge as context for new learning (cont.)</p> <p>3.6e Draw conclusions, using the text for support (cont.)</p> <p>3.6i Use reading</p> | <p>information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>3.9i Use the articles a, an, and the correctly</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | | <p>book)</p> <p>Something to Prove-NF</p> <p>A.D.D. not BAD-NF</p> <p>Everyone is Equal-NF</p> <p>Off to Class: Incredible and Unusual Schools</p> <p>Around the World-NF</p> <p>Respecting Diversity -NF</p> <p><i>What's So Great About...Rosa Parks?</i>-Biography</p> <p>ReadWorks</p> <p>Food Across India</p> <p>Paired Text Set on Environments</p> <p>How Charlie Got Her Chopsticks</p> <p>Cue Cards</p> <p>Poetry</p> <p>Drum Dream Girl by BY <u>MARGARITA ENGLE</u> (Poetryfoundation.org)</p> <p>Books</p> <p><i>The Sneeches</i> by Dr. Seuss - Fantasy</p> <p><i>The Color of Us</i> by Karen Katz - Realistic F</p> <p><i>You are Special</i> by Max Lucado- Fantasy</p> <p><i>The Other Side</i> by Jacqueline Woodson- Historical F</p> <p><i>Freedom Summer</i> by Deborah Wiles- Historical F</p> <p><i>Tea with Milk</i> by Allen</p> | <p>only girl or boy, the only person wearing jeans when everyone else was dressed up, or the only child in a room full of adults). Did people treat you differently from how they treated others? Did you experience any discomfort at not fitting in? Write about your experience.</p> <p>Write a poem about what diversity means to you.</p> <p>Write a short story about a world with no diversity. What would people be like? How would society function? How would people make decisions?</p> |
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| | <p>strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | <p>Say- Realistic F</p> <p>Functional texts</p> <p>Crafts And Activities to Celebrate Diversity (EPIC!) - multiple resources included</p> <p>Diversity Celebration flyer</p> <p>CCI Diversity Week flyer</p> <p>Law Enforcement Torch Run for Special Olympics (Flyer)</p> <p>Unity Day 2019 flyer</p> <p>Autism Awareness Fair flyer</p> <p>Celebrating Diversity flyer</p> <p>Websites</p> <p>Reading IQ www.readingiq.com</p> <p>Reading Vine www.readingvine.com</p> <p>Quill for grammar www.quill.org</p> <p>E-media https://www.emedia.org/ (available via Clever Sign-on)</p> <p>Virtual Job Share https://visjunior.com/</p> <p>*Career Central (available via Clever Sign-on)</p> <p>Teachers Pay Teachers (free downloads)</p> <p>Diversity Mini Unit- NF</p> <p>Ruby Bridges Poem- Poem</p> <p>Snowflake Diversity-NF</p> | |
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| | | | | Diversity in Virginia Powerpoint-NF ACPS Literacy Plan (as appropriate) | |
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THEME: NW3 Theme 3 - Conflict & Problem Solving

SKILLS TARGETED: No new skills introduced

SKILLS SPIRALED: 3.3a Vowel Patterns, 3.3b Multisyllabic Words, 3.4b Roots/Affixes, 3/4b Synonyms/Antonyms, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.4g Word Reference Resources, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.5e Summarize/Sequence Plot, 3.5j Theme, 3.5f Narrator, 3.6i Conflict/Resolution, 3.6a Author's Purpose, 3.6f Summarize Nonfiction, 3.6g Main Idea (NF), 3.6h Supporting Details (NF)

STRATEGY FOCUS: Summarize/Synthesize, Determine Importance, Make Connections, Self-Monitor

APPROXIMATE TIME: 3 weeks

| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
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| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1b Present accurate directions to individuals and small groups (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other group members (cont.)</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Use knowledge of regular and irregular vowel patterns (cont.)</p> <p>3.3b Decode regular multisyllabic words (cont.)</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4b Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.7b Sign his/her first and last names (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience and purpose (cont.)</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic (cont.)</p> <p>3.10b Access appropriate resources (cont.)</p> <p>3.10c Collect and organize information about the topic (cont.)</p> <p>3.10d Evaluate the</p> | <p>Journeys <i>Two Bad Ants</i> (Journeys - Unit 5) - Fantasy F <i>A Fine, Fine School</i> (Journeys - Unit 1) - Realistic F <i>The Trial of Cardigan Jones</i> (Journeys - Unit 1) - Fantasy F <i>The Extra-Good Sunday</i> (Journeys - Unit 3) - Realistic F</p> <p>Reading A-Z <i>What is Water Worth?</i> - Informational NF <i>Woolly and Fang</i> - Fantasy F <i>Hansel and Gretel</i> - Fairytale F</p> | <p>Write about a problem (conflict) in your school or community. Give your opinion and explain the steps you think are the best way to resolve the problem.</p> <p>Write a personal narrative about a time when you had a conflict (problem) and how you resolved it. Give your opinion: Was this the best way to resolve the problem? Explain.</p> <p>Create a poster of ways to solve problems when you have a disagreement with your</p> |

