

- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
- 3.7 The student will demonstrate comprehension of information from a variety of print resources.
- 3.1 The student will use effective communication skills in group activities.
- 3.2 The student will present brief oral reports.

**When printing, scale to letter-size paper** **FOURTH NINE WEEKS**  
 Nonfiction should be taught yearlong through science and social studies reading and through language arts reading and research.  
 Use this information during Fourth Nine Weeks to make certain reading skills, knowledge, and concepts are secure.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		NONFICTION		
<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 glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials</li> <li>• use the Internet to find information on a given topic</li> <li>• read nonfiction print materials and trade books that reflect the Virginia Standards of Learning: English, history, science, and mathematics</li> <li>• use text formats such as the following to preview and set a purpose for reading:                             <ul style="list-style-type: none"> <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</li> <li>◦ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs</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 the text</li> <li>◦ connections between text reading and other texts they have read</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>• read familiar text with fluency, accuracy, and expression</li> <li>• reread and self-correct when necessary</li> <li>• apply understanding of language structure to make meaning from text by                             <ul style="list-style-type: none"> <li>◦ using signal words of time sequence, such as <i>first, second, next, later, after, and finally</i></li> <li>◦ using signal words of compare-contrast, such as <i>like, unlike, different, and same</i></li> <li>◦ using signal words of cause-effect, such as <i>because, if...then, when...then</i></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 (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>)</li> <li>◦ using context and 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</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</li> <li>◦ understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge</li> <li>◦ understanding that some questions are answered directly in the text</li> </ul> </li> <li>• explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade</li> <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>◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions</li> </ul> </li> <li>• draw conclusions about what they have read.</li> <li>• organize information and events logically.</li> <li>• summarize major points found in nonfiction materials.</li> <li>• state in their own words the main idea of a nonfiction selection</li> <li>• identify details that support the main idea of a nonfiction selection</li> <li>• organize information, using graphic organizers such as a Venn diagram or time line, by chronological sequence, or by cause-effect or comparison/contrast relationships</li> <li>• participate in group discussions about what has been read</li> <li>• present brief oral reports on informational topics</li> </ul>	<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Clarify:</b> differences between fiction and informational (nonfiction) texts</li> <li>• <b>Preview:</b> look at title, illustrations, charts, headings, bold print</li> <li>• <b>Question</b> <ul style="list-style-type: none"> <li>➢ Before reading: predict a question that will be answered in a paragraph or section of the text; read to confirm and find answer</li> <li>➢ After reading: ask questions that you know are answered in the text; locate the answer.</li> </ul> </li> <li>• <b>Fluency:</b> Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)</li> <li>• <b>Author's craft:</b> How the author makes the text interesting: purpose for choosing to include particular detail, example, or quotation; for using a particular picture, chart, map, etc.</li> <li>• <b>Text Structure:</b> description, sequence, cause/effect, compare/contrast, categorical</li> <li>• <b>Text Organization:</b> How the text is structured: Title and subtopics, paragraphing, use of subheadings, lists, use of graphic aids</li> </ul>	<p style="text-align: center;"><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• identifying main idea and supporting details</li> <li>• locating specific facts</li> <li>• making connections to previous knowledge or text</li> <li>• gathering and synthesizing information in graphic organizer: sequence/time line, comparison/Venn diagram, bubble map, chart</li> <li>• noting detail/facts that support an idea</li> <li>• making inferences</li> <li>• drawing conclusions</li> <li>• visualizing</li> <li>• summarizing</li> <li>• identifying new information</li> <li>• slowing reading rate to think about the information, make connections and identify important ideas</li> <li>• using table of contents and index to determine where to look for information</li> <li>• skimming and selecting parts of a text to find the answer to a question</li> <li>• drawing to represent text information</li> </ul>	<p style="text-align: center;"><b>Phonics/Decoding Strategy</b></p> <ul style="list-style-type: none"> <li>• Look carefully at the word.</li> <li>• Look for word parts you know and think about the sounds for the letters.</li> <li>• Blend the sounds to read the word.</li> <li>• Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>• If not, ask yourself: What else can I try?</li> </ul>
			<p><b>Nonfiction Concepts</b></p>	<ul style="list-style-type: none"> <li>• Nonfiction provides factual information on a particular topic through text and visual images. The information is verifiable from other sources and is not created from the author's imagination</li> <li>• Nonfiction texts includes: informational texts, including textbooks; directions and instructions, including recipes</li> <li>• Informational texts contain ideas, facts, and principles related to the physical, biological, or social world.</li> <li>• The purpose of informational texts is to communicate information or tell how to do something.</li> <li>• Informational text forms: picture books, photo essays; chapter books, articles and essays, letters, diaries and journals, observational notes, factual references (almanacs, books of statistics, books of world records), brochures and manuals</li> <li>• Informational texts cut across many areas of study: e.g., geology, sports, space, technology, history, animals, cooking, etc.</li> <li>• Graphic aids: diagrams, graphs, figures, maps, charts, tables, timelines, cross-sections, flow charts</li> <li>• Print features: font size and type, bold print, color print, italics, titles, headings, subheadings, labels, bullets/numbers, and captions</li> <li>• Use of print and graphics: Does the graphic show what the text describes? Does the graphic give in more detail something mentioned in the text? What graphic supports which portion of the text? What key concept is represented in the graphic? Does graphic add information/detail that is not stated in the text?</li> <li>• Organizational aids: table of contents, index, glossary</li> <li>• Use of key words for time sequence (first, second, before, after, finally, then, next, earlier, just before, later, last) comparison/contrast (like/unlike, same as/opposite from, both, similar to/different from, same/opposite, in contrast), and cause/effect (because, if...then, when...then, is caused by)</li> <li>• Specialized vocabulary— how text uses supports to aid in understanding the vocabulary</li> <li>• Nonfiction texts may be paper or electronic</li> <li>• Nonfiction texts include reference materials: dictionary, thesaurus, internet, online and traditional encyclopedias, atlas</li> </ul>

