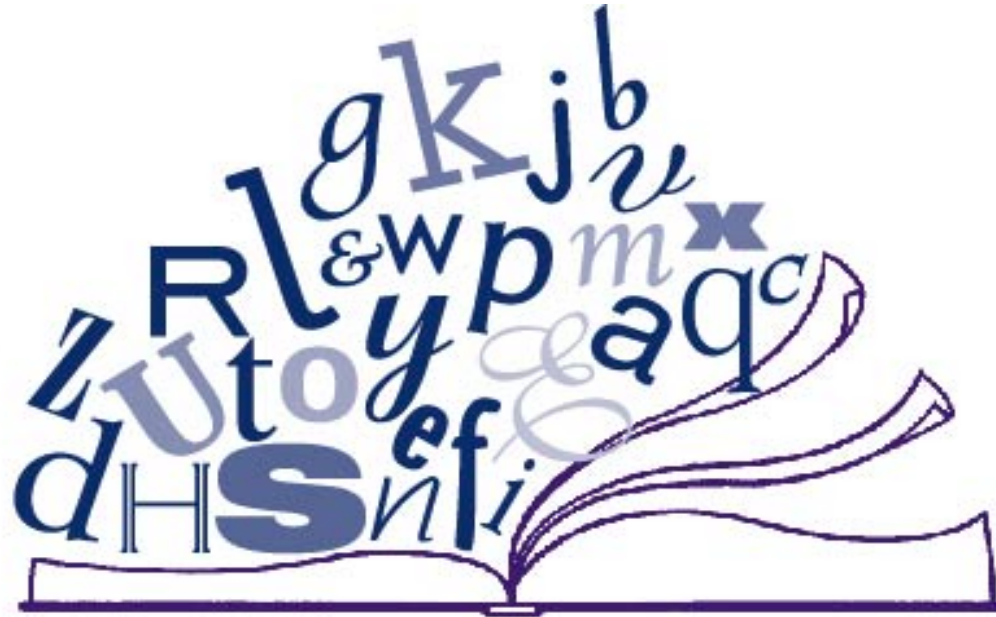


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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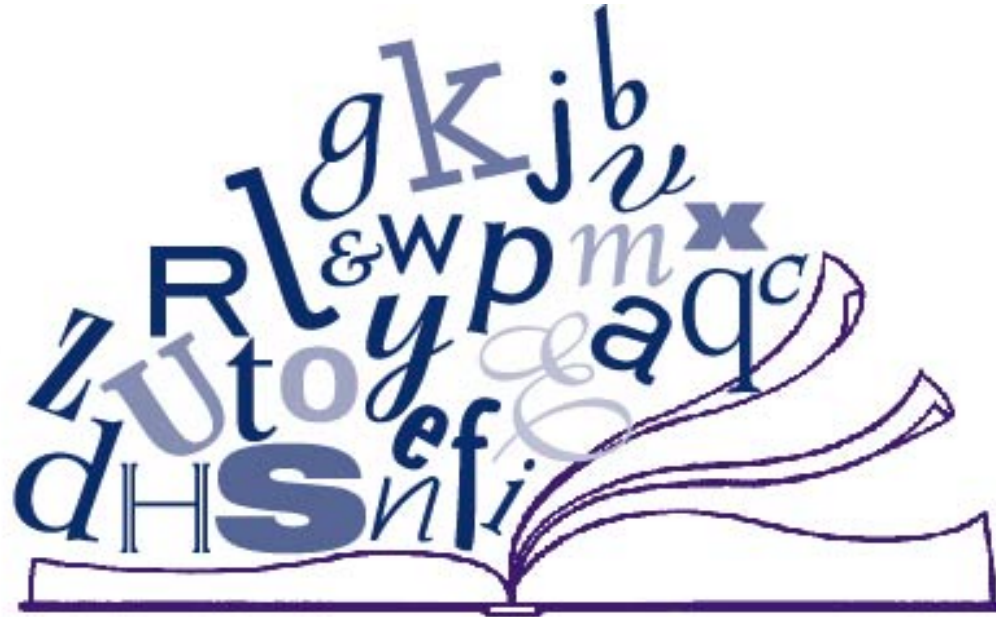
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ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Three