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| <p>3.1d Orally summarize information expressing ideas clearly (cont.)</p> <p>3.1e Use language appropriate for context and audience (cont.)</p> <p>3.1f Increase listening and speaking vocabularies (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> <p>3.2 The student will give oral presentations.</p> <p>3.2a Speak clearly using appropriate volume (cont.)</p> <p>3.2b Speak at an understandable rate (cont.)</p> <p>3.2c Make eye contact with the audience (cont.)</p> <p>3.2d Organize ideas sequentially or around major points of information using appropriate facts and relevant details (cont.)</p> | <p>words (cont.)</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words (cont.)</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.4g Use word-reference resources including the glossary, dictionary, and thesaurus (cont.).</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5e Summarize plot events/sequence of events (cont.)</p> <p>3.5j Identify the theme (cont.)</p> <p>3.5f Identify the narrator of the story (cont.)</p> | <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea (cont.)</p> <p>3.8f Elaborate writing by including supporting details (cont.)</p> <p>3.8g Use transition words to vary sentence structure (cont.)</p> <p>3.8h Express an opinion about a topic and provide fact-based reasons for support (cont.)</p> <p>3.8i Write a well-developed paragraph focusing on the main idea (cont.)</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> | <p>relevance of the information (cont.)</p> <p>3.10f Demonstrate ethical use of the Internet (cont.)</p> | <p><i>The Three-R Plan</i> - Fairytale F</p> <p><i>The Black Stones</i> - Realistic F</p> <p><i>Caribou Man</i> - Folktale F</p> <p><i>The Wall</i> - Fantasy F</p> <p><i>Carlos's Puzzle</i> - Realistic F</p> <p><i>Adventures with Abuela</i> - Realistic F</p> <p>Newsela</p> <p><i>How and why does conflict occur?</i> - Informational NF</p> <p><i>Students are making tools that help doctors fix problems</i> - Informational NF</p> <p>Epic!</p> <p><i>Step Forward With Problem Solving</i> - Informational NF</p> <p><i>Pete for President</i> - Realistic F</p> <p><i>Best Friend Trouble</i> - Fantasy</p> <p><i>Why do we Fight</i> - informational NF</p> <p><i>Can we get Along?</i> - Informational NF</p> <p><i>Speak Up!</i> - Informational NF</p> <p><i>The Owl and the Woodpecker</i> - Fantasy</p> <p><i>Dork on the Run</i> - Realistic F</p> <p><i>Clever Trevor</i> - Realistic F</p> <p>Books</p> | <p>friends, teachers, or parents.</p> <p>Write an alternate ending for a story in which you have the character resolve the conflict in another way. Evaluate how the character(s) in our reading resolved their conflict. Was this the best way to resolve the conflict? Explain.</p> |
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| <p>3.2e Use contextually appropriate language and specific vocabulary to communicate ideas (cont.)</p> | <p>3.5i Identify the conflict and resolution (cont.)</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6a Identify the author's purpose. (cont.).</p> <p>3.6f Summarize information found in nonfiction texts (cont.)</p> <p>3.6g Identify the main idea (cont.)</p> <p>3.6h Identify supporting details (cont.)</p> <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> | <p>3.9e Use singular possessives</p> <p>3.9h Use apostrophes in contractions with pronouns and in possessives</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | | <p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer - Narrative NF</p> <p><i>What Do You Do With A Problem?</i> by Kobi Yamada</p> <p>Other</p> <p><i>Saying You're Sorry</i> - Informational NF</p> <p><i>Train Your Temper</i> - Informational NF</p> <p><i>What Should I Do if My Family Fights?</i> - Informational NF</p> <p>Functional texts</p> <p>Peace Dove Garland</p> <p>Dove of Peace Mosaic Craft</p> <p>Together We Can Change the World Craft (Excerpt from Crafts and Activities to Celebrate Diversity EPIC!)</p> <p>Family Cooperation Bingo</p> <p>World Peace Cookies</p> <p>Peace Pie</p> <p>Websites</p> <p>Reading IQ www.readingiq.com</p> <p>Reading Vine www.readingvine.com</p> <p>Quill for grammar www.quill.org</p> <p>E-media</p> | |
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| | <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | <p>https://www.emedia.org/ (available via Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on) ACPS Literacy Plan (as appropriate)</p> | |
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NINE WEEKS 4

Division Required Assessments: PALS, ACPS Writing Prompt (expository), ACPS Reading Rubric, Reading SOL Test

