

**ENGLISH/LANGU AGE ARTS
CURRICULUM GUIDE**

GRADE THREE



**LOUDOUN COUNTY PUBLIC SCHOOLS
2008-2009**

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This document, based on the Virginia Department of Education's English Standards of Learning Curriculum Framework (2003) provides extensions and additions to form the Loudoun County English Curriculum.

PHILOSOPHY

Loudoun County believes that all children must develop lifelong independent speaking, listening, viewing, reading, and writing skills. Loudoun County's English/Language Arts curriculum prepares students to achieve competent oral and written communication in the classroom and community. Students become active and involved listeners and develop a full command of oral and written English language. Each elementary grade level's curriculum is organized into three related strands: Oral Language, Reading, and Writing. The strands reflect a balanced instructional program. The curriculum enables students to develop lifelong communication skills.

OVERVIEW

This English/Language Arts Curriculum Guide identifies Standards of Learning for Loudoun County students at each grade level. The Standards of Learning in this guide combine local with state objectives.

Each strand begins with a Focus Statement followed by the standards for that strand. Following each standard is a table with three sections. The first column, "Understanding the Standard," provides teacher notes that clarify the intent of the standard. The second column, "Essential Understandings," lists objectives that all students should achieve. The third column, "Essential Knowledge Skills and Processes," identifies the necessary behaviors and skills that students should demonstrate to be successful with each standard.

LCPS extensions to the VA SOLs are included in bold, italic print in the appropriate column.

Spelling, Technology, and Research objectives are incorporated into the three standards at each level. The English objectives for Loudoun County should be integrated into other content areas so that reading, writing, speaking, listening, and use of technology occur daily in all classrooms. Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.

INTERNET SAFETY

The Virginia Department of Education (VDOE) has directed school districts to develop Internet safety guidelines and procedures for students. Currently, VDOE Computer/Technology Standards 9-12.3, 4, 5 specify technology use behaviors students must practice. These standards have been integrated into the English/Language Arts Information Literacy Framework. The safety and security of our students is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activities on the Internet. Please be sure to incorporate the following *Guidelines and Resources for Internet Safety in Schools* established by the Virginia Department of Education into your instruction.

Personal safety on the Internet.

- Students must understand that people are not always who they say they are. They should never give out personal information without an adult's permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of *cyberbullying* and know what steps to take if confronted with that behavior.

Information on the Internet.

- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.

- Students and their families should discuss acceptable *social networking* and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and *peer-to-peer computing* (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE's *Guidelines and Resources for Internet Safety in Schools* (2007)

Lessons on internet safety can be integrated into the oral language, reading, writing, and research strands. Below are examples of how internet safety lessons can be integrated into existing standards. These examples are from *Integrating Internet Safety into the Curriculum* (2007) developed by the VDOE Office of Educational Technology.

Standards	Integration
2.3, 3.1, 4.1, 5.1, 5.2, 5.3	In exploring oral language issues with students, teachers may also use Internet (and other electronic) communications as examples and methods to learn certain skills. Students increasingly practice nonfiction reading and writing skills as they gain more experience in English. These same skills will work with the Internet as a source of information or as a publishing venue.
K.12, 3.7	If students are using online interactives or other resources for practicing skills, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet. The example below uses safe-searching techniques with young children as part of a lesson on beginning sounds. <i>Surfing the Web for ABCs</i> http://www.siec.k12.in.us/~west/proj/abc/abcless.htm

1.12, 2.11, 3.10, 4.7, 5.8	If students are using online tools for written communications, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet.
2.3, 5.8	When helping students learn how to use oral language or how to write to inform, persuade, and entertain, point out how these techniques are often used on Web sites.
3.6, 4.5	Students can apply nonfiction reading skills to information on Web sites, especially when identifying the author's purpose or distinguishing between fact and opinion.
3.7, 4.3	When students use online tools as reference resources, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet.
4.6, 5.6, 5.7	When students research on the Internet, they need to be reminded about how to evaluate Web sites for authenticity and reliability. <i>A SMART Exercise KS2</i> This lesson idea below can be incorporated when teaching about language structure or the use of codes in history. http://www.kidsmart.org.uk/downloads/lessonplans/lessonplan_comm.pdf

Additional ideas and guide lines for internet safety can be found at the VDOE website: <http://www.doe.virginia.gov/VDOE/Technology/OET/internet-safety-guide-lines.shtml>. In addition, Netsmartz.org, sponsored by the National Center for Missing and Exploited Children, has many resources and activities at every grade level that can be used in instruction about internet safety.

