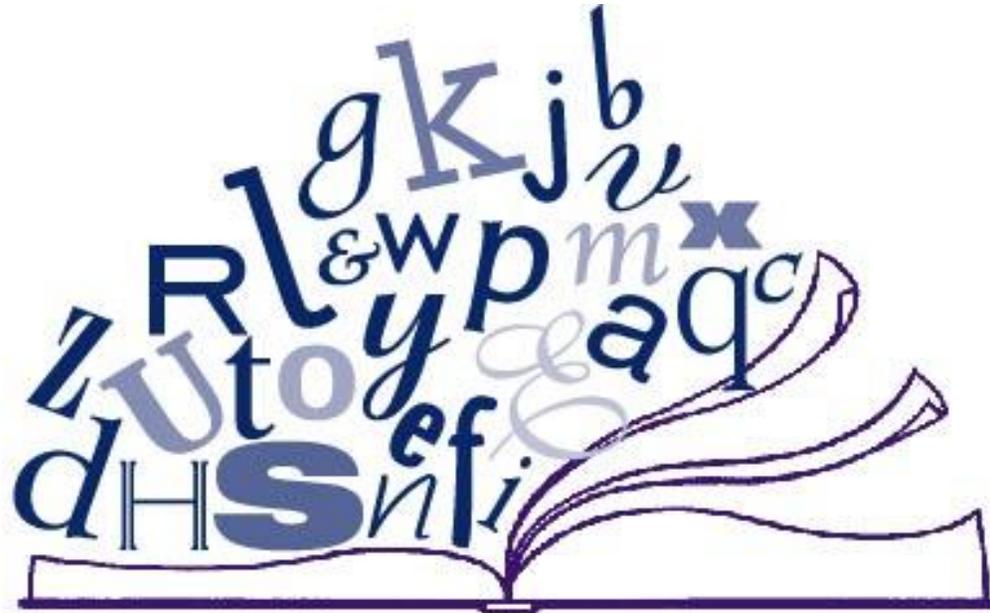


# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

## *Grade Three*



Final Review  
November 18, 2010

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
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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.
  - d) Use language appropriate for context.
  - e) Increase listening and speaking vocabularies.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will communicate effectively during discussions in group settings.</li> <li>• Students will interact with group members by asking and responding to questions and explaining what has been said or learned.</li> <li>• <u>Teacher should provide opportunities for students to develop skills for both speaking (expressive) and listening (receptive) vocabulary (e.g., have one student read a paragraph that is rich in descriptive detail aloud to a partner or group of students. Those students then draw the scene as they listen.)</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• participate effectively in group activities by <u>using language appropriate for the context and by taking turns in conversations and moving group discussions forward.</u></li> <li>• <u>increase listening and speaking vocabularies.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• <u>participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led).</u></li> <li>• engage in taking turns in conversations by: <ul style="list-style-type: none"> <li>◦ making certain all group members have an opportunity to contribute;</li> <li>◦ listening attentively by making eye contact while facing the speaker;</li> <li>◦ eliciting information or opinions from others;</li> <li>◦ supporting opinions with appropriate ideas, examples, and details; and</li> <li>◦ indicating disagreement in a constructive manner.</li> </ul> </li> <li>• take initiative in moving a group discussion forward by: <ul style="list-style-type: none"> <li>◦ <u>following rules for discussions and assigned group roles;</u></li> <li>◦ contributing information that is on topic;</li> <li>◦ answering questions;</li> <li>◦ asking clarifying questions of the speaker;</li> <li>◦ summarizing the conclusions reached in the discussion; and</li> <li>◦ explaining what has been learned.</li> </ul> </li> <li>• <u>ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).</u></li> <li>• <u>use language appropriate for the context of the discussion.</u></li> <li>• <u>increase their listening and speaking vocabularies through group activities such as:</u> <ul style="list-style-type: none"> <li>◦ <u>engaging in activities that require following directions; and</u></li> <li>◦ <u>attempting to use new words in meaningful sentences.</u></li> </ul> </li> </ul>