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once an SOL is introduced, it should be continually integrated throughout the year until mastery.**

| <p>THEME: NW4 Theme 1 - Perseverance & Determination</p> <p>SKILLS TARGETED: No new skills introduced</p> <p>SKILLS SPIRALED: 3.3a Vowel Patterns, 3.3b Multisyllabic Words, 3.4a Homophones, 3.4b Roots/Affixes, 3.4b Synonyms/Antonyms, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.5e Summarize/Sequence Plot, 3.5j Theme, 3.5c/3.6c Predictions, 3.6a Author's Purpose, 3.6c Text Features, 3.6f Summarize Nonfiction, 3.6g Main Idea (NF), 3.6h Supporting Details (NF)</p> <p>STRATEGY FOCUS: Determine Importance, Infer/Predict, Summarize/Synthesize, Self-Monitor</p> <p>APPROXIMATE TIME: 3 weeks</p> | | | | | |
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| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1b Present accurate directions to individuals and small groups (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Use knowledge of regular and irregular vowel patterns (cont.)</p> <p>3.3b Decode regular multisyllabic words (cont.)</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4a Use knowledge of homophones to understand unfamiliar words (cont.)</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.7b Sign his/her first and last names (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic (cont.)</p> <p>3.10b Access appropriate resources (cont.)</p> <p>3.10c Collect and organize information about the topic (cont.)</p> | <p>Journeys <i>Surviving Mt. Everest</i> (Journeys - Unit 5) - Information NF <i>Jump!</i> (Journeys - Unit 3) - Biography/Narrative NF</p> <p>Reading A-Z <i>Thank You, Mr. Falker</i> - Realistic F <i>The Trouble with English</i> - Realistic F <i>Running for Freedom</i> - Historical F <i>Gandhi</i> - Biography <i>Mike Van Zee, Special Olympian</i> - Biography <i>Elizabeth Blackwell: America's First Woman</i></p> | <p>Write a narrative about a time when you demonstrated perseverance.</p> <p>Write about a dream you have for your life and explain how you hope to achieve this dream through determination.</p> <p>Write about someone who demonstrates perseverance. Explain what the person faced and how they continued to persevere in the face of challenges.</p> |

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| <p>group members (cont.)</p> <p>3.1d Orally summarize information expressing ideas clearly (cont.)</p> <p>3.1e Use language appropriate for context and audience (cont.)</p> <p>3.1f Increase listening and speaking vocabularies (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> <p>3.2 The student will give oral presentations.</p> <p>3.2a Speak clearly using appropriate volume (cont.)</p> <p>3.2b Speak at an understandable rate (cont.)</p> <p>3.2c Make eye contact with the audience (cont.)</p> <p>3.2d Organize ideas sequentially or around major points of information using</p> | <p><i>(Suggested, but not limited to - reed/read, rode/road, sum/some, sail/sale, pail/pale, dear/deer, by/bye/buy, weight/wait)</i></p> <p>3.4b Use knowledge of roots, affixes, synonyms, antonyms to determine the meaning of new words (cont.)</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> <p>3.4d Use context to clarify meaning of unfamiliar words (cont.)</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5c Make, confirm, revise predictions (cont.)</p> | <p>and purpose (cont.)</p> <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea (cont.)</p> <p>3.8f Elaborate writing by including supporting details (cont.)</p> <p>3.8g Use transition words to vary sentence structure (cont.)</p> <p>3.8h Express an opinion about a topic and provide fact-based reasons for support (cont.)</p> <p>3.8i Write a well-developed paragraph focusing on the main idea (cont.)</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> | <p>3.10d Evaluate the relevance of the information (cont.)</p> <p>3.10e Avoid plagiarism and use own words</p> <p>3.10f Demonstrate ethical use of the Internet (cont.)</p> | <p><i>Doctor - Biography</i> <i>Fishing in Simplicity - Realistic F</i></p> <p>Newsela <i>A dream come true: Girl with one arm plays violin - Informational NF</i> <i>No goofing off: Teen stayed focused on prize to win National Geographic Bee - Biography</i> <i>This female high school student is playing football and making history - Biography</i> <i>Fewer opportunities are making it hard for Gen Z to fight off loneliness - Informational NF</i></p> <p>Epic! <i>Ruby's Wish - Historical/Realistic F</i> <i>Step Forward With Grit - Informational NF</i> <i>Animal Scientist and Activist Jane Goodall - Biography</i> <i>The Listeners - Historical F</i> <i>Jackie Robinson: A Life of Determination - Biography</i> <i>Awesome Athletes: Gabby Douglas - Biography</i> <i>Fred and Pete at the Beach - Fantasy</i> <i>Step Forward with GRIT - Informational NF</i> <i>Paws of Courage-</i></p> | <p>Create a poster about a book character who demonstrates perseverance. Describe ways that character persevered.</p> |
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| <p>appropriate facts and relevant details (cont.)</p> <p>3.2e Use contextually appropriate language and specific vocabulary to communicate ideas (cont.)</p> <p>3.2f Use multimodal tools to create presentations and enhance communication.</p> | <p>3.5e Summarize plot events/sequence of events (cont.)</p> <p>3.5j Identify the theme (cont.)</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6a Identify the author's purpose (cont.)</p> <p>3.6c Preview and use text features to locate information and make, confirm, and revise predictions (EKSP) (cont.)</p> <p>3.6f Summarize information found in nonfiction texts (cont.)</p> <p>3.6g Identify the main idea (cont.)</p> <p>3.6h Identify supporting details (cont.)</p> | <p>3.9g Use simple abbreviations</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | | <p>Informational NF Live it: Perseverance-Graphic novel</p> <p>Books <i>Apples to Oregon</i> by Deborah Hopkinson - Historical F <i>Brave Irene</i> by William Steig - Realistic F <i>The Carrot Seed</i> by Ruth Krauss - Realistic F <i>Henry's Freedom Box</i> by Ellen Levine - Historical F <i>The Little Engine That Could</i> by Watty Piper - Fantasy <i>Through my Eyes</i> by Ruby Bridges - Narrative NF <i>Unstoppable Me!: 10 Ways to Soar Through Life</i> by Dr. Wayne W. Dyer - Realistic F <i>The Very Busy Spider</i> by Eric Carle - Fantasy <i>Wilma Unlimited</i> by Kathleen Krull - Narrative NF <i>Amazing Grace</i> by Mary Hoffman</p> <p>Functional texts Wounded Warrior Flyer Wounded Warrior Flyer II Fishing for Soldiers A Celebration of Perseverance flyer</p> | |
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| | <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p> | | | <p>Perseverance & Survival During the Holocaust flyer Perseverance Golf Marathon flyer Perseverance Round Table Discussion flyer</p> <p>Websites Reading IQ www.readingiq.com Reading Vine www.readingvine.com Quill for grammar www.quill.org E-media https://www.emedia.org/ (available via Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on)</p> <p>ACPS Literacy Plan (as appropriate)</p> | |
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THEME: NW4 Theme 2 - Confidence & Growth Mindset