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. Students will learn how to present information succinctly and confidently in oral presentations, while using grammatically correct language.

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	ESSENTIAL UNDERSTANDING	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. • <i>paraphrase, summarize, or retell information in a small group.</i>

- 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	ESSENTIAL UNDERSTANDING	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 keep the audience engaged. ● <i>Stories will be read aloud daily by an adult.</i> 	<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.

LCPS EXTENSIONS

Spelling Instruction

The LCPS Spelling Program takes a word study approach to spelling as one part of literacy development. Teachers provide students with hands-on activities that imitate fundamental thinking processes, opportunities to compare and contrast categories of words and word features, and opportunities to discover similarities and differences among words and word patterns. Word Study, as implemented in the 3rd grade classroom, should support reading instruction and should exhibit these characteristics:

- Teachers instruct where students use but confuse words.
- Teachers work with developmentally appropriate (and flexible) groups.
- Teachers build a strong foundation, mixing known features with unknown features.
- Teachers compare words that “do” with words that “don’t.” Teachers should help students see contrast in word sounds and patterns.
- Teachers introduce exceptions.
- Teachers sort by sound and sight. Teachers should use picture cards as well as letter cards, as developmentally appropriate.
- Teachers begin with obvious contrasts first.
- Teachers help students work for automaticity.
- Teachers use words students can read and meaningful text.
- Teachers allow students to discover rules and make generalizations about rules as they sort.

Refer to the LCPS Spelling Framework for an introduction to the program and to resources such as *Words Their Way* (Bear et al., 2004), *Word Journeys* (Ganske, 2000), and *Word Matters* (Pinnell and Fountas, 1998) for more details.

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	ESSENTIAL UNDERSTANDING	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. • <i>Loudoun County encourages the use of multiple strategies for decoding. In Loudoun County, reading strategies will include</i> <ul style="list-style-type: none"> ○ <i>referencing the picture.</i> ○ <i>using context clues.</i> ○ <i>identifying parts of words.</i> ○ <i>checking beginning sounds.</i> ○ <i>rereading to be sure the text makes sense.</i> • <i>The teacher will administer an appropriate developmental assessment to determine spelling patterns to be studied by the student.</i> 	<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"> • <i>apply knowledge of how words are built, commensurate with current reading level.</i> • 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	ESSENTIAL UNDERSTANDING	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 texts 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 minutes in grade-level material. ● <i>Students will self-correct at least one out of four errors.</i> ● <i>Teacher will determine a appropriate text level by taking a running record.</i> 	<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, <i>captions</i>, 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. ○ specialized type, such as bold face and italics. <p>CONTINUED</p>

- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- Preview and use text formats.
 - Set a purpose for reading.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Read fiction and nonfiction fluently and accurately.
 - Reread and self-correct when necessary.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● 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. ○ <i>skimming text to locate information.</i> ○ knowing when meaning breaks down and then rereading to self-correct. ● 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, 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> <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	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ○ use 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>). ● apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ○ 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	ESSENTIAL UNDERSTANDING	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. ● 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 have a historical basis and may create a humorous picture of these characters. <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	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>CONTINUED FROM PREVIOUS PAGE</p> <ul style="list-style-type: none"> ○ 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. ○ 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>CONTINUED FROM PREVIOUS PAGE</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 in the same selection or another selection. ● <i>use surface features of text to accurately skim and locate information.</i> <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	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <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. ● <i>identify problem and resolution.</i> ● make generalizations about a character based on that character's response to a problem, his/her goal, and what the character says to other characters. ● identify the author's purpose. ● draw conclusions about a character and/or plot from a selection. ● compare and contrast settings, characters, and events. ● organize information or events. ● summarize major points in a selection. ● <i>Highlight or underline key words or phrases.</i>