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

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<ul style="list-style-type: none"> <li>• The intent of this standard is that students will convey information through a formal oral presentation <u>using visual media</u>.</li> <li>• Students will be expected to organize information logically, <del>and use correct grammar</del> <u>language appropriate for the context, and use specific vocabulary for communicating ideas.</u></li> <li>• During the oral report, students will be expected to use a rate, volume, and pitch that keeps the audience engaged.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• <del>cluster or sequence</del> <u>organize</u> information on a topic when presenting an oral report.</li> <li>• speak clearly at an understandable rate and volume.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• deliver oral presentations in an engaging manner that maintains audience interest by: <ul style="list-style-type: none"> <li>◦ <u>reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details;</u></li> <li>◦ presenting information with expression and confidence;</li> <li>◦ varying tone, pitch, and volume to convey meaning;</li> <li>◦ speaking at an understandable rate;</li> <li>◦ <u>selecting words and phrases for effect;</u></li> <li>◦ <u>using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details;</u></li> <li>◦ using specific vocabulary appropriate for the audience and the topic; and</li> <li>◦ using grammatically correct language.</li> </ul> </li> <li>• stay on topic during presentations.</li> <li>• organize ideas sequentially or around major points of information.</li> <li>• answer questions from the audience.</li> <li>• evaluate their own presentations, using class-designed criteria.</li> </ul>

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

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

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>The intent of this standard is that students will use word-attack skills to decode words in order to read fluently.</li> <li>These skills include the use of phonics (<del>all</del> <u>regular and irregular</u> vowel patterns and consonant combinations), <del>structural analysis (roots and affixes)</del>, and context to read <u>multisyllabic</u> words with <u>multiple</u> pronunciations.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand the need to apply word-analysis skills to decode words.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>apply knowledge of <del>all</del> <u>regular and irregular</u> vowel patterns <u>to decode words</u>.</li> <li>apply knowledge of <del>diphthongs, such as, <u>aw</u> and <u>oy</u></del> <u>ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words</u>.</li> <li>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 <u>to decode words</u>.</li> <li>decode regular multisyllabic words in order to read fluently.</li> </ul>

- 3.4 The student will expand vocabulary when reading.
- Use knowledge of homophones.
  - Use knowledge of roots, affixes, synonyms, and antonyms.
  - Apply meaning clues, language structure, and phonetic strategies.
  - Use context to clarify meaning of unfamiliar words.
  - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
  - Use vocabulary from other content areas.
  - Use word reference resources including the glossary, dictionary, and thesaurus.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li><u>The intent of this standard is that students will expand their vocabulary when reading.</u></li> <li>Students who are able to apply <u>meaning semantic</u> clues, language structure, and phonetic strategies independently become fluent readers.</li> <li>Students will use combined knowledge of <u>phonics and word analysis skills in decoding words (e.g., prefixes, suffixes, multisyllabic words).</u></li> <li><del>Homonyms are words that are typically pronounced the same and have different meanings. Two common types of homonyms are homophones and homographs.</del></li> <li><u>Homophones</u> are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/principal, prince/prints).</li> <li><del>Homographs are words that are pronounced differently and share the same spelling (e.g., We saw the dove fly, or She dove into the swimming pool).</del></li> <li><u>Affixes</u> are added to root words and change the word's meaning (e.g., prefix, suffix).</li> </ul>	<p>All students should</p> <ul style="list-style-type: none"> <li>use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read.</li> <li><u>use reference resources to learn word meanings.</u></li> </ul>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>use knowledge of <del>homonyms/homophones, such as (e.g., be/bee, hear/here, and sea/see)</del> <u>to understand unfamiliar words.</u></li> <li>apply knowledge of roots <u>to decode unknown words with the same root (e.g., company, companion).</u></li> <li>apply knowledge of affixes, <u>(e.g., prefixes such as ex-, dis-, un-, re-, mis-, non-, pre-; suffixes such as -ly, -ful, -less, -able, -tion, -ness, and -ment) to decode words.</u></li> <li><u>determine the meaning of new words formed when a known affix is added to the known word (e.g., care/careless, heat/reheat).</u></li> <li><u>use knowledge of synonyms (e.g., big/large, mad/angry, ache/pain).</u></li> <li><u>use knowledge of antonyms, (e.g., asleep/awake, smile/frown, start/finish).</u></li> <li>use context clues to verify meaning <u>of unfamiliar words</u> and determine appropriate homophone usage.</li> <li>using context clues, such as a restatement, a <del>repeating or</del> synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.</li> <li>apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> <li>using <del>signal-transition</del> words of time sequence, <del>such as (e.g., first, second, next, later, after, and finally);</del></li> <li>using <del>signal-transition</del> words of compare-contrast, <del>such as (e.g., like, unlike, different, and same);</del> and</li> <li>using <del>signal-transition</del> words of cause-effect, <del>such as (e.g., because,</del></li> </ul> </li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p><i>if...then, when...then</i>).</p> <ul style="list-style-type: none"> <li>◦ <u>using vocabulary from history and social science, mathematics, and science; and</u></li> <li>◦ <u>using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.</u></li> </ul>