SKILLS TARGETED: No new skills introduced

SKILLS SPIRALED: 3.3a Vowel Patterns, 3.3b Multisyllabic Words, 3.4b Roots/Affixes, 3.4b Synonyms/Antonyms, 3.4c Phonetic Strategies, 3.4d Context Clues, 3.4e Listening Vocabulary, 3.4f Content Vocabulary, 3.4g Word Reference Resources, 3.5k/3.6j Reading Strategies, 3.5m/3.6j Fluency, 3.5j Theme, 3.6g Main Idea (NF), 3.6h Supporting Details (NF), 3.5g/3.6d Ask/Answer Questions, 3.5h/3.6e Drawing Conclusions

STRATEGY FOCUS: Infer, Questioning, Determine Importance, Summarize/Synthesize, Self-Monitor

APPROXIMATE TIME: 4 weeks

| COMMUNICATION / MULTIMODAL LITERACIES | READING | WRITING | RESEARCH | RECOMMENDED RESOURCES (Including Paired Passages) | POSSIBLE PRODUCTS |
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| <p>3.1 The student will use effective communication skills in a variety of settings.</p> <p>3.1a Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.)</p> <p>3.1b Present accurate directions to individuals and small groups (cont.)</p> <p>3.1c Ask and respond to questions from teachers and other group members (cont.)</p> <p>3.1d Orally summarize information expressing ideas clearly (cont.)</p> <p>3.1e Use language appropriate for context and audience (cont.)</p> | <p>3.3 The student will apply word-analysis skills when reading.</p> <p>3.3a Use knowledge of regular and irregular vowel patterns (cont.)</p> <p>3.3b Decode regular multisyllabic words (cont.)</p> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4b Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words (cont.)</p> <p>3.4c Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.)</p> | <p>3.7 The student will write legibly in cursive.</p> <p>3.7a Write capital and lowercase letters of the alphabet (cont.)</p> <p>3.7b Sign his/her first and last names (cont.)</p> <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>3.8a Engage in writing as a process (cont.)</p> <p>3.8b Identify audience and purpose (cont.)</p> <p>3.8c Use a variety of prewriting strategies (cont.)</p> <p>3.8d Use organizational strategies to structure writing according to</p> | <p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <p>3.10a Construct questions about the topic (cont.)</p> <p>3.10b Access appropriate resources (cont.)</p> <p>3.10c Collect and organize information about the topic (cont.)</p> <p>3.10d Evaluate the relevance of the information (cont.)</p> <p>3.10e Avoid plagiarism and use own words (cont.)</p> <p>3.10f Demonstrate</p> | <p>Reading A-Z <i>The Guest Ranch</i> - Realistic F</p> <p>Epic! <i>The Big Test</i> - Realistic Fiction <i>Because I Am a Girl I Can Change the World</i> - Informational NF <i>The Stick</i> - Realistic Fiction <i>The Boy Who Wanted to Cook</i> - Realistic Fiction <i>Be The Change In Your School</i> - Informational NF All you can be- Dwight Howard- Autobiography NF</p> <p>Books <i>How to Catch a Star</i> by Oliver Jeffers - Realistic F <i>Ish</i> by Peter Reynolds - Realistic F <i>The Dot</i> by Peter</p> | <p>Write about a time in which you displayed the growth mindset.</p> <p>Write about a time when you felt confident about doing something. What made you confident and how did you feel?</p> <p>Create a poster about yourself that displays the characteristics that you like about yourself (that you are confident about).</p> <p>Write a letter to someone with low self-esteem (can be a real person or a character from a book). What would you say that would help build their confidence?</p> <p>Write a letter to yourself giving yourself</p> |