- 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	ESSENTIAL UNDERSTANDING	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. 	<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"> • use prior knowledge to predict information. • 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 information by chronological sequence, by cause-effect relationship, and through comparing and contrasting, using graphic organizers such as a Venn diagram or timeline. <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	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● 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. ● 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. ● <i>use surface features of text to accurately skim and locate information.</i> ● identify the author’s purpose. ● summarize what they have read. <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	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • draw conclusions <i>and make inferences</i> about what they have read. • Compare and contrast the lives of two people described in biographies and/or autobiographies. • <i>Highlight or underline key words or phrases.</i>

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	ESSENTIAL UNDERSTANDING	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, indices, tables of contents, 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.

* Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.

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 curriculum.

3.8 The student will write legibly in cursive.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	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. • <i>Loudoun County uses continuous stroke handwriting as a standard form.</i> • <i>The teacher will provide direct instruction and model proper letter formation.</i> 	<p>All students should</p> <ul style="list-style-type: none"> • understand that neat, legible cursive handwriting is an important tool of written communication. • <i>maintain consistent slant, letter formation, and legibility when writing in print or cursive.</i> • <i>master cursive by the end of third grade.</i> 	<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.**
- Develop a plan for writing.**
 - Focus on a central idea.**
 - Include descriptive details that elaborate the central idea.**
 - Revise writing for clarity.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	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. (Note: Students are not expected to know these terms.) 	<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. <p>CONTINUED</p>

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

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● 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. ● <i>Students should be able to use graphic organizers such as webs, lists, outlines, and diagrams.</i>

- 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	ESSENTIAL UNDERSTANDING	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 peers 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, and 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. • follow the organization of particular forms of writing for <ul style="list-style-type: none"> ○ 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. <p>*Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.</p>

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

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<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. <i>use pronouns and synonyms to rename subjects of previous sentences.</i> <i>begin to use conjunctions in compound sentences.</i> 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> <i>commas in compound sentences</i>

LCPS English/Language Arts SOL Pacing Guide 3rd Grade

This pacing guide was designed to provide teachers with a list of specific SOL areas to be covered for each assessment period. It is to be used in conjunction with the LCPS English/Language Arts Curriculum Guide, which contains the required curriculum associated with the Virginia SOL. Teachers are encouraged to design and use creative and effective instructional strategies to teach the standards for each quarter assessment period.

How to Use this Document

Standards in **boldface** are to be emphasized during that benchmark assessment period. Standards that re-appear in subsequent quarters are to be retaught, re-visited, or reinforced. They do not appear in boldfaced text and will not be measured on that benchmark assessment.

References and Sources

- **The grade 3 SOL test does not test oral language or writing standards.**
- Standards in *italics* are recommended extensions as per LCPS Curriculum Notes.
- VA DOE Standards of Learning Curriculum Framework, 2003
- VA DOE Standards of Learning : Crosswalk, 1995-2002
- Feedback on the 2004-08 LCPS curriculum guides

Grade 3 English Pacing Guide *At a Glance*

Standards in **boldface** are to be emphasized during that quarter. In subsequent quarters, these standards are to be retaught, revisited, or reinforced and are not printed in boldface text. The benchmark assessment dates are approximate. Material on the assessment will include skills in bolded print listed above the date, although some material may not have been introduced prior to the test date. **The oral language and writing standards are not tested on the grade 3 SOL tests.**

