

## *Nine Weeks 1 ACPS Third Grade English Pacing Guide 2011-2012*

Old Standards will be taught to mastery and will be SOL tested in 2011-2012. New Standards will be introduced and field tested in 2011-2012.  
New standards will be fully implemented and SOL tested in 2012-2013.

New standards/essential knowledge which needs to be taught is underlined and in green if you have a color copy.

<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
<p>3.1a The student will listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.</p> <ul style="list-style-type: none"> <li>• <u>take initiative in moving a group discussion forward by following rules for discussions and assigned group roles.</u></li> </ul>	<p>3.3a-c The student will apply word analysis skills when reading</p> <ul style="list-style-type: none"> <li>• apply knowledge of <u>regular &amp; irregular</u> vowel patterns [CVC, CVCe, CVVC (short and regular long patterns)] <u>to decode words</u></li> <li>• use knowledge of homonyms (homographs and homophones) – use context clues to determine appropriate homonym usage (see English column for which homophones)</li> <li>• apply knowledge of change in number with plurals (adding –s, –es, -ies to nouns)</li> </ul>	<p>3.3b The student will apply word analysis skills when reading.</p> <ul style="list-style-type: none"> <li>• Homophones: see/sea, tale/tail, Know/ no, hair/ hare, eye/I, mail/male, four/for, too/two/to</li> </ul>
<p>3.1b The student will ask and respond to questions from teachers and other group members</p> <ul style="list-style-type: none"> <li>• <u>ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others)</u></li> </ul>	<p>3.4 The student will use strategies to read a variety of fiction and nonfiction (focus on fiction for NW1)</p> <ul style="list-style-type: none"> <li>• make predictions based on knowledge of text forms (in relation to narratives)</li> <li>• make predictions based on knowledge of literary forms (folktales, fairy tales, myths, legends, tall tales, trickster tales, and pourquoi) NW1 myths, legends, fairy tales, fables</li> <li>• identify sequence – know signal words</li> <li>• apply knowledge of simple &amp; compound sentence structures</li> <li>• introduce compare/contrast(know signal words)</li> <li>• <u>use knowledge of synonyms (e.g., big/large, mad/angry, ache/pain)</u></li> <li>• <u>use knowledge of antonyms (e.g., asleep/awake, smile/frown, start/finish)</u></li> </ul>	<p>3.8 The student will write legibly in cursive</p> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills</p>

<i>Nine Weeks 1 ACPS <u>Third Grade</u> English Pacing Guide 2011-2012(continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
<p>3.1c The student will explain what has been learned.</p> <ul style="list-style-type: none"> <li>• <a href="#">use language appropriate for context of discussion.</a></li> </ul>	<p>3.5 a,c,f,g,h,j The student will read and demonstrate comprehension of fiction</p> <ul style="list-style-type: none"> <li>• locate specific information in a (fictional) reading selection</li> <li>• make predictions <a href="#">before reading</a> identify information from text to support or contradict a prediction</li> <li>• understand the basic plots, <a href="#">lessons, and morals</a> of fairy tales myths, and folktales: fairy tales, fables, myths, legends, tall tales, trickster tales, and pourquoi tales. (NW1 myths, legends, fairy tales, fable)</li> <li>• <a href="#">ask and answer questions about the text to demonstrate comprehension</a></li> <li>• <a href="#">identify the problem (conflict) and solution, main idea or theme, and supporting details.</a></li> </ul>	<p>3.9 a-e The student will write descriptive paragraphs. (NW 1 focus on descriptive sentences 3.a-d)</p> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills</p> <ul style="list-style-type: none"> <li>• <a href="#">use a variety of prewriting strategies</a></li> <li>• <a href="#">write a clear topic sentence that focuses on the main idea</a></li> </ul>
	<p>3.5 a,c,f,g,h,j The student will read and demonstrate comprehension of fiction</p> <ul style="list-style-type: none"> <li>• make connections about the text they are reading with other texts (example: identifying similar plots and characters)-Introduce-NOT Tested</li> <li>• identify author’s purpose-Introduce-NOT Tested</li> </ul>	<p>3.10 a-e The student will begin to write stories (using simple paragraph form)</p> <ul style="list-style-type: none"> <li>• <a href="#">keep their written paragraphs on the topic</a></li> <li>• <a href="#">sequence events</a></li> <li>• <a href="#">use transition words or phrases for sentence variety and to manage the sequence of events</a></li> <li>• <a href="#">use specific vocabulary to convey experiences and events</a></li> <li>• <a href="#">provide a conclusion</a></li> </ul>
<p>3.2a The student will speak clearly</p>	<p>3.7a-b The student will demonstrate comprehension of information from a variety of print resources</p> <ul style="list-style-type: none"> <li>• use dictionary and glossary</li> <li>• make decisions about which resource is best for locating a given type of information (in relation to dictionary and glossary) (Introduced NOT Tested)</li> <li>• locate selected information in glossaries and dictionaries</li> </ul>	<p>Note: Refer to Curriculum Framework for specific essential knowledge skills.</p>