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

- 3.1 The student will use effective communication skills in group activities.**
- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.**
 - b) Ask and respond to questions from teachers and other group members.**
 - c) Explain what has been learned.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will communicate effectively during discussions in group settings. • Students will listen attentively to others, using strategies such as making eye contact while facing the speaker. • Students will interact with group members by asking and responding to questions and explaining what has been said or learned. | <p>All students should</p> <ul style="list-style-type: none"> • participate effectively in group activities by taking turns in conversations and moving group discussions forward. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • engage in taking turns in conversations by <ul style="list-style-type: none"> ◦ making certain all group members have an opportunity to contribute ◦ listening attentively by making eye contact while facing the speaker ◦ eliciting information or opinions from others ◦ supporting opinions with appropriate ideas, examples, and details ◦ indicating disagreement in a constructive manner • take initiative in moving a group discussion forward by <ul style="list-style-type: none"> ◦ contributing information that is on topic ◦ answering questions ◦ asking clarifying questions of the speaker ◦ summarizing the conclusions reached in the discussion ◦ explaining what has been learned. |

- 3.2 The student will present brief oral reports.**
- a) Speak clearly.**
 - b) Use appropriate volume and pitch.**
 - c) Speak at an understandable rate.**
 - d) Organize ideas sequentially or around major points of information.**
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will convey information through a formal oral presentation. • Students will be expected to organize information logically and use correct grammar and specific vocabulary for communicating ideas. • During the oral report, students will be expected to use a rate, volume, and pitch that keeps the audience engaged. | <p>All students should</p> <ul style="list-style-type: none"> • cluster or sequence information on a topic when presenting an oral report • speak clearly at an understandable rate and volume. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • deliver oral presentations in an engaging manner that maintains audience interest by <ul style="list-style-type: none"> ◦ presenting information with expression and confidence ◦ varying tone, pitch, and volume to convey meaning ◦ using grammatically correct language ◦ speaking at an understandable rate ◦ using specific vocabulary appropriate for the audience and the topic • stay on topic during presentations • organize ideas sequentially or around major points of information • answer questions from the audience • evaluate their own presentations, using class-designed criteria. |

At the third-grade level, students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. They will build reading comprehension through reading a variety of literature, to include but not be limited to narrative fiction, such as folktales, and nonfiction materials, such as biographies and autobiographies. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Process strategies that they implement before, during, and after reading will assist their comprehension in all subjects (for example, when reading word problems in math, investigating scientific concepts, and comparing important people and events in history). Students will use a variety of print resources to research topics.

- 3.3 The student will apply word-analysis skills when reading.**
- a) Use knowledge of all vowel patterns.**
 - b) Use knowledge of homophones.**
 - c) Decode regular multisyllabic words.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|--|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will use word-attack skills to decode words in order to read fluently. • These skills include the use of phonics (all vowel patterns and consonant combinations), structural analysis (roots and affixes), and context to read words with multiple pronunciations. | <p>All students should</p> <ul style="list-style-type: none"> • understand the need to apply word-analysis skills to decode words. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of all vowel patterns • apply knowledge of diphthongs, such as <i>aw</i> and <i>oy</i> • apply knowledge of roots • apply knowledge of affixes, such as <i>dis-</i>, <i>ex-</i>, <i>non-</i>, <i>pre-</i>, <i>-ly</i>, and <i>-ness</i> • use knowledge of homonyms/homophones, such as <i>be/bee</i>, <i>hear/here</i>, and <i>sea/see</i> • use context clues to verify meaning and determine appropriate homophone usage • apply knowledge of the change in tense (<i>-ed</i>), number (<i>-s</i>), and degree (<i>-er</i> and <i>-est</i>) signified by inflected endings • decode regular multisyllabic words in order to read fluently. |

3.4 The student will use strategies to read a variety of fiction and nonfiction materials.

- a) Preview and use text formats.**
- b) Set a purpose for reading.**
- c) Apply meaning clues, language structure, and phonetic strategies.**
- d) Use context to clarify meaning of unfamiliar words.**
- e) Read fiction and nonfiction fluently and accurately.**
- f) Reread and self-correct when necessary.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|--|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will apply different strategies to read text including fiction, poetry, nonfiction, content texts, and other printed materials. • Students who are able to apply meaning clues, language structure, and phonetic strategies independently become fluent readers. • Reading levels: <ul style="list-style-type: none"> ◦ independent level – 95% accuracy, or about 1 of every 20 words misread ◦ instructional level – 90% accuracy, or about 1 of every 10 words misread ◦ frustration level – less than 90% accuracy, or more than 1 of every 10 words misread. • Fluent readers read with automaticity, and they reread and self-correct as needed. • Students should read about 90 to 120 words per minute in grade-level material. | <p>All students should</p> <ul style="list-style-type: none"> • understand that text formats can be used to set a purpose for reading • use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use text formats such as the following to preview and set a purpose for reading: <ul style="list-style-type: none"> ◦ poetry features, such as lines and stanzas ◦ content text features, such as headings and chapter layout by topic ◦ functional formats, such as advertisements, flyers, and directions ◦ specialized type, such as bold face and italics ◦ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs • apply understanding of text structure to guide reading by <ul style="list-style-type: none"> ◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional ◦ making predictions based on knowledge of literary forms, such as folktale, biography, and autobiography ◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions • use surface features of text to make meaning from text by <ul style="list-style-type: none"> ◦ applying phonetic strategies ◦ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession ◦ applying knowledge of simple and compound sentence structures ◦ knowing when meaning breaks down and then rereading to self-correct <p>CONTINUED</p> |