	ORAL LANGUAGE	READING	WRITING
1st Quarter	3.1 a, b, c	3.3 a, c 3.4 a, b, e, f 3.5 b, d, f	3.9 a, b, c 3.11 a, b
2nd Quarter	3.1 a, b, c 3.2 a, b, c, d, e	3.3 a, c 3.4 a, b, c, e, f 3.5 a, b, d, f, i 3.6 a, b, c, e 3.7 a, b	3.8 3.9 a, b, c, d 3.10 a, d, e 3.11 a, b, f, h
BMA Dec. 8-Jan. 9			
3rd Quarter	3.1 a, b, c 3.2 a, b, c, d, e	3.3 a, b, c 3.4 a, b, c, d, e, f 3.5 a, b, c, d, e, f, g, h, i, j 3.6 a, b, c, d, e, f, g, h 3.7 a, b	3.8 3.9 a, b, c, d, e 3.10 a, d, e 3.11 a, b, c, d, f, h
BMA Mar. 16-Apr. 3			
4th Quarter	3.1 a, b, c 3.2 a, b, c, d, e	3.3 a, b, c 3.4 a, b, c, d, e, f 3.5 a, b, c, d, e, f, g, h, i, j 3.6 a, b, c, d, e, f, g, h 3.7 a, b	3.8 3.9 a, b, c, d, e 3.10 a, b, c, d, e 3.11 a, b, c, d, e, f, g, h

In 2007-08, students countywide demonstrated weaknesses in the following areas. The * indicates that this weakness also occurred in 2006-07.

- 3.5f
- *3.7a

SOLs Tested on BMA 1

- 3.3 a, c
- 3.4 a, b, c
- 3.5 a, d, f, i
- 3.6 c, e
- 3.7 a

SOLs Tested on BMA 2

- 3.3 b
- 3.4 d
- 3.5 c, g, h, j
- 3.6 d, f, g

English/Language Arts SOL Pacing Guide – 3rd Grade

1st Quarter

Oral Language	Reading	Writing
<p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> 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. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of all vowel patterns. c. Decode regular multisyllabic words. <p>3.4 The student will use strategies to read a variety of fiction and nonfiction materials.</p> <ul style="list-style-type: none"> a. Preview and use text formats. b. Set a purpose for reading. e. Read fiction and nonfiction fluently and accurately. f. Reread and self-correct when necessary. <p>3.5 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> b. Make connections between previous experiences and reading selections. d. Compare and contrast settings, characters, and events. f. Ask and answer questions. 	<p>3.9 The student will write descriptive paragraphs.</p> <ul style="list-style-type: none"> a. Develop a plan for writing. b. Focus on a central idea. c. Group related ideas. <p>3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Use complete and varied sentences. b. Use the word <i>I</i> in compound subjects.

The following skills are not part of the Virginia SOLs for Third Grade. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize names for titles of people.
- * Include commas for dates and addresses.
- * Demonstrate proper use of quotation marks.
- * Demonstrate proper use of apostrophes and possessives.
- * Understand the difference between compound and run-on sentences.

English/Language Arts SOL Pacing Guide – 3rd Grade
2nd Quarter

Oral Language	Reading	Writing
<p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> 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. <p>3.2 The student will present brief oral reports.</p> <ul style="list-style-type: none"> 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. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of all vowel patterns. c. Decode regular multisyllabic words. <p>3.4 The student will use strategies to read a variety of fiction and nonfiction materials.</p> <ul style="list-style-type: none"> a. Preview and use text formats. b. Set a purpose for reading. c. Apply meaning clues, language structure, and phonetic strategies. e. Read fiction and nonfiction fluently and accurately. f. Reread and self-correct when necessary. <p>3.5 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> a. Set a purpose for reading. b. Make connections between previous experiences and reading selections. d. Compare and contrast settings, characters, and events. f. Ask and answer questions. i. Summarize major points found in fiction materials. <p>3.6 The student will read and demonstrate comprehension of nonfiction.</p> <ul style="list-style-type: none"> a. Identify the author's purpose. b. Make connections between previous experiences and reading selections. c. Ask and answer questions about what is read. e. Organize information and events logically. <p>CONTINUED</p>	<p>3.8 The student will write legibly in cursive.</p> <p>3.9 The student will write descriptive paragraphs.</p> <ul style="list-style-type: none"> a. Develop a plan for writing. b. Focus on a central idea. c. Group related ideas. d. Include descriptive details that elaborate the central ideas. <p>3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.</p> <ul style="list-style-type: none"> a. Use a variety of planning strategies. d. Revise writing for specific vocabulary and information. e. Use available technology. <p>3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Use complete and varied sentences. b. Use the word <i>I</i> in compound subjects. f. Use simple abbreviations. h. Use correct spelling for high-frequency sight words, including irregular plurals. <p>Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.</p>