<i>Nine Weeks 1 ACPS <u>Third Grade</u> English Pacing Guide 2011-2012(continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Writing</b>
<p>3.2b The student will use appropriate volume and pitch</p> <p>3.2c The student will speak at an understandable rate</p> <p>3.2d The student will organize ideas sequentially or around major points of information</p> <p>3.2e The student will grammatically correct language and specific vocabulary to communicate ideas.</p>		<p>3.11 The student will edit writing for correct grammar, capitalization, punctuation and spelling</p> <ul style="list-style-type: none"> <li>• use complete and varied sentences (compound and complex and use variety in words which begin sentences)</li> <li>• use the word <b>I</b> in compound subjects</li> <li>• use ending punctuation in telling, asking, exclamatory sentences</li> <li>• combine sentences</li> <li>• identify nouns and pronouns (Pronouns introduced not tested)</li> <li>• use singular and plural nouns correctly (s,es,ies) introduced not tested (Tested NW 3)</li> <li>• use precise nouns to improve writing (Ben played with a yo-yo versus Ben played with a toy).</li> <li>• use capital letters for the first word in a sentence, the word <b>I</b>, proper nouns, name titles, and book titles</li> </ul>

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Oral Language	Reading	Grammar / Writing
<p>3.1a The student will listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.</p> <ul style="list-style-type: none"> <li>participate in a range of collaborative discussions building on others’ ideas and clearly expressing their own (e.g., one-on-one, small group, teacher led)</li> </ul>	<p>3.3a-c The student will apply word analysis skills when reading</p> <ul style="list-style-type: none"> <li>apply knowledge of vowel patterns [(r-controlled(ar, er, ur, ir, or)]</li> <li>apply knowledge of roots <u>to decode unknown words with the same root (e.g., company, companion)</u></li> <li>apply knowledge of affixes (dis-, ex-, non-, pre-, -ly, -ness, <u>un, re, mis, ful, less, able, tion, and ment</u>)</li> <li>use knowledge of homonyms (homophones and homographs) – use context clues to determine appropriate homonym usage (see English column for which homophones</li> <li><u>determine meaning of new words formed when a known affix is added to a known word (e.g., care/careless, heat/reheat)</u></li> </ul>	<p>3.3b The student will apply word analysis skills.</p> <ul style="list-style-type: none"> <li>Homophones: plane/plain, blue/blew, eight/ate, write /right, hour/our, one/won ,week/ weak</li> </ul>
<p>3.1b The student will ask and respond to questions form teachers and other group members</p>	<p>3.4 a,c,d The student will use strategies to read a variety of fiction and nonfiction (focus on fiction for NW2)</p> <ul style="list-style-type: none"> <li>make predictions based on knowledge of literary forms (NW 2 tall tales, trickster tales, pourquoi)</li> <li>use context clues to identify meanings of unfamiliar words</li> <li>use surface features of text to make meaning (example: apostrophes showing contractions and possessives, and commas and end punctuation)</li> <li>use knowledge of how ideas are connected between sentences when one word is used in place of another [pronoun for previous noun, location word(here, there) for a specific location, and a synonym for an earlier word]</li> <li>continue compare/contrast (know signal words)</li> </ul>	<p>3.8 The student will write legibly in cursive</p> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills</p>