3.4 The student will use strategies to read a variety of fiction and nonfiction materials.

- a) Preview and use text formats.
- b) Set a purpose for reading.
- c) Apply meaning clues, language structure, and phonetic strategies.
- d) Use context to clarify meaning of unfamiliar words.
- e) Read fiction and nonfiction fluently and accurately.
- f) Reread and self-correct when necessary.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--------------------------|---|
| | | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ◦ using signal words of time sequence, such as <i>first, second, next, later, after,</i> and <i>finally</i> ◦ using signal words of compare-contrast, such as <i>like, unlike, different,</i> and <i>same</i> ◦ using signal words of cause-effect, such as <i>because, if...then,</i> and <i>when...then</i> ◦ using conventions of dialogue, such as quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like <i>he said</i> and <i>she exclaimed</i> ◦ using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (such as <i>here</i> or <i>there</i>) for a specific location, and the use of a synonym for an earlier word (such as <i>animal</i> for <i>dog</i>) ◦ using context clues, such as a restatement, a renaming or synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words • read familiar fiction and nonfiction with fluency and accuracy. |

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) Set a purpose for reading.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Make, confirm, or revise predictions.**
 - d) Compare and contrast settings, characters, and events.**
 - e) Identify the author’s purpose.**
 - f) Ask and answer questions.**
 - g) Draw conclusions about character and plot.**
 - h) Organize information and events logically.**
 - i) Summarize major points found in fiction materials.**
 - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|--|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will develop a variety of comprehension strategies that they can apply to make meaning from text. • Students should be able to connect their previous experiences and knowledge to the text in order to make predictions and then use evidence from the text to confirm or revise their predictions. • Students will talk and write about similarities and differences that they see in various books by the same author or in various selections within the same genre. • In classroom discussion, students will contribute their ideas about an author’s craft, including such elements as word choice, plot and organization, beginnings and endings of selections, and character development. <p>CONTINUED</p> | <p>All students should</p> <ul style="list-style-type: none"> • develop a variety of comprehension strategies that can be applied to make meaning from fiction selections. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read for a specific purpose by <ul style="list-style-type: none"> ◦ locating specific information in a reading selection ◦ identifying details that support a stated main idea ◦ expressing a stated main idea in their own words • make a variety of connections with the text, such as <ul style="list-style-type: none"> ◦ connections between their own personal experiences and what is happening in the text ◦ connections between the text they are reading and other texts they have read, such as identifying a similar plot or character ◦ connections between what they already know about the topic and what they find in the reading that is new to them • use specific details to make, justify, and modify predictions by <ul style="list-style-type: none"> ◦ identifying details from their own experiences and knowledge that supports their predictions ◦ identifying information from the text that supports or contradicts a prediction ◦ revising predictions based on new understandings <p>CONTINUED</p> |

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) Set a purpose for reading.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Make, confirm, or revise predictions.**
 - d) Compare and contrast settings, characters, and events.**
 - e) Identify the author’s purpose.**
 - f) Ask and answer questions.**
 - g) Draw conclusions about character and plot.**
 - h) Organize information and events logically.**
 - i) Summarize major points found in fiction materials.**
 - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|--------------------------|--|
| <ul style="list-style-type: none"> • Students will learn about specific types of folktales: <ul style="list-style-type: none"> ◦ tall tale – exaggerates larger-than-life characters, such as Pecos Bill and John Henry, which may or may not have a historical basis and may create a humorous picture of these characters ◦ trickster tale – tells the story of a character (the trickster) who fools others, the good character does not fall for the trick, the bad character does fall for the trick and gets what he/she deserves ◦ legend – records the deeds of real or supposedly real individuals who have been elevated to the status of hero because they demonstrated virtues respected by their culture <p>CONTINUED</p> | | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • gain meaning before, during, and after reading by <ul style="list-style-type: none"> ◦ asking and answering questions to clarify meaning ◦ asking and answering questions to predict what will happen next ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question ◦ understanding that some questions are answered directly in the text ◦ understanding that the answers to some questions must be inferred from the reader’s background experiences and knowledge ◦ understanding the basic plots of fairy tales, myths, folktales, legends, and fables • apply knowledge of characterization by <ul style="list-style-type: none"> ◦ identifying a character’s attributes (traits) ◦ using evidence from the text to support generalizations about the character ◦ identifying how the attributes of one character are similar to or different from those of another character <p>CONTINUED</p> |