3.2 The student will present brief oral reports.

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

3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

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FOURTH NINE WEEKS

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ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	NONFICTION												
<p>To be successful with this standard, students are expected to</p> <p style="text-align: center;"><b>Written Reports and Explanations</b></p> <ul style="list-style-type: none"> <li>• generate ideas and plan writing by selecting an appropriate writing form for nonfiction writing (such as explanation, directions, simple report)</li> <li>• identify the intended audience</li> <li>• focus on a central topic and group related ideas</li> <li>• follow the organization of particular forms of writing                             <ul style="list-style-type: none"> <li>◦ explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing</li> <li>◦ short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information (categorical) , and closing</li> </ul> </li> <li>• clarify message by revising to include specific vocabulary and information</li> <li>• elaborate writing by                             <ul style="list-style-type: none"> <li>◦ selecting specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event</li> <li>◦ using examples from their reading as models to imitate in their writing</li> <li>◦ creating verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence</li> <li>◦ describing events, ideas, and personal stories with accurate details and sequence</li> <li>◦ selecting information that the audience will find interesting or entertaining</li> </ul> </li> <li>• read their own writing orally to check for sentence rhythm (sentence variety)</li> <li>• revise to eliminate details that do not develop the central idea</li> <li>• incorporate transitional (signal) words that clarify sequence and categorical, cause/effect, and comparison/contrast                             <ul style="list-style-type: none"> <li>• use complete sentences</li> <li>• use the word / in compound subjects</li> <li>• use singular possessives</li> <li>• use past and present verb tenses</li> </ul> </li> <li>• punctuate correctly: commas in a simple series and apostrophes in contractions with pronouns</li> <li>• use correct spelling for frequently used words, including irregular plurals, e.g., <i>men, children.</i></li> </ul> <p style="text-align: center;"><b>Oral Reports</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>◦ varying tone, pitch, and volume to convey meaning</li> <li>◦ using grammatically correct language</li> <li>◦ speaking clearly at an understandable rate</li> <li>◦ using specific vocabulary appropriate for the audience and the topic</li> </ul> </li> <li>• stay on topic during presentations</li> <li>• organize ideas sequentially or around major points of information</li> <li>• deliver oral presenting information with expression and confidence</li> <li>• answer questions from the audience</li> <li>• use grammatically correct language and specific vocabulary</li> <li>• evaluate their own presentations, using class-designed criteria</li> </ul>	<p style="text-align: center;"><b>NONFICTION</b></p> <p style="text-align: center;"><b>Short Reports and Simple Explanations (Directions and Instructions)</b></p> <ul style="list-style-type: none"> <li>• <b>Prewriting/ Planning</b> <ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Asking self questions</li> <li>➤ Limiting topic</li> <li>➤ Discussing ideas with a partner</li> <li>➤ Choosing sources</li> </ul> </li> <li>• <b>Drafting/Composing</b> <table border="1" style="width: 100%; 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with days of week</li> <li>➤ Check verb tense for appropriate use of present and past tense</li> <li>➤ Checking Spelling: commonly/frequently misspelled words/no excuse words</li> </ul> </li> <li>• <b>Publishing</b> <ul style="list-style-type: none"> <li>➤ Author's chair</li> <li>➤ Room display</li> <li>➤ Oral report</li> <li>➤ Picture book</li> <li>➤ Accordion book</li> <li>➤ Multimedia report on the computer</li> </ul> </li> </ul>	<b>Short Reports</b>	<b>Directions and Instructions</b>	<b>Organization</b> <ul style="list-style-type: none"> <li>▪ Using <i>Who, Where, When, What</i> chart</li> <li>▪ Writing good beginning: ask a question, describe a feeling or a vivid scene, show action, present a problem or mystery, use dialogue, throw the reader into the middle of an interesting situation</li> </ul>	<b>Organization</b> <ul style="list-style-type: none"> <li>▪ Include all steps that someone would need to follow or make what is described</li> <li>▪ Sequence steps</li> <li>▪ Write a draft trying not to give too much or too little information</li> </ul>	<b>Elaboration:</b> with examples, with facts and reasons	<b>Elaboration:</b> with adequate steps, complete list of materials, appropriate graphic	<b>Focus:</b> deleting ideas that stray from the topic	<b>Focus:</b> deleting ideas that stray from the topic	<b>Short Reports</b>	<b>Directions and Instructions</b>	<ul style="list-style-type: none"> <li>▪ Using exact nouns, verbs</li> <li>▪ Combining sentences to avoid a choppy rhythm</li> <li>▪ Vary sentence beginnings</li> <li>▪ Choosing exact/precise words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using specific vocabulary of genre</li> <li>▪ Using signal words to show steps/process</li> <li>▪ Using clear, direct statements</li> <li>▪ Choosing clear/precise words</li> </ul>
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Writing: Nonfiction