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| <p>3.1f Increase listening and speaking vocabularies (cont.)</p> <p>3.1g Participate in collaborative discussions (cont.)</p> <p>3.1h Work respectfully with others in pairs, diverse groups, and whole class settings (cont.)</p> <p>3.2 The student will give oral presentations.</p> <p>3.2a Speak clearly using appropriate volume (cont.)</p> <p>3.2b Speak at an understandable rate (cont.)</p> <p>3.2c Make eye contact with the audience (cont.)</p> <p>3.2d Organize ideas sequentially or around major points of information using appropriate facts and relevant details (cont.)</p> <p>3.2e Use contextually appropriate language and specific vocabulary to communicate ideas (cont.)</p> | <p>3.4d Use context to clarify meaning of unfamiliar words (cont.)</p> <p>3.4e Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.)</p> <p>3.4f Use vocabulary from other content areas (cont.)</p> <p>3.4g Use word-reference resources including the glossary, dictionary, and thesaurus (cont.)</p> <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>3.5g Ask and answer questions about what is read (cont.)</p> <p>3.5h Draw conclusions using the text for support (cont.)</p> <p>3.5j Identify the theme (cont.)</p> <p>3.5k Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> | <p>type (cont.)</p> <p>3.8e Write a clear topic sentence focusing on main idea (cont.)</p> <p>3.8f Elaborate writing by including supporting details (cont.)</p> <p>3.8g Use transition words to vary sentence structure (cont.)</p> <p>3.8h Express an opinion about a topic and provide fact-based reasons for support (cont.)</p> <p>3.8i Write a well-developed paragraph focusing on the main idea (cont.)</p> <p>3.8j Revise writing for clarity of content using specific vocabulary and information (cont.)</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>3.9j Use correct spelling including irregular plurals (cont.)</p> <p>3.9k Indicate paragraphing by indenting or skipping a</p> | <p>ethical use of the Internet (cont.)</p> | <p>Reynolds - Realistic F <i>Thanks for the Feedback, I Think</i> by Julia Cook - Realistic F <i>Ladybug Girl</i> by David Soman - Realistic F <i>Dreams to Grow On</i> by Christine Hurley Deriso - Realistic F <i>The Three Questions</i> (based on a story) by Leo Tolstoy - Realistic F <i>Stand Tall Molly Lou Melon</i> by Patty Lovell - Realistic F</p> <p>Poetry Thinking by Walter D. Wintle Equipment by Edgar Guest A Great Somebody by Adrienne Sealy Hardesty</p> <p>Functional text Recipe for Self-Confidence Cool Kids School Kids Confidence Event flyer Growth Mindset diagram poster</p> <p>Websites Reading IQ www.readingiq.com Reading Vine www.readingvine.com Quill for grammar www.quill.org E-media https://www.emedia.org/ (available via</p> | <p>encouragement for the SOL tests. Additionally, write a future third grader to encourage them to be confident to take the SOL tests.</p> |
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|---|---|--|--|--|--|
| <p>3.2f Use multimodal tools to create presentations and enhance communication (cont.)</p> | <p>3.5m Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>3.6d Ask and answer questions about what is read, using the text for support (cont.)</p> <p>3.6e Draw conclusions, using the text for support (cont.)</p> <p>3.6g Identify the main idea (cont.)</p> <p>3.6h Identify supporting detail (cont.)</p> <p>3.6i Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>3.6j Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>*Review ALL skills to prepare for SOL</p> | <p>line (cont.)</p> <p>*Continue to review previous grammar skills introduced.</p> | | <p>Clever Sign-on) Virtual Job Share https://visjunior.com/ *Career Central (available via Clever Sign-on)</p> <p>ACPS Literacy Plan (as appropriate)</p> | |
|---|---|--|--|--|--|

*Remaining days of instruction will be spent to review previously taught content.

VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

| Standard Introduction Level | Symbol |
|--|--------|
| The skill has not been introduced. | - |
| The skill is introduced and appears in the grade-level reading standards. | I |
| The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. | P |

Strand: Communication and Multimodal Literacies

| Standard | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Listen actively and speak using agreed-upon rules for discussion. | I | I | I | I | I | P | P | P | P | P | P | P | P |
| Follow implicit rules for conversation, including taking turns and staying on topic. | I | I | P | P | P | P | P | P | P | P | P | P | P |
| Listen and speak in informal conversations with peers and adults. | I | I | P | P | P | P | P | P | P | P | P | P | P |
| Discuss various texts and topics collaboratively and with partners. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Use voice level, phrasing, and intonation appropriate for various language situations. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Ask how and why questions to seek help, get information, or clarify information. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Work respectfully with others. | I | I | I | I | P | P | P | P | P | P | P | P | P |
| Listen and respond to a variety of text and media. | I | I | P | P | P | P | P | P | P | P | P | P | P |
| Initiate conversation with peers and adults | - | I | P | P | P | P | P | P | P | P | P | P | P |
| Adapt or change oral language to fit the situation. | - | I | I | I | I | I | I | I | P | P | P | P | P |
| Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. | - | - | I | I | I | I | I | I | P | P | P | P | P |
| Share information orally with appropriate facts and relevant details. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Participate as a contributor and leader in collaborative and partner discussions. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Create a simple presentation using multimodal tools. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Orally summarize information expressing ideas clearly. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Use language appropriate for context and audience. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Organize ideas sequentially or around major points of information using appropriate facts and relevant details. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Contribute to group discussions across content areas. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Connect comments to the remarks of others. | - | - | - | - | I | I | I | I | P | P | P | P | P |

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| Use specific vocabulary to communicate ideas. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Locate, organize, and analyze information from a variety of multimodal texts. | - | - | - | - | I | I | I | I | I | P | P | P | P |
| Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations. | - | - | - | - | - | - | I | P | P | P | P | P | P |
| Evaluate group activities. | - | - | - | - | - | - | I | P | P | P | P | P | P |
| Analyze the effectiveness of participant interactions. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Evaluate one's own contributions to discussions. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Give collaborative and individual, formal and informal, interactive presentations. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Make statements to communicate agreement or tactful disagreement with others' ideas. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Exhibit willingness to make necessary compromises to accomplish a goal. | - | - | - | - | - | - | - | I | I | I | I | P | P |
| Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Select, organize, and create multimodal content that encompasses opposing points of view. | - | - | - | - | - | - | - | - | I | I | I | I | P |
| Respond to audience questions and comments. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Differentiate between Standard English and informal language. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Evaluate presentations. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting. | - | - | - | - | - | - | - | - | - | I | I | I | I |
| Access, critically evaluate, and use information accurately to solve problems. | - | - | - | - | - | - | - | - | - | - | I | I | I |
| Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning. | - | - | - | - | - | - | - | - | - | - | I | I | I |
| Anticipate and address alternative or opposing perspectives and counterclaims. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Evaluate various techniques used to construct arguments in multimodal presentations. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Critique effectiveness of multimodal presentations. | - | - | - | - | - | - | - | - | - | - | - | - | I |
| Media Literacy | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Differentiate between auditory, visual, and written media messages and their purposes. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Compare and contrast how ideas and topics are depicted in a variety of media and formats. | - | - | - | - | I | I | I | I | P | P | P | P | P |
| Identify the purpose and audience of auditory, visual, and written media messages. | - | - | - | - | - | I | I | I | I | P | P | P | P |

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| Identify the characteristics and effectiveness of a variety of media messages. | - | - | - | - | - | I | I | I | I | P | P | P | P |
| Interpret information presented in diverse media formats and explain how it contributes to the topic. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Craft and publish audience-specific media messages. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Identify persuasive/informative techniques used in media. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Distinguish between fact and opinion, and between evidence and inference. | - | - | - | - | - | - | - | I | I | P | P | P | P |
| Describe how word choice, visual images, and sound convey a viewpoint. | - | - | - | - | - | - | - | I | I | P | P | P | P |
| Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Evaluate sources for relationships between intent and factual content. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Describe possible cause-and-effect relationships between mass media coverage and public opinion trends. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Monitor, analyze, and use multiple streams of simultaneous information. | - | - | - | - | - | - | - | - | - | I | I | I | P |
| Analyze the impact of selected media formats on meaning. | - | - | - | - | - | - | - | - | - | - | I | P | P |