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) Set a purpose for reading.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Make, confirm, or revise predictions.**
 - d) Compare and contrast settings, characters, and events.**
 - e) Identify the author’s purpose.**
 - f) Ask and answer questions.**
 - g) Draw conclusions about character and plot.**
 - h) Organize information and events logically.**
 - i) Summarize major points found in fiction materials.**
 - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--------------------------|---|
| <ul style="list-style-type: none"> ◦ fairy tale – begins with “Once upon a time…” and ends with “...happily ever after,” has events usually happening in threes, and usually involves magic ◦ pourquoi tale – explains how or why something has come to be ◦ myth – a traditional story of a supposedly historical event, presenting part of the world view of a people or explaining a practice, belief, or natural phenomenon • After reading, students should be able to demonstrate new understandings through writing, discussion, and graphic representations. | | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of setting by <ul style="list-style-type: none"> ◦ identifying the time and place of a story, using supporting details from the text ◦ identifying the details that make two settings similar or different • write responses that go beyond literal restatements • make generalizations about a character based on that character’s response to a problem, the character’s goal, and what the character says to other characters • support with specific details generalizations about characters from a selection • compare two characters within a selection or between/among two or more selections • identify the author’s purpose • draw conclusion about a character and/or the plot from a selection <p>CONTINUED</p> |

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) Set a purpose for reading.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Make, confirm, or revise predictions.**
 - d) Compare and contrast settings, characters, and events.**
 - e) Identify the author's purpose.**
 - f) Ask and answer questions.**
 - g) Draw conclusions about character and plot.**
 - h) Organize information and events logically.**
 - i) Summarize major points found in fiction materials.**
 - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|-----------------------------|---|
| | | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • compare and contrast settings, characters, and events • organize information or events • summarize major points in a selection. |

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.**
- a) Identify the author’s purpose.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Ask and answer questions about what is read.**
 - d) Draw conclusions.**
 - e) Organize information and events logically.**
 - f) Summarize major points found in nonfiction materials.**
 - g) Identify the characteristics of biographies and autobiographies.**
 - h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Students will learn the shared characteristic of biography and autobiography: both are based on verifiable facts about real-life people. • Students will learn the distinguishing characteristics of biography and autobiography: autobiography is a type of nonfiction in which a person tells the story of his/her own life, while biography is a type of nonfiction in which a person tells the story of someone else’s life. | <p>All students should</p> <ul style="list-style-type: none"> • demonstrate comprehension of nonfiction • demonstrate an understanding of the characteristics of biography and autobiography. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • know the shared and distinguishing characteristics of autobiography and biography • state in their own words the main idea of a nonfiction selection • identify details that support the main idea of a nonfiction selection • organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting • make a variety of connections with the text, such as <ul style="list-style-type: none"> ◦ connections between their own personal experiences and the text ◦ connections between the text they are reading and other texts they have read ◦ connections between what they already know about the topic and what they find in the reading that is new to them <p>CONTINUED</p> |

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.**
- a) Identify the author’s purpose.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Ask and answer questions about what is read.**
 - d) Draw conclusions.**
 - e) Organize information and events logically.**
 - f) Summarize major points found in nonfiction materials.**
 - g) Identify the characteristics of biographies and autobiographies.**
 - h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---------------------------------|---|
| | | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • gain meaning before, during, and after reading by <ul style="list-style-type: none"> ◦ asking and answering questions to clarify meaning ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question ◦ understanding that some questions are answered directly in the text • identify the author’s purpose • summarize what they have read • draw conclusions about what they have read • compare and contrast the lives of two people described in biographies and/or autobiographies. |