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

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• <del>The intent of this standard is that students will develop a variety of comprehension strategies that they can apply to make meaning from text.</del></li> <li>• The intent of this standard is that students will apply different strategies to read <u>and comprehend fictional text including fiction, nonfiction, content texts, and other printed materials</u> and poetry.</li> <li>• 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.</li> <li>• 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.</li> <li>• In classroom discussion, students will contribute their ideas about an author's craft,</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• develop a variety of comprehension strategies that can be applied to make meaning from <u>fictional text and poetry selections.</u></li> <li>• <u>develop an increased understanding of the essential elements and characteristics of fictional text and poetry.</u></li> <li>• <u>develop the ability to use key supporting details to determine the lessons or morals from fictional text and poetry.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read for a specific purpose by: <ul style="list-style-type: none"> <li>◦ locating specific information in a reading selection;</li> <li>◦ identifying details that support a stated main idea; and</li> <li>◦ expressing a stated main idea in their own words.</li> </ul> </li> <li>• make a variety of connections with the text, such as: <ul style="list-style-type: none"> <li>◦ connections between their own personal experiences and what is happening in the text;</li> <li>◦ connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and</li> <li>◦ connections between what they already know about the topic and what they find in the reading that is new to them.</li> </ul> </li> <li>• use specific details to make, justify, and modify predictions by: <ul style="list-style-type: none"> <li>◦ identifying details from their own experiences and knowledge that supports their predictions;</li> <li>◦ identifying information from the text that supports or contradicts a prediction; and</li> <li>◦ revising predictions based on new understandings.</li> </ul> </li> <li>• <u>gain meaning before, during, and after reading by:</u></li> </ul>

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  - l) Differentiate between fiction and nonfiction.
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<p>including such elements as word choice, plot and organization, beginnings and endings of selections, and character development.</p> <ul style="list-style-type: none"> <li>• Students will <del>learn about specific</del> <u>read various</u> types of <del>folktales</del> <u>fictional texts (e.g., children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth), and poetry.</u> <ul style="list-style-type: none"> <li>◦ <del>tall tale</del> <u>—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</u></li> <li>◦ <del>trickster tale</del> <u>—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</u></li> <li>◦ <del>legend</del> <u>—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</u></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>◦ asking and answering questions <u>about what is read</u> to clarify meaning;</li> <li>◦ asking and answering questions to predict what will happen next;</li> <li>◦ understanding that sometimes two or more pieces of information need to be put together to answer a question;</li> <li>◦ understanding that some questions are answered directly in the text;</li> <li>◦ understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge; and</li> <li>◦ understanding the basic <del>plots</del> <u>lessons or morals</u> of fairy tales, myths, folktales, legends, and fables <u>from diverse cultures.</u></li> </ul> <ul style="list-style-type: none"> <li>• apply knowledge of characterization by           <ul style="list-style-type: none"> <li>◦ <u>describing</u> <del>identifying</del> a character's attributes (traits, <u>motivations or feelings</u>);</li> <li>◦ using evidence from the text to support generalizations about the character;</li> <li>◦ <u>identifying how the attributes of one character are similar to or different from those of another character</u></li> <li>◦ <u>comparing and contrasting two characters</u> within a selection or between/among two or more selections; and</li> <li>◦ <u>explaining how the actions of characters contribute to the sequence of events.</u></li> </ul> </li> </ul>