<i><b>Nine Weeks 2 ACPS <u>Third Grade</u> English Pacing Guide 2011-2012 (cont.)</b></i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
<p>3.1c The student will explain what has been learned.</p> <p><u>3.1d Use language appropriate for context</u></p> <p><u>3.1e Increase listening and speaking vocabularies</u></p> <ul style="list-style-type: none"> <li>• <u>increase their listening and speaking vocabularies through group activities such as:</u></li> <li>○ <u>engaging in activities that require following directions</u></li> <li>○ <u>attempting to use new words in meaningful sentences</u></li> </ul>	<p>– <u>tested</u></p> <ul style="list-style-type: none"> <li>• <u>Use the glossary, dictionary, and thesaurus as reference resources to learn word meaning.</u></li> </ul> <p>3.5 d,i The student will read and demonstrate comprehension of fiction</p> <ul style="list-style-type: none"> <li>○ identify details that support a stated main idea</li> <li>○ tell the main idea</li> <li>○ summarize major points in a situation</li> <li>○ identify setting (time and place)</li> <li>○ identify details that make two settings similar or different</li> <li>○ <u>use context to confirm or self-correct word recognition and understanding, rereading when necessary</u></li> <li>○ <u>become aware of when they do not understand (e.g., try reflecting upon and articulating what exactly is causing difficulty) and discussing the story or poem and/or writing a summary after reading</u></li> </ul>	<p>3.9 a-e The student will begin to write simple descriptive paragraphs</p> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills</p>
	<p>3.5, I The student will read and demonstrate comprehension of fiction</p> <ul style="list-style-type: none"> <li>• compare/contrast settings, characters, and events</li> <li>• identify author's purpose-(<u>to entertain, inform, or persuade</u>) Introduce-NOT Tested</li> </ul>	
<p>3.2a The student will speak clearly</p>	<p>3.7a-d The student will demonstrate comprehension of information from a variety of print resources</p> <ul style="list-style-type: none"> <li>• use thesaurus and encyclopedia</li> <li>• make decisions about which resource is best for locating a given type of information (in relation to thesaurus, encyclopedia, dictionary and glossary)</li> <li>• locate selected information in thesauruses and encyclopedias</li> <li>• <u>use table of contents, indices, and charts</u></li> </ul>	<p>3.10a-e The student will continue to write stories and begin letters (using paragraph form)</p> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills</p>

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English Pacing Guide 2011-2012 (cont.)*

Oral Language	Reading	Grammar / Writing
<p>3.2b The student will use appropriate volume and pitch</p>		<p>3.11 The student will</p> <ul style="list-style-type: none"> <li>• identify verbs</li> <li>• demonstrate understanding of verb agreement NW 2 INTRODUCED-not tested</li> </ul> <p>(Demonstrate/write regular present tense and past tense verbs correctly) for example: -s to third person singular in present tense, -ed to past tense, and no tense change within a paragraph. Write past tense verbs including doubling the consonant and changing y to i before adding ed.</p> <ul style="list-style-type: none"> <li>• use verbs of being correctly– (is, are, was, were) Introduced –NOT Tested</li> <li>• write contractions- (is, are have, will, not)</li> </ul> <p>use precise verbs to improve writing-The squirrel scampered up the tree. Verses The squirrel ran up the tree. NW 2 INTRODUCED –not tested</p>
<p>3.2c The student will speak at an understandable rate. 3.2d The student will organize ideas sequentially or around major points of information</p>		<p>3.11 The student will use correctly the following pronouns:</p> <ul style="list-style-type: none"> <li>• subject, object and possessive pronouns including the correct usage of <b><i>I</i></b> and <b><i>me</i></b></li> <li>• apostrophes in contractions with pronouns –</li> <li>• example: (I’d, we’ve, etc.) NW 2 Introduced NOT Tested.</li> <li>• <u>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 (e.g., here or there) for a specific location, and the use of a synonym for an earlier word (e.g., animal for dog)</u></li> </ul>