English/Language Arts SOL Pacing Guide – 3rd Grade
2nd Quarter

Oral Language	Reading	Writing
	<p>CONTINUED FROM PREVIOUS PAGE</p> <p>3.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <p>a. Use dictionary, glossary, thesaurus, encyclopedia and other reference books, including online reference materials.</p> <p>b. Use available technology.</p> <p>Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.</p>	

The following skills are not part of the Virginia SOLs for Third Grade. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize names for titles of people.
- * Include commas for dates and addresses.
- * Demonstrate proper use of quotation marks.
- * Demonstrate proper use of apostrophes and possessives.
- * Understand the difference between compound and run-on sentences.

English/Language Arts SOL Pacing Guide – 3rd Grade
3rd Quarter

Oral Language	Reading	Writing
<p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> 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. <p>3.2 The student will present brief oral reports.</p> <ul style="list-style-type: none"> 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. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of all vowel patterns. b. Use knowledge of homophones. c. Decode regular multisyllabic words. <p>3.4 The student will use strategies to read a variety of fiction and nonfiction materials.</p> <ul style="list-style-type: none"> 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. <p>3.5 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> a. Set a purpose for reading. b. Make connections between previous experiences and reading selections. c. Make, confirm, or revise predictions. e. Identify the author's purpose. f. Ask and answer questions. 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. <p>CONTINUED</p>	<p>3.8 The student will write legibly in cursive.</p> <p>3.9 The student will write descriptive paragraphs.</p> <ul style="list-style-type: none"> a. Develop a plan for writing. b. Focus on a central idea. c. Group related ideas. d. Include descriptive details that elaborate the central ideas. e. Revise writing for clarity. <p>3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.</p> <ul style="list-style-type: none"> a. Use a variety of planning strategies. d. Revise writing for specific vocabulary and information. e. Use available technology. <p>3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Use complete and varied sentences. b. Use the word <i>I</i> in compound subjects. c. Use past and present verb tense. d. Use singular possessives. f. Use simple abbreviations. h. Use correct spelling for sight words. <p>Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.</p>

English/Language Arts SOL Pacing Guide – 3rd Grade
3rd Quarter

Oral Language	Reading	Writing
	<p>CONTINUED FROM PREVIOUS PAGE</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction.</p> <p>a. Identify the author’s purpose.</p> <p>b. Make connections between previous experiences and reading selections.</p> <p>c. Ask and answer questions about what is read.</p> <p>e. Organize information and events logically.</p> <p>3.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <p>a. Use dictionary, glossary, thesaurus, encyclopedia and other reference books, including online reference materials.</p> <p>b. Use available technology.</p> <p>Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.</p>	

The following skills are not part of the Virginia SOLs for Third Grade. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize names for titles of people.
- * Include commas for dates and addresses.
- * Demonstrate proper use of quotation marks.
- * Demonstrate proper use of apostrophes and possessives.
- * Understand the difference between compound and run-on sentences.

English/Language Arts SOL Pacing Guide – 3rd Grade
4th Quarter

Oral Language	Reading	Writing
<p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> 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. <p>3.2 The student will present brief oral reports.</p> <ul style="list-style-type: none"> 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. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of all vowel patterns. b. Use knowledge of homophones. c. Decode regular multisyllabic words. <p>3.4 The student will use strategies to read a variety of fiction and nonfiction materials.</p> <ul style="list-style-type: none"> 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. <p>3.5 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> 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. <p>CONTINUED</p>	<p>3.8 The student will write legibly in cursive.</p> <p>3.9 The student will write descriptive paragraphs.</p> <ul style="list-style-type: none"> a. Develop a plan for writing. b. Focus on a central idea. c. Group related ideas. d. Include descriptive details that elaborate the central ideas. e. Revise writing for clarity. <p>3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.</p> <ul style="list-style-type: none"> 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. <p>3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Use complete and varied sentences. b. Use the word <i>I</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. <p>Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.</p>

English/Language Arts SOL Pacing Guide – 3rd Grade
4th Quarter

Oral Language	Reading	Writing
	<p>CONTINUED FROM PREVIOUS PAGE</p> <p>3.6 The student will continue to read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> 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. <p>3.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> a. Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials. b. Use available technology. 	