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<p>culture</p> <ul style="list-style-type: none"> <li>◦ <b>fairy tale</b>—begins with “Once upon a time...” and ends with “...happily ever after,” has events usually happening in threes, and usually involves magic</li> <li>◦ <b>pourquoi tale</b>—explains how or why something has come to be</li> <li>◦ <b>myth</b>—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</li> </ul> <ul style="list-style-type: none"> <li>• After reading, students should be able to demonstrate new understandings through writing, discussion, and graphic representations.</li> <li>• Fluent readers read with automaticity, and they reread and self-correct as needed.</li> <li>• <u>Reading levels</u>-To determine a student's functional reading level for a specific text consider these word accuracy rates from</li> </ul>		<ul style="list-style-type: none"> <li>• make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says <del>to other characters or</del> <u>thinks</u>.</li> <li>• apply knowledge of setting by: <ul style="list-style-type: none"> <li>◦ identifying the time and place of a story, using supporting details from the text; <u>and</u></li> <li>◦ identifying the details that make two settings similar or different.</li> </ul> </li> <li>• <del>write responses that go beyond literal restatements.</del></li> <li>• <del>support with specific details generalizations about characters from a selection</del></li> <li>• compare and contrast settings, characters, and events.</li> <li>• identify the author's purpose (<u>e.g., entertain, perform, persuade</u>).</li> <li>• <u>ask and answer questions about the text to demonstrate understanding.</u></li> <li>• draw conclusions about <u>text to make meaning a character and/or the plot from a selection.</u></li> <li>• <u>identify the problem (conflict) and solution, main idea or theme, and supporting details.</u></li> </ul>

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<p><u>Virginia's Phonological Awareness Literacy Screening (PALS):</u></p> <ul style="list-style-type: none"> <li>◦ independent level – 95% 98-100% accuracy, or about 1 two of every 20 100 words misread; <u>student reads independently with little or no instructional support, and comprehension is strong.</u></li> <li>◦ instructional level – 90-97% accuracy, or about 1 of every 10 three to ten words of every 100 words misread; <u>student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</u></li> <li>◦ frustration level – less than 90% accuracy, or more than 1 of every 10 ten of every 100 words misread; <u>student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.</u></li> </ul> <ul style="list-style-type: none"> <li>• <u>Prosody refers to the rhythmic and intonational</u></li> </ul>		<ul style="list-style-type: none"> <li>• <u>use reading strategies to monitor comprehension throughout the reading process by:</u> <ul style="list-style-type: none"> <li>◦ <u>previewing and making predictions before reading;</u></li> <li>◦ <u>asking questions to confirm or refute predictions during reading;</u></li> <li>◦ <u>using context to confirm or self-correct word recognition and understanding, rereading as necessary;</u></li> <li>◦ <u>becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and</u></li> <li>◦ <u>discussing the story or poem and/or writing a summary after reading.</u></li> </ul> </li> <li>• <u>learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion.</u></li> <li>• <del>organize information or events</del></li> <li>• <u>read with sufficient accuracy and fluency to support comprehension.</u></li> <li>• <u>practice reading and rereading familiar-fiction and nonfiction text that is on their independent reading level to develop with fluency, and accuracy, and <del>expression-prosody.</del></u></li> </ul>

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<p><u>aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.</u></p> <ul style="list-style-type: none"> <li><u>The table below presents the results of research on oral reading fluency rates for students at the 90<sup>th</sup>, 75<sup>th</sup> and 50<sup>th</sup> percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for third-grade students reading third-grade text:</u></li> </ul> <table border="1" data-bbox="109 1133 674 1292"> <thead> <tr> <th>Percentile</th> <th>Fall WCPM</th> <th>Midyear WCPM</th> <th>Spring WCPM</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>128</td> <td>146</td> <td>162</td> </tr> <tr> <td>75</td> <td>99</td> <td>120</td> <td>137</td> </tr> <tr> <td>50</td> <td>71</td> <td>92</td> <td>107</td> </tr> </tbody> </table> <p><u>Hasbrouck, J.E., &amp; Tindal, G.A., 2006</u></p> <ul style="list-style-type: none"> <li><u>When fully developed, reading fluency refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and</u></li> </ul>	Percentile	Fall WCPM	Midyear WCPM	Spring WCPM	90	128	146	162	75	99	120	137	50	71	92	107		
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<u>where attention can be allocated to comprehension.*</u>		

\* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.
- Identify the author's purpose.
  - Use prior and background knowledge as context for new learning.
  - Preview and use text features.
  - Ask and answer questions about what is read.
  - Draw conclusions based on text.
  - Summarize major points found in nonfiction texts.
  - Identify the main idea.
  - Identify supporting details.
  - Compare and contrast the characteristics of biographies and autobiographies.
  - Use reading strategies to monitor comprehension throughout the reading process.
  - Identify new information gained from reading.
  - Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will read and demonstrate comprehension of nonfiction <del>print materials and trade books</del> <u>texts</u> across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, <del>in order to build vocabulary and content knowledge.</del></li> <li><del>Students will demonstrate comprehension of a selection by using before , during , and after reading strategies.</del></li> <li><u>Before</u> 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.</li> <li><u>During</u> reading, students should maintain an active interaction with text while revising and refining their previous ideas and predictions. <u>New ideas are linked to prior learning.</u></li> </ul>	<p>All students should</p> <ul style="list-style-type: none"> <li>demonstrate comprehension of nonfiction.</li> <li>understand that text formats can be used to set a purpose for reading.</li> <li>demonstrate an understanding of the characteristics of biography and autobiography.</li> </ul>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li><del>read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</del></li> <li>identify the author's purpose (<u>e.g., entertain, inform, persuade</u>).</li> <li><u>make a variety of connections with the text use prior and background knowledge as context for new learning by:</u> such as <ul style="list-style-type: none"> <li><del>connections recognizing similarities</del> between their own personal experiences and the text;</li> <li><del>connections recognizing similarities</del> between the text they are reading and other texts they have read; and</li> <li><del>connections recognizing similarities</del> between what they already know about the topic and what they find in the reading that is new to them.</li> </ul> </li> <li>use text formats such as the following to preview, <del>and</del> set a purpose for reading, <u>and locate information relevant to a given topic efficiently:</u> <ul style="list-style-type: none"> <li><del>poetry features, such as lines and stanzas</del></li> <li>content text features, such as headings and chapter layout by topic;</li> <li>functional formats, such as advertisements, flyers, and directions;</li> <li>specialized type, such as bold face and italics; and</li> <li>visually and graphically represented information, such as charts,</li> </ul> </li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• <u>After reading, students should consolidate what they have read in an effort to fully comprehend the text. New ideas are linked to prior learning.</u></li> <li>• Students will learn the shared characteristic of biography and autobiography: both are based on verifiable facts about real-life people.</li> <li>• Students will learn the distinguishing characteristics of biography and autobiography. <del>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.</del></li> </ul>		<p>graphs, graphic organizers, pictures, and photographs.</p> <ul style="list-style-type: none"> <li>• apply understanding of text structure to guide reading by: <ul style="list-style-type: none"> <li>◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;</li> <li>◦ making predictions based on knowledge of literary forms, such as <del>folktale</del>, biography, and autobiography; and</li> <li>◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.</li> </ul> </li> <li>• gain meaning before, during, and after reading by: <ul style="list-style-type: none"> <li>◦ asking and answering questions to clarify meaning;</li> <li>◦ understanding that sometimes two or more pieces of information need to be put together to answer a question; and</li> <li>◦ understanding that some questions are answered directly in the text.</li> </ul> </li> <li>• draw conclusions about what they have read.</li> <li>• summarize major points in a selection.</li> <li>• identify details that support the main idea of a nonfiction selection.</li> <li>• state in their own words the main idea of a nonfiction selection.</li> <li>• <del>organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and</del></li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p><del>through comparing and contrasting</del></p> <ul style="list-style-type: none"> <li>• <del>summarize what they have read</del></li> <li>• <del>know the shared and distinguishing characteristics of autobiography and biography</del></li> <li>• <del>compare and contrast the lives of two people described in characteristics of biographies and/or autobiographies.</del></li> <li>• <u>monitor their comprehension throughout the reading process by:</u> <ul style="list-style-type: none"> <li>◦ <u>becoming aware of when they do not understand;</u></li> <li>◦ <u>identifying exactly what is causing them difficulty; and</u></li> <li>◦ <u>generating their own questions to help integrate units of meaning.</u></li> </ul> </li> <li>• <del>use surface-text features of text to make meaning from text by:</del> <ul style="list-style-type: none"> <li>◦ applying phonetic strategies;</li> <li>◦ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;</li> <li>◦ applying knowledge of simple and compound sentence structures;</li> <li>◦ knowing when meaning breaks down and then rereading to self-correct; and</li> <li>◦ <u>using illustrations to gain information (e.g., maps, photographs).</u></li> </ul> </li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>• <u>identify new information gained from reading.</u></li> <li>• <u>practice reading and rereading</u> <del>read-familiar-fiction and</del> <u>nonfiction texts</u> with fluency and accuracy.</li> </ul>