<i>Nine Weeks 2 ACPS <u>Third Grade</u> English Pacing Guide 2011-2012 (continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
<p>3.2 e The student will use grammatically <u>and contextually appropriate</u> correct language and specific vocabulary to communicate ideas.</p> <ul style="list-style-type: none"> <li>○ <u>report on a topic, tell a story, recount an experience with appropriate facts and relevant details</u></li> <li>○ <u>select words and phrases for effect</u></li> </ul>		<p>3.11 The student will edit writing for correct grammar, capitalization, punctuation and spelling</p> <ul style="list-style-type: none"> <li>• write singular possessives correctly. Ensure that students can distinguish between singular possessive nouns and plural nouns.</li> <li>• identify pronouns NW 2</li> <li>• use correct spelling for high-frequency sight words, irregular plurals</li> </ul> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills.</p>

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Oral Language	Reading	Grammar/Writing
3.2a The student will speak clearly	3.3 The student will apply word analysis skills when reading <ul style="list-style-type: none"> <li>• apply knowledge of diphthongs (<a href="#">ambiguous vowel patterns</a>) (au, aw, oi, oy, ou, ow, ew, <u>oo</u>)</li> <li>• apply knowledge of change in tense using-ed and change in degree using (er and -est, <a href="#">and change in number(s)</a>)</li> <li>• use knowledge of homonyms (homophones and homographs) – use context clues to determine appropriate homonym usage (see English column for which homophones)</li> </ul>	3.3b The student will apply word analysis skills <ul style="list-style-type: none"> <li>• Homophones: hear/here , way/weigh, flower/flour, its/it’s, their/ there/they’re, beat/beet, heard/herd, your/you’re</li> </ul>
3.2b The student will use appropriate volume and pitch	3.4a-b The student will use strategies to read a variety of fiction and nonfiction (focus on nonfiction for NW3) <ul style="list-style-type: none"> <li>• use text formats to preview and <a href="#">set a purpose for reading</a> {exclude poetry}</li> <li>• content text features (headings and chapter layout by topics)</li> <li>• functional formats (advertisements, flyers, directions)</li> <li>• specialized type (boldface and italics)</li> <li>• charts, graphs, graphic organizers, pictures</li> <li>• identifying cause/effect, and know signal words</li> <li>• make predictions based on knowledge of text forms, such as narrative, informational, graphic and functional</li> <li>• <a href="#">use vocabulary from history and social science, mathematics, and science</a></li> <li>• <a href="#">discuss meanings of words and develop vocabulary by listening to and reading a variety of texts</a></li> <li>• <a href="#">use illustrations to gain information (e.g., maps, photographs)</a></li> <li>• <a href="#">identify new information gained from reading</a></li> </ul>	3.8 The student will write legibly in cursive  Note: Refer to Curriculum Framework for specific essential knowledge skills

<i>Nine Weeks 3 ACPS <u>Third Grade</u> English Pacing Guide 2011-2012 (continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar/Writing</b>
	<ul style="list-style-type: none"> <li>• <u>practice reading and rereading nonfiction texts with fluency and accuracy</u></li> </ul>	
3.2c The student will speak at an understandable rate	<p><u>3.5 learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy and fact from opinion</u></p> <ul style="list-style-type: none"> <li>• <u>read with sufficient accuracy and fluency to support comprehension</u></li> </ul> <p>3.6 a-h The student will demonstrate comprehension of nonfiction</p> <ul style="list-style-type: none"> <li>• make predictions based on knowledge of literary forms-biography and autobiography</li> <li>• know the shared and distinguishing characteristics of autobiography and biography</li> <li>• state in own words the main idea</li> <li>• identify details supporting the main idea</li> <li>• organize, using graphic organizers such as Venn diagram or time line, information by chronological sequence, by cause/effect, and through comparing/contrasting</li> <li>• make connections about text they are reading and other texts they have read</li> <li>• summarize what they have read</li> <li>• draw conclusions about their readings</li> <li>• <u>compare/contrast the characters of biographies and autobiographies</u></li> <li>• <u>identify the author’s purpose (e.g., entertain, inform, persuade)</u></li> <li>• <u>monitor their comprehension throughout the reading process by:</u> <ul style="list-style-type: none"> <li>○ <u>becoming aware of when they do not understand</u></li> <li>○ <u>identifying exactly what is causing them difficulty</u></li> <li>○ <u>generating their own questions to help integrate units of meaning</u></li> </ul> </li> </ul>	<p>3.9 a-e The student will continue to write descriptive paragraphs</p> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills</p> <p>3.11 The student will use the following pronouns correctly: Apostrophes in contractions with pronouns Examples: (I’d, we’ve, etc). NW 3 tested</p>