Strand: Reading

| Standard | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Relate previous experiences to what is read. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Identify text features. | I | I | I | I | P | P | P | P | P | P | P | P | P |
| Set a purpose for reading. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Make and confirm predictions. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Identify theme. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Identify the main idea. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Ask and answer questions using the text for support. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Describe characters, setting, and plot events in fiction and poetry. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Identify the conflict and resolution. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Summarize stories and events with beginning, middle, and end in the correct sequence. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Draw conclusions based on the text. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Make connections between reading selections. | - | - | - | I | I | I | I | P | P | P | P | P | P |
| Compare and contrast settings, characters, and plot events. | - | - | - | I | I | I | P | P | P | P | P | P | P |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Differentiate between fiction and nonfiction. | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Identify the author's purpose. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Summarize information found in nonfiction texts. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Identify supporting details. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Describe how the choice of language, setting, and characters contributes to the development of plot. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Identify genres. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Draw conclusions/make inferences about text using the text as support. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Compare/contrast details in literary and informational nonfiction texts. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Identify cause-and-effect relationships. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Distinguish between fact and opinion. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Discuss the impact of setting on plot development. | - | - | - | - | - | I | I | P | P | P | P | P | P |
| Describe character development. | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Differentiate between first and third person point of view. | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Differentiate between free verse and rhymed poetry. | - | - | - | - | - | I | I | P | P | P | P | P | P |
| Explain how an author's choice of vocabulary contributes to the author's style. | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Skim materials to develop a general overview of content and to locate specific information. | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Identify organizational pattern(s). | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Identify transitional words and phrases that signal an author's organizational pattern. | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Describe how word choice and imagery contribute to the meaning of a text. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Identify and analyze the author's use of figurative language. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Analyze ideas within and between selections providing textual evidence. | - | - | - | - | - | - | I | I | I | I | P | P | P |
| Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Identify the source, viewpoint, and purpose of texts. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Explain the use of symbols and figurative language. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Compare and contrast authors' styles. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Analyze details for relevance and accuracy. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Identify the characteristics that distinguish literary forms. | - | - | - | - | - | - | - | - | - | I | P | P | P |
| Analyze the cultural or social function of a literary text. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Explain the influence of historical context on the form, style, and point of view of a written work. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Identify characteristics of expository, technical, and persuasive texts. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Identify a position/argument to be confirmed, disproved, or modified. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Evaluate clarity and accuracy of information. | - | - | - | - | - | - | - | - | - | I | I | P | P |

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| Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Examine a literary selection from several critical perspectives. | - | - | - | - | - | - | - | - | - | - | I | I | P |
| Compare and contrast character development in a play to characterization in other literary forms. | - | - | - | - | - | - | - | - | - | - | I | I | P |
| Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. | - | - | - | - | - | - | - | - | - | - | I | I | P |
| Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Analyze the use of dramatic conventions. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s). | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Read and correctly interpret an application for employment, workplace documents, or an application for college admission. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Analyze technical writing for clarity. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Analyze false premises, claims, counterclaims, and other evidence in persuasive writing. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Identify and synthesize resources to make decisions, complete tasks, and solve specific problems. | - | - | - | - | - | - | - | - | - | - | - | - | I |

Strand: Writing

| Standard | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Differentiate pictures from writing. | I | P | P | P | P | P | P | P | P | P | P | P | P |
| Generate ideas. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Compose simple sentences. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Begin each sentence with a capital letter and use ending punctuation. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Identify audience and purpose. | - | I | I | I | I | P | P | P | P | P | P | P | P |
| Use prewriting activities. | - | I | I | I | I | I | I | P | P | P | P | P | P |
| Focus on one topic. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Organize writing to suit purpose. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Revise writing by adding description. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Write an opinion and give a reason. | - | I | I | I | I | P | P | P | P | P | P | P | P |
| Engage in the writing process. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Use strategies for organization according to writing type. | - | - | I | I | I | I | P | P | P | P | P | P | P |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Organize writing to include a beginning, middle and end. | - | - | I | I | P | P | P | P | P | P | P | P | P | P |
| Write facts to support the main idea. | - | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Revise writing for clarity. | - | - | I | I | I | I | P | P | P | P | P | P | P | P |
| Write a clear topic sentence focusing on main idea. | - | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Elaborate by adding supporting details. | - | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Use transition words for sentence variety. | - | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Give fact based support for opinions. | - | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Write a paragraph focusing on a main idea. | - | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Select audience and purpose. | - | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Narrow the topic. | - | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Recognize different forms of writing have different patterns of organization. | - | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Write related paragraphs on the same topic. | - | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Utilize elements of style, including word choice and sentence variation. | - | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Clearly state a position including reasons and evidence to persuade the intended audience. | - | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Write multiparagraph compositions. | - | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Use precise and descriptive vocabulary to create voice and tone. | - | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Compose thesis statements for expository and persuasive writing. | - | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Select vocabulary and information to enhance central idea, tone, and voice. | - | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | - | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Use transition words and phrases within and between paragraphs | - | - | - | - | - | - | - | I | I | I | I | P | P | P |
| Distinguish between fact and opinion to support a position. | - | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Develop and modify the central idea, tone and voice to fit the audience and purpose. | - | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Use clauses and phrases for sentence variety. | - | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Clearly state and defend a position with reasons and evidence from credible sources. | - | - | - | - | - | - | - | I | I | I | I | P | P | P |
| Identify a counter-claim and provide a counter-argument. | - | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Blend multiple forms of writing including embedding a narrative. | - | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Use textual evidence to compare and contrast multiple texts. | - | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Arrange paragraphs in a logical progression using transitions between paragraphs and ideas. | - | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Adjust writing content, technique, and voice for a variety of audiences and purposes. | - | - | - | - | - | - | - | - | - | - | I | P | P | P |
| Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.- | - | - | - | - | - | - | - | - | - | - | I | P | P | P |
| Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. | - | - | - | - | - | - | - | - | - | - | I | I | I | I |
| Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. | - | - | - | - | - | - | - | - | - | - | - | I | I | I |
| Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. | - | - | - | - | - | - | - | - | - | - | - | I | I | I |
| Use a variety of rhetorical strategies to accomplish a specific purpose. | - | - | - | - | - | - | - | - | - | - | - | - | I | I |