The following skills are not part of the Virginia SOLs for Third Grade. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize names for titles of people.
- * Include commas for dates and addresses.
- * Demonstrate proper use of quotation marks.
- * Demonstrate proper use of apostrophes and possessives.
- * Understand the difference between compound and run-on sentences.

Sample Units

Each of the following units, developed by the 2008 Elementary School Curriculum Committee, was designed based on the framework of Understanding by Design. This framework was developed by Jay McTighe and Grant Wiggins to emphasize what are termed the six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge. Each unit is built on a foundation of essential questions and understandings that students are expected to gain by the end of the unit or units. Each unit is anchored with an assessment performance task that should be rooted in authentic, real world activities. The learning activities and performance task help to build and show students understanding of concepts for each of the facets of understanding. The facets of understanding are defined below. These facets shape the learning activities and performance task in which the students will be asked to engage.

Facet of Understanding	Definition
Explanation	Students are able to explain the why and how of a concept. For example, students are able to explain why a character takes a certain action using supporting evidence from the text.
Interpretation	Students are able to assign meaning to a concept and show how it relates to them and to the world. For example, students might write a poem incorporating figurative language and imagery to convey a message.
Application	Students are able to apply the knowledge and skills that they have gained to a real-world authentic activity. For example, students might compose a Life in Haiku piece and submit it to the <i>Washington Post</i> for publication.
Perspective	Students are able to see and analyze another perspective than their own. For example, in preparing for a debate, a student is able to argue both sides.
Empathy	Students are able to feel the impact of a decision or event on others. For example, students write poems about the injustices in Darfur, which are compiled and published into a book and sold to raise money for relief efforts.
Self-knowledge	Students are able to reflect about their work and their thinking. For example, students might reflect about their writing process in the creation of a short story.

Grade 3 Biographies: You Who?

Objectives

Goals:

- q 3.6e The student will organize information and events logically.
- q 3.6h The student will identify characteristics of biographies and compare and contrast the lives of two people.
- q 3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.
- q 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

Understandings: (Students will understand...)

- q the features of a biography.
- q how to demonstrate an understanding of characteristics of biography.
- q how to plan and compose several related paragraphs.

Essential Questions:

- q What is a biography?
- q What do most biographies have in common?

Students will know....

- q the characteristics of a biography.
- q how to use a Venn diagram to compare and contrast two biographies

The students will be able to...

- q compare and contrast the lives of two persons using a Venn diagram.
- q use elements of the writing process (planning, drafting, editing, revising, and publishing).
- q select and sequence the important events when writing a biography.
- q evaluate their own work with rubrics.

Evidence of Understanding

Performance Task(s):

Your history textbook publisher has decided to publish a new book about your local community. Your role is that of a writer for the company, and you are going to write a short biography of someone you know: a relative, friend, or a neighbor.

Other Evidence:

- q Venn diagrams completed by the students
- q Interview questionnaire created by students
- q Observation of student reading
- q Observation of student working through the writing process

Learning Plan

Learning Activities:

- q Teacher conducts a shared reading of two biographical sketches from the history text *Communities*, and then conducts a shared writing in which teacher and class complete a Venn diagram comparing the two biographies.
- q Students each read four additional biographical sketches from the text.
- q Students select two of the biographies they read and complete a Venn diagrams comparing the two.
- q Teacher leads a class discussion and listing of features that are common to all biographies.
- q Based on the list, students develop a questionnaire to use when interviewing a family member or a neighbor.
- q Students draft a biography of the person they interviewed, modeling it on the selections from *Connections*.
- q Using a word processor, students work through stages of the writing process to produce a final version.
- q Teacher collects the biographies and publishes the local community edition of *Communities*.