<i>Nine Weeks 3 ACPS <u>Third Grade</u> English Pacing Guide 2011-2012( continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
	<p>3.6 a-h The student will demonstrate comprehension of nonfiction</p> <ul style="list-style-type: none"> <li>• identify author’s purpose-NOT Tested</li> <li>• compare contrast the lives of two persons as described in biographies and/or autobiographies</li> </ul>	<p>3.11 The student will edit writing for correct grammar Adjective:</p> <ul style="list-style-type: none"> <li>• identify and use correctly</li> <li>• use comparative and superlative adjective adjectives with er and est</li> <li>• use irregular adjectives: good, better, best</li> <li>• use a, an correctly</li> </ul> <p>Adverbs introduced NW 3</p>
<p>3.2d The student will organize ideas sequentially or around major points of information</p>	<p>3.7a-b The student will demonstrate comprehension of information from a variety of print resources</p> <ul style="list-style-type: none"> <li>• use atlases and other reference books and online sources</li> <li>• make decisions about which resource is best for locating a given type of information</li> <li>• locate selected information in atlases and online reference materials</li> </ul>	<p>3.10 The student will continue to write stories, letters, simple explanations and short reports across all content areas.</p> <ul style="list-style-type: none"> <li>• write friendly letters using correct capitalization and punctuation of letter parts (NW 3 Tested)</li> <li>• <u>write for information/explanatory purposes</u></li> <li>• <u>introduce a topic and group related information in paragraph form</u></li> <li>• <u>use facts, definitions, opinions, quotations, details, or other examples to develop the topic</u></li> <li>• <u>use specific vocabulary to inform and explain the topic</u></li> <li>• <u>provide a concluding sentence or section</u></li> <li>• <u>use linking words (e.g., also, another, and, more) and linking phrases (e.g., in order to, because of this, for example) to connect ideas within categories of information</u></li> <li>• <u>use transition words to vary sentence structure</u></li> </ul> <p>Note: Refer to Curriculum Framework for specific essential knowledge skills</p>

<i>Nine Weeks 3 ACPS <u>Third Grade</u> English Pacing Guide 2011-2012 (continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
<p>3.2 e The student will use grammatically correct language specific vocabulary to communicate ideas  <u>use visual media (e.g., images, posters, and charts) to emphasize or enhance facts and details</u></p>		<p>3.11 The student will</p> <ul style="list-style-type: none"> <li>• identify helping verbs and use correctly (have, has, had)</li> <li>• irregular past tense forms (did, done, went, gone, gave, given, saw, seen, ran, run, came, come, grew, grown, knew, known, drew, drawn, flew, flown, ate, eaten)</li> <li>• demonstrate understanding of verb agreement (write regular present tense and past tense verbs correctly) for example: -s to third person singular in present tense, -ed to past tense, and no tense change within a paragraph. Write past tense verbs including doubling the consonant and changing y to I before adding ed</li> <li>• use verbs of being correctly- (is, are, was, were)</li> <li>• write contractions correctly- (is, are, have, will, not)</li> <li>• use precise verbs to improve writing- The squirrel scampered up the tree. Verses The squirrel ran up the tree. NW 3 tested</li> </ul>