- 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.**
- a) Use encyclopedias and other reference books, including online reference materials.
  - b) Use table of contents, indices, and charts.

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

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~~main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.

## 3.8 The student will write legibly in cursive.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that neat, legible cursive handwriting is an important tool of written communication.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use correct letter formation.</li> <li>• practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip.</li> <li>• learn to write <del>neatly</del> <u>legibly</u> in cursive.</li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will develop <u>strategies for writing strategies to communicate ideas for a variety of purposes.</u></li> <li>• In order to produce <u>copies-written pieces</u> 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.</li> <li>• <u>Two important modes for writing are:</u> <ul style="list-style-type: none"> <li>◦ <b>Informative/explanatory</b> – students write <u>informative/explanatory texts to examine a topic and convey ideas and information clearly; and</u></li> <li>◦ <b>Narrative</b> – students write <u>narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences.</u></li> </ul> </li> <li>• Students will continue learning the features of the domains of writing and how to revise their writing for clarity.</li> <li>• The three domains of writing are:           <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers;</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and</li> </ul> </li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand how to plan and compose a <u>descriptive paragraph on the same topic.</u></li> <li>• understand how to plan and compose <u>written pieces for a variety of purposes stories, friendly letters, simple explanations, and short reports.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• <del>generate ideas and plan writing</del> <u>use a variety of pre-writing strategies</u> by:           <ul style="list-style-type: none"> <li>◦ <u>identifying</u> the intended audience;</li> <li>◦ using ideas from class brainstorming activities;</li> <li>◦ making lists of information;</li> <li>◦ talking to classmates about what to write;</li> <li>◦ reading texts by peer and professional authors;</li> <li>◦ using <del>a cluster diagram, story map, or other</del> graphic organizers; and</li> <li>◦ selecting an appropriate writing form for nonfiction writing (<u>such as e.g., explanation, directions, simple report</u>), expressive writing (<u>such as e.g., narrative, reflection, and letter</u>), and creative writing (<u>such as e.g., fiction and poetry</u>).</li> </ul> </li> <li>• <u>write a clear topic sentence that focuses on the main idea.</u></li> <li>• <u>keep their written paragraphs on one topic.</u></li> <li>• follow the organization of particular forms of writing for:           <ul style="list-style-type: none"> <li>◦ <del>stories—beginning, middle, and end;</del></li> <li>◦ letters – date, greeting, body, and closing;</li> <li>◦ <del>explanations—opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing</del></li> <li>◦ <del>short reports—opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing</del></li> <li>◦ <u>informative/explanatory purposes</u> <ul style="list-style-type: none"> <li>– <u>introduce a topic and group related information in paragraph form</u></li> <li>– <u>use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</u></li> </ul> </li> </ul> </li> </ul>