Resources:

- q Social science textbook *Communities*
- q Copies of blank Venn diagrams
- q Computer lab
- q Rubric for assessing the completed biographies. (A sample rubric appears in the LCPS K-12 Writing Framework document.)
- q Access to a desktop publishing program (optional)

Grade 3
Run, Run As Fast As You Can:
Using Gingerbread Stories to Teach Folk Tales

Objectives

Goals:

- q 3.1a The student will use effective communication skills in group activities.
- q 3.2 The student will present brief oral reports.
 - a. Speak clearly.
 - b. Use appropriate volume and pitch.
 - c. Speak at an understandable rate.
- q 3.5 The student will read and demonstrate comprehension of fiction.
 - a. Set a purpose for reading.
 - c. Make, confirm, or revise predictions.
 - d. Compare and contrast settings, characters, and events.
 - e. Identify the author's purpose.
 - i. Summarize major points found in fiction materials.
 - j. Understand basic plots of fairy tales, myths, folktales, legends, and fables
- q 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 type of writing.
 - c. Identify the intended audience.
 - d. Revise writing for specific vocabulary and information.
 - e. Use available technology.
- q 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
See specific skills a-g.)

Understandings: (Students will understand that...)

- q Folk tales are developed from oral language traditions.
- q Folk tales include exaggerated events and life lessons.
- q Folk tales include a plot with a problem and a solution.
- q Gingerbread stories appear in many different versions and cultures.
- q Writing needs to be planned, drafted, revised, edited, and published.

Essential Questions:

- q How do different versions of Gingerbread stories show cultural diversity?
- q What do all of these stories have in common?
- q What are the patterns and plot elements that make the Gingerbread stories folk tales?
- q What are common elements in a folk tale?
- q How can I choose vocabulary that will appeal to my audience?

Students will know....

- q characteristics of folk tales
- q key vocabulary
- q different cultures will make a common story specific to their culture.
- q how to take a piece of writing through the stages of the writing process
- q how to work cooperatively in a group in order to brainstorm ideas

Students will be able to ...

- q compare and contrast different versions of a folk tale.
- q identify the common elements of a folk tale.
- q sequence events in the story.
- q use the writing process to write their own versions of a Gingerbread Man story.
- q share their stories with others.

Evidence of Understanding**Performance Task(s):**

Each student will write a new Ginger Bread Man story for a younger student, either in K, first, or second grade. The story must incorporate all of the elements of folk tales and patterns contained in Gingerbread Man stories. Each student's story will be told from the point of view of a character in the story, and each story must take place in the character's neighborhood. When their stories are complete, the children will go to a K, 1, or 2 classroom and each child will read his or her story to a younger student.

Other Evidence:

- q Venn diagram
- q Oral retellings and discussions of versions
- q Rough draft of Gingerbread story
- q Final copy of Gingerbread story

Learning Plan

Learning Activities:

- q As a class and individually, students will read various Gingerbread Man stories from different cultures.
- q Using Venn diagrams, students will compare and contrast and discuss different versions of the story.
- q The teacher will teach the class the elements of a folk tale.
- q In small groups, students will list descriptive vocabulary words from the tales.
- q The teacher will teach the class about point of view.
- q Using the stages of the writing process, students will invent their own stories publish them.
- q Each student will read his or her story to a child from a younger grade.
- q Students will use a rubric to self-evaluate their writing. The teacher will use the same rubric to grade the stories.

Resources:

- q The Gingerbread Girl by Lisa Campbell Ernst
- q The Gingerbread Cowboy by Janet Squires & Holly Berry
- q Musubi Man: Hawaii's Gingerbread Man by Sandi Takayama & Pat Hall
- q Gingerbread Baby by Jan Brett
- q The Runaway Tortilla by Eric Kimmel & Randy Cecil
- q Stop That Pickle by Peter Amour & Andrew Shachat