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Oral Language	Reading	Grammar / Writing
3.1a The student will listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.	3.3a-c Apply word analysis skills when reading <ul style="list-style-type: none"> <li>• decode regular multi-syllabic words</li> <li>• use knowledge of homonyms – use context clues to determine appropriate homonym usage (see English column for which homonyms)</li> </ul>	3.3b The student will apply word analysis skills <ul style="list-style-type: none"> <li>• Homophones: read/red, road/rode, some/sum, sail/sale, pail/pale, deer/dear, by/bye/ buy</li> </ul>
3.1b The student will ask and respond to questions from teachers and other group members	3.4 Use strategies to read a variety of fiction and nonfiction (focus on fiction and nonfiction) <ul style="list-style-type: none"> <li>• use text formats to preview and <u>set a purpose for reading</u></li> <li>• continue cause/effect</li> <li>• conventions of dialogue (quotation marks to indicate someone is saying something – indentation to show that the speaker has changed)</li> <li>• identify poetry, feature lines and stanzas- (Introduce NOT Tested)</li> </ul>	3.8 Continue to write legibly in cursive  Note: Refer to Curriculum Framework for specific essential knowledge skills
3.1c The student will explain what has been learned	3.5b,d,g, Read and demonstrate comprehension of fiction <ul style="list-style-type: none"> <li>• identify character traits</li> <li>• compare/contrast character traits of two characters</li> <li>• make generalizations about a character based on the character’s response to a problem, the character’s goal, and what the character says to other characters</li> <li>• compare 2 characters within a selection or between/among 2 or more selections</li> <li>• draw conclusions</li> </ul>	3.9 a-e Continue to write descriptive paragraphs  Note: Refer to Curriculum Framework for specific essential knowledge skills
3.2a The student will speak clearly.	<ul style="list-style-type: none"> <li>• <u>describe a character’s attributes (traits, motivations, and feelings)</u></li> <li>• <u>explain how the actions of a character contribute to the sequence of events</u></li> <li>• <u>practice reading and rereading familiar text that is on their independent reading level to develop</u></li> </ul>	3. 10 a-e Continue to use paragraphing in stories, letters, explanations, and reports  Note: Refer to Curriculum Framework for specific essential knowledge skills

*Nine Weeks 4 ACPS Third Grade  
English Pacing Guide 2011-2012 (continued)*

Oral Language	Reading	Grammar / Writing
<p>3.2 b The student will use appropriate volume and pitch</p> <p>3.2 c The student will speak at an understandable rate</p>	<p><u>fluency, accuracy, and prosody</u></p>	<p>3.11 Identify nouns, pronouns, verbs, adjectives and adverbs</p> <ul style="list-style-type: none"> <li>• write simple abbreviations-name titles, months, days, street, road and avenue.</li> <li>• use commas in a series</li> <li>• use commas after introductory words, (yes, no, well)</li> <li>• <u>use articles a, an, the correctly</u></li> <li>• Review for SOL test</li> <li>• <u>Use conventions of dialogue (e.g. quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like “he said” and “she exclaimed.”</u></li> </ul> <p><u>New 3.11 The student will write a short report.</u></p> <ol style="list-style-type: none"> <li>a) <u>Construct questions about the topic</u></li> <li>b) <u>Identify appropriate resources</u></li> <li>c) <u>Collect and organize information about the topic into a short report</u></li> <li>d) <u>Understand the difference between plagiarism and using one’s own words</u> <ul style="list-style-type: none"> <li>• <u>Focus on a central idea</u></li> <li>• <u>Develop a list of questions pertaining to a specific topic</u></li> <li>• <u>Identify and use appropriate resources</u></li> <li>• <u>Review their written drafts so that the language and/or thoughts of another author are given proper credit</u></li> </ul> </li> </ol>

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<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
		<p><u>New 3.12 The student will use available technology for reading and writing.</u></p> <ul style="list-style-type: none"> <li>• <u>Read electronic media to gather specific information, to gain knowledge, and for enjoyment</u></li> <li>• <u>Use available technology to compose, edit, and share writing as well as to interact and collaborate with others</u></li> <li>• <u>Ask and respond to questions about materials presented through various media formats</u></li> </ul>