- 3.9 The student will write for a variety of purposes.**
- Identify the intended audience.**
  - Use a variety of prewriting strategies.**
  - Write a clear topic sentence focusing on the main idea.**
  - Write a paragraph on the same topic.**
  - Use strategies for organization of information and elaboration according to the type of writing.**
  - Include details that elaborate the main idea.**
  - Revise writing for clarity of content using specific vocabulary and information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>controlling language to affect readers; and</p> <ul style="list-style-type: none"> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> <li>• <u>Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</u></li> </ul>		<ul style="list-style-type: none"> <li>– <u>use specific vocabulary to inform and explain the topic</u></li> <li>– <u>provide a concluding statement or section</u></li> <li>◦ <u>narratives</u> <ul style="list-style-type: none"> <li>– <u>sequence events</u></li> <li>– <u>use transition words and phrases for sentence variety and to manage the sequence of events</u></li> <li>– <u>use specific vocabulary to convey experiences and events</u></li> <li>– <u>provide a conclusion</u></li> </ul> </li> <li>• incorporate transitional (<del>signal</del>) words that clarify sequence, <del>such as</del> (e.g., <i>first, next, and last</i>).</li> <li>• <u>use linking words (e.g., <i>also, another, and, more</i>) and linking phrases (e.g., <i>in order to, because of this, for example</i>) to connect ideas within categories of information.</u></li> <li>• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• <del>use available technology to write</del></li> <li>• read their own writing orally to check for sentence rhythm (sentence variety).</li> <li>• <del>select</del> <u>add</u> specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event <u>that further elaborate the main idea.</u></li> <li>• use examples from their reading as models to imitate in their writing.</li> <li>• <del>create verbal pictures, using</del> precise nouns, verbs, and adjectives.</li> <li>• <u>use strategies for organization of information that and elaborate on ideas</u></li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p><del>within a sentence</del> relevant to the type of writing.</p> <ul style="list-style-type: none"> <li>• clarify writing when revising by including specific vocabulary and information.</li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will understand and use the editing process.</li> <li>• <u>Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></li> <li>• Students will identify the following parts of speech: nouns, verbs, and pronouns.</li> <li>• <u>Articles are used to modify nouns. There are two articles in English: <i>a/an</i> and <i>the</i>. <i>A/an</i> is used to modify nouns that are neither specific nor particular while <i>the</i> is used to refer to specific or particular nouns. Therefore, <i>a/an</i> is referred to as the <i>indefinite</i> article and <i>the</i> as the <i>definite</i> article (e.g., “Let’s play <i>a</i> game”, refers to any game while “Let’s play <i>the</i> game”, refers to a specific game.).</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that grammatically correct language and mechanics contribute to the meaning of writing.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use complete sentences.</li> <li>• <u>use transition words to vary sentence structure.</u></li> <li>• use the word <i>I</i> in compound subjects.</li> <li>• use past and present verb tenses.</li> <li>• use singular possessives.</li> <li>• punctuate correctly: <ul style="list-style-type: none"> <li>◦ commas in a simple series;</li> <li>◦ apostrophes in contractions with pronouns, (e.g., <i>I’d</i>, <i>we’ve</i>);</li> <li>◦ using conventions of dialogue, <del>such as</del> (e.g., 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>); and</li> <li>◦ 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 (<del>such as</del> e.g., <i>here</i> or <i>there</i>) for a specific location, and the use of a synonym for an earlier word (<del>such as</del> e.g., <i>animal</i> for <i>dog</i>).</li> </ul> </li> <li>• use simple abbreviations.</li> <li>• <u>use articles <i>a</i>, <i>an</i> and <i>the</i> correctly.</u></li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>• use correct spelling for frequently used words, including irregular plurals (e.g., <i>men</i>, <i>children</i>).</li> <li>• <u>use correct spelling for frequently used sight words, including irregular plurals.</u></li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• <u>The intent of this standard is that students will develop the skills necessary to produce a short written report.</u></li> <li>• <u>Plagiarism is using someone else's ideas or words without giving credit.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• <u>understand how information should be collected, analyzed and organized as a part of the process of writing a short report.</u></li> <li>• <u>understand the difference between plagiarism and using their own words in their writing.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• <u>focus on a central topic.</u></li> <li>• <u>develop a list of questions pertaining to a specific topic.</u></li> <li>• <u>identify and use appropriate resources.</u></li> <li>• follow the organization of particular forms of writing for short reports (e.g., opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing).</li> <li>• <u>review their written drafts so that the language and/or thoughts of another author are given proper credit.</u></li> </ul>

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will continue to use available technology for reading and writing.</li> </ul>	<p>All students should</p> <ul style="list-style-type: none"> <li>understand that reading and writing skills can be adapted for use with available technology.</li> </ul>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>use available technology for reading and writing.</li> <li>read electronic media to gather specific information, to gain knowledge, and for enjoyment.</li> <li>use available technology to compose, edit and share writing as well as to interact and collaborate with others.</li> <li>ask and respond to questions about material presented through various media formats.</li> </ul>