- 3.7 The student will demonstrate comprehension of information from a variety of print resources.**
- a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.**
 - b) Use available technology.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will use print resources to gather information on a specific topic. • Students will select which resource is best for locating a specific type of information. | <p>All students should</p> <ul style="list-style-type: none"> • understand ways to select the best resource for gathering information on a given topic. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make decisions about which resource is best for locating a given type of information • locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials • retrieve information from electronic sources • use the Internet to find information on a given topic • use a printer to create hard copies of information retrieved from electronic sources. |

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

3.8 The student will write legibly in cursive.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|--|--|
| <ul style="list-style-type: none"> The intent of this standard is that students will understand that good handwriting is an important tool of written communication. Neat and legible handwriting is well received by the reader, while messy, hard-to-read writing may lead to misunderstanding and annoyance. Although cursive letters are often introduced in second grade, it is at the third-grade level that the transition from manuscript to cursive should be completed. Toward this long-term goal of developing legible, neat, rapid handwriting, this standard focuses on students' developing and practicing good handwriting habits, such as proper posture, paper position, and pencil grip. | <p>All students should</p> <ul style="list-style-type: none"> understand that neat, legible cursive handwriting is an important tool of written communication. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use correct letter formation practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip learn to write neatly in cursive. |

- 3.9 The student will write descriptive paragraphs.**
- a) Develop a plan for writing.**
 - b) Focus on a central idea.**
 - c) Group related ideas.**
 - d) Include descriptive details that elaborate the central idea.**
 - e) Revise writing for clarity.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will continue to refine their writing skills by concentrating on writing paragraphs that are clearly focused on a central idea. • Students will also begin to elaborate their writing both within a sentence and across a paragraph. • Students will continue learning the features of the domains of writing and how to revise their writing for clarity. • Students will focus on providing descriptive details and develop a concept of paragraphing within multi-paragraph narrative and expository pieces. • The three domains of writing are <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. | <p>All students should</p> <ul style="list-style-type: none"> • understand how to plan and compose a descriptive paragraph. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • generate ideas and develop a plan for writing • focus on a central topic and group related ideas • select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event • use examples from their reading as models to imitate in their writing • create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence • describe events, ideas, and personal stories with accurate details and sequence • read their own writing orally to check for sentence rhythm (sentence variety) • select information that the audience will find interesting or entertaining • revise to eliminate details that do not develop the central idea • incorporate transitional (signal) words that clarify sequence, such as <i>first</i>, <i>next</i>, and <i>last</i> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. |

3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.

- a) Use a variety of planning strategies.**
- b) Organize information according to the type of writing.**
- c) Identify the intended audience.**
- d) Revise writing for specific vocabulary and information.**
- e) Use available technology.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will develop strategies for writing. • In order to produce copies that vary in purpose, form, and audience, students need to be able to draw from a personal bank of strategies appropriate for planning, organizing, and revising their writing. | <p>All students should</p> <ul style="list-style-type: none"> • understand how to plan and compose stories, friendly letters, simple explanations, and short reports. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • generate ideas and plan writing by <ul style="list-style-type: none"> ◦ using ideas from class brainstorming activities ◦ making lists of information ◦ talking to classmates about what to write ◦ reading texts by peer and professional authors ◦ using a cluster diagram, story map, or other graphic organizer ◦ selecting an appropriate writing form for nonfiction writing (such as explanation, directions, simple report), expressive writing (such as narrative, reflection, and letter), and creative writing (such as fiction and poetry) • identify the intended audience • follow the organization of particular forms of writing for <ul style="list-style-type: none"> ◦ stories – beginning, middle, and end ◦ letters – date, greeting, body, and closing ◦ explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing ◦ short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing • clarify writing when revising by including specific vocabulary and information • use available technology to write. |

- 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**
- a) Use complete and varied sentences.
 - b) Use the word *I* in compound subjects.
 - c) Use past and present verb tense.
 - d) Use singular possessives.
 - e) Use commas in a simple series.
 - f) Use simple abbreviations.
 - g) Use apostrophes in contractions with pronouns.
 - h) Use correct spelling for high-frequency sight words, including irregular plurals.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will understand and use the editing process. • Students will identify the following parts of speech: nouns, verbs, and pronouns. | <p>All students should</p> <ul style="list-style-type: none"> • understand that grammatically correct language and mechanics contribute to the meaning of writing. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use complete sentences • use the word <i>I</i> in compound subjects • use past and present verb tenses • use singular possessives • use simple abbreviations • use correct spelling for frequently used words, including irregular plurals, e.g., <i>men, children</i> • punctuate correctly <ul style="list-style-type: none"> ◦ commas in a simple series ◦ apostrophes in contractions with pronouns, e.g., <i>I'd, we've</i>. |