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| Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented. | - | - | - | - | - | - | - | - | - | - | - | - | I |
| Write to clearly describe personal qualifications for potential occupational or educational opportunities. | - | - | - | - | - | - | - | - | - | - | - | - | I |

Strand: Writing (Grammar)

| Standard | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Begin each sentence with a capital letter and use ending punctuation. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Use complete sentences. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Capitalize all proper nouns and the word I. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Use singular and plural nouns and pronouns. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Use apostrophes in contractions and possessives. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Use contractions and singular possessives. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Use past and present verb tense. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Use commas in a series. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Use subject-verb agreement. | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Use noun-pronoun agreement. | - | - | - | I | P | P | P | P | P | P | P | P | P |
| Eliminate double negatives. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Use quotation marks with dialogue. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Use plural possessives. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use adjective and adverb comparisons. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use interjections. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use prepositional phrases. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use commas to indicate interrupters, items in a series, and to indicate direct address. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Edit for fragments and run-ons. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use coordinating conjunctions. | - | - | - | - | - | I | P | P | P | P | P | P | P |
| Use subject-verb agreement with intervening clauses and phrases. | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Use pronoun-antecedent agreement to include indefinite pronouns. | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Maintain consistent verb tense across paragraphs. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Edit for verb tense consistency and point of view. | - | - | - | - | - | - | - | I | P | P | P | P | P |
| Use quotation marks with dialogue and direct quotations. | - | - | - | - | - | - | - | I | P | P | P | P | P |
| Use and punctuate correctly varied sentence structures to include conjunctions and transition words. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Correctly use pronouns in prepositional phrases with compound objects. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Use comparative and superlative degrees in adverbs and adjectives. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Use parallel structures across sentences and paragraphs. | - | - | - | - | - | - | - | - | - | I | P | P | P |
| Use appositives, main clauses, and subordinate clauses. | - | - | - | - | - | - | - | - | - | - | I | P | P |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Use commas and semicolons to distinguish and divide main and subordinate clauses. | - | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Distinguish between active and passive voice. | - | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Use colons correctly. | - | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Use verbals and verbal phrases to achieve sentence conciseness and variety. | - | - | - | - | - | - | - | - | - | - | - | - | I | P |

Strand: Research

| Standard | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Generate topics of interest. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Generate questions to gather information. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Identify pictures, texts, or people as sources of information. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Find information from provided sources. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Gather and record information. | - | I | I | P | P | P | P | P | P | P | P | P | P |
| Organize information in writing or a visual display. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Create a research product. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Describe the difference between plagiarism and using one's own words. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Access appropriate resources. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Collect and organize information about the topic. | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Evaluate the relevance of information. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Demonstrate ethical use of the Internet. | - | - | - | I | I | I | I | I | P | P | P | P | P |
| Collect and organize information from multiple resources. | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Give credit to sources used in research. | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Formulate and revise questions about a research topic. | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Evaluate and analyze the validity and credibility of sources. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Cite primary and secondary sources. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Synthesize information from multiple sources. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Quote, summarize, and paraphrase research findings. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Publish findings and respond to feedback. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Verify the validity and accuracy of all information. | - | - | - | - | - | - | - | - | - | I | I | I | P |
| Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims. | - | - | - | - | - | - | - | - | - | I | I | I | P |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Synthesize relevant information from primary and secondary sources and present it in a logical sequence. | - | - | - | - | - | - | - | - | - | - | - | - | I | P |
| Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. | - | - | - | - | - | - | - | - | - | - | - | - | - | P |