

SOL Trace: Grade 3 SOL do not address poetry; however, the Grade 3 SOL test is based on K-3 Standards.

SECOND NINE WEEKS

When printing, scale to letter-size paper.

- K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. a) Identify orally words that rhyme.
- 1.8 The student will read familiar stories, poems, and passages with fluency and expression. c) Create rhyming words orally.
- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently. c) Read stories, poems, and passages with fluency and expression.
- 3.1 The student will use effective communication skills in group activities.
- 3.5 The student will read and demonstrate comprehension of fiction.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	POETRY			
<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 • 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 • 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 • 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 • identify the author's purpose • 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 • 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 • 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>. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Comprehension strategy, Evaluate Ask yourself: <ul style="list-style-type: none"> ➢ How do I feel about what I read? ➢ Do I agree or disagree with it? ➢ Am I learning what I wanted to know? ➢ How good a job has the author done? • Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) • Poet's craft: use of concepts of poetry to create an effect on the reader 	<p style="text-align: center;">Comprehension Skills</p> <ul style="list-style-type: none"> • making inferences • visualizing • drawing conclusions • predicting outcomes • making judgments • categorizing and classifying 	<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="text-align: center;">Poetry Concepts</p> <ul style="list-style-type: none"> • Techniques: repetition of a word, rhyme, rhythm, alliteration, comparisons and similes • Variety of Formats: single column, side-by-side columns • Vocabulary: line, rhyme, stanza • Imagery: using words that appeal to senses, that create a picture, create the intended effect • Speaker: identifying who is speaking if the speaker is a character, word choice to show speaker's feelings • Connecting/Comparing: how two poems are alike and different 			
	<p style="text-align: center;">Writing: Shape Poem</p> <ul style="list-style-type: none"> • Features <ul style="list-style-type: none"> ➢ The words are descriptive and are arranged in a way that creates a shape on the page. ➢ The words may be set in a slant, repeated, stacked one on top of the other clumped together, or strung out. • Writing Process <ul style="list-style-type: none"> ➢ Prewriting/ Planning: Brainstorm a list of ideas after listening to a series of teacher-posed prompt questions ➢ Drafting/Composing Brainstorm words related to the topic ➢ Revising/Written Expression: Choose exact nouns to create clear pictures in the reader's mind ➢ Proofreading/Revision: Use checklist and proofreading marks ➢ Publishing: Share from author's chair; create class display 			