

- 3.1 The student will use effective communication skills in group activities.
- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- 3.6 The student will read and demonstrate comprehension of fiction.

THIRD NINE WEEKS

When printing, scale to letter-size paper.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	BIOGRAPHY			
<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 supporting opinions with appropriate ideas, examples, and details • deliver oral presentations in an engaging manner that maintains audience interest by varying tone, pitch, and volume to convey meaning and speaking at an understandable rate • use surface features of text to make meaning from text by <ul style="list-style-type: none"> ◦ applying phonetic strategies ◦ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession ◦ applying knowledge of simple and compound sentence structures ◦ knowing when meaning breaks down and then rereading to self-correct • 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 • 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, and finally</i> ◦ using signal words of compare-contrast, such as <i>like, unlike, different, and 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> • read familiar fiction and nonfiction with fluency and accuracy • 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 the answers to some questions must be inferred from the reader's background experiences and knowledge ◦ understanding that some questions are answered directly in the text • identify the author's purpose • know the shared and distinguishing characteristics of autobiography and biography • identify details that support the main idea of a nonfiction selection • organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting • make a variety of connections with the text, such as <ul style="list-style-type: none"> ◦ connections between their own personal experiences and the text ◦ connections between the text they are reading and other texts they have read ◦ connections between what they already know about the topic and what they find in the reading that is new to them • summarize what they have read • draw conclusions about what they have read • compare and contrast the lives of two people described in biographies and/or autobiographies. <p>See next page for writing Essential Knowledge, Skills, and Processes</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading</p>	<ul style="list-style-type: none"> • Question <ul style="list-style-type: none"> ➢ Ask questions that can be answered as you read or after you finish reading. • Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) • Author's craft: purpose for choosing to include particular quotations; for selecting to include specific detail (What does the author want to highlight about the person?); for using descriptive words • Text organization: use of timeline; photographs and captions • Biography Notes Chart Organizer: key dates and facts about what the person did and what happened in life; conclusions that can be drawn about the person 	<p style="text-align: center;">Comprehension Skills</p> <ul style="list-style-type: none"> • comparing/contrasting biography and stories • making inferences • sequencing events/foreshadowing • noting detail/facts that support an idea • drawing conclusions • making connections between the person's accomplishments and his/her earlier life • making generalizations • visualizing • identifying main idea and supporting details • making judgments • comparing/contrasting people from different biographical selections 	<p style="text-align: center;">Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?
		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Biography Concepts</p>	<ul style="list-style-type: none"> • True story about a real person's life who lived in the past or is living now • Written by someone other than the subject • Author researched the person's life to find out about him or her by consulting reference books, magazine articles, interviews, the Internet • Gives interesting facts such as dates and important achievements, usually in the order they occurred; start with early years and move on to later years • Tells about events that happened to the person, usually those that connect with why the person is known, respected, admired • Includes quotations from or about the person 	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Biography</p>	<p>Writing Process</p> <ul style="list-style-type: none"> ➢ Prewriting/ Planning: <ul style="list-style-type: none"> • Class brainstorm a list of people students would like to learn more about; think of subject areas where there might be interesting people, e.g., sports, social studies, art, music and use reference resources to identify specific people • Students each select a person • Class brainstorms list of types of facts to include, e.g., dates, accomplishments, important events that connect to accomplishments • Students use resources to research facts they want to include; take notes on information to include • Students take single word or phrase notes from reference resources; record quotations from or about person to include • Students order facts in sequence they will write about them, usually chronologically ➢ Drafting/Composing The completed biography is two-to-three paragraph biography <ul style="list-style-type: none"> • Students use notes to write complete sentences about their person. • Students use time words to clarify the sequence of events in the person's life ➢ Revising/Written Expression <ul style="list-style-type: none"> ➢ Students check to see if chronology is clear and add time words or dates when needed ➢ Students craft opening sentence to tell whom the biography is about and get the readers' attention ➢ Proofreading/Edtion: Use checklist to proofread for errors in grammar, spelling, punctuation, and usage ➢ Publishing: Share from author's chair; illustrate and create class anthology 		

- 3.7 The student will demonstrate comprehension of information from a variety of print resources.
- 3.10 The student will write stories, letters, 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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ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Biography
<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 • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • generate ideas and plan writing by <ul style="list-style-type: none"> ◦ using ideas from class brainstorming activities ◦ making lists of information ◦ talking to classmates about what to write ◦ reading texts by peer and professional authors ◦ using a cluster diagram, story map, or other graphic organizer • 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 • select information that the audience will find interesting or entertaining • use examples from their reading as models to imitate in their writing • follow the organization of particular forms of writing for stories – beginning, middle, and end • use complete sentences • use past and present verb tenses • use singular possessives • 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> • use available technology to write. 	<p style="text-align: center;">Writing Process</p> <p style="text-align: center;">Writing: Biography</p> <ul style="list-style-type: none"> ➤ Prewriting/ Planning: <ul style="list-style-type: none"> • Class brainstorm a list of people students would like to learn more about; think of subject areas where there might be interesting people, e.g., sports, social studies, art, music and use reference resources to identify specific people • Students each select a person • Class brainstorms list of types of facts to include, e.g., dates, accomplishments, important events that connect to accomplishments • Students use resources to research facts they want to include; take notes on information to include • Students take single word or phrase notes from reference resources; record quotations from or about person to include • Students order facts in sequence they will write about them, usually chronologically ➤ Drafting/Composing The completed biography is two-to-three paragraph biography <ul style="list-style-type: none"> • Students use notes to write complete sentences about their person. • Students use time words to clarify the sequence of events in the person's life ➤ Revising/Written Expression <ul style="list-style-type: none"> ➤ Students check to see if chronology is clear and add time words or dates when needed ➤ Students craft opening sentence to tell whom the biography is about and get the readers' attention ➤ Proofreading/Revision: use checklist to proofread for errors in grammar, spelling, punctuation, and usage ➤ Publishing: author's chair, illustrate and create class anthology