

3rd Grade ELA DIG 2021-2022 (HMH Into Reading)

Reading	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> • Build Knowledge & Language (Module Launch and Module Wrap-Up) • Vocabulary • Reading (Weekly Story, Skills & Strategies) 	<ul style="list-style-type: none"> • Decoding • Spelling • Fluency 	<ul style="list-style-type: none"> • Writing Workshop • Grammar Mini Lessons • Cursive Writing

Quarter 1

	Reading	Writing	Assessments	Standards
Social & Emotional Learning- Self Management (T4)				
Week 1 *First full week of school.	Module 1/ Week 1 * Module Launch	Writing: Personal Narrative Lessons 1-5 Grammar: Topic 1, Skill 1 Cursive: Cursive Writing Made Easy & Fun	<u>Common Assessment</u> -Week 1 Assessment -Share Writing Rubric - Weekly Spelling Test <u>Optional Assessment</u> -Week 1 Selection Quiz	3.L.1.i Produce simple, compound, and complex sentences. 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text. 3.L.1.h Use coordinating and subordinating conjunctions. 3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 3.L.4.c Use sentence-level context as a clue to the meaning of a word or phrases. 3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.

<p>Week 2</p>	<p><u>Module 1/ Week 2</u> *Module Launch</p>	<p>Writing: Personal Narrative Lessons 6-10</p> <p>Grammar: Topic 1, Skill 2</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 2 Assessment -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 2 Selection Quiz</p>	<p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.WF.3.d Spell regular two-and three-syllable words that:</p> <p>3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.L.4.c Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<p>Week 3</p>	<p><u>Module 1/Week 3</u> *Module Launch</p>	<p>Writing: Personal Narrative Lessons 11-15</p> <p>Grammar: Topic 1, Skill 3</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 3 Assessment* -Writing Rubric (Found under resources in writing workshop book R14) -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 3 Selection Quiz -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>3.L.1.i Produce simple, compound, and complex sentences.</p> <p>3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.L.1.h Use coordinating and subordinating conjunctions.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.</p>

Social & Emotional Learning- Relationship Skills (T132)

<p>Week 4</p>	<p>Module 2/ Week 1 *Module Launch</p>	<p>Writing: Correspondence Lessons 1-5</p> <p>Grammar: Topic 1, Skill 4</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 1 Assessment -Share Writing Rubric -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 1 Selection Quiz</p>	<p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.WF.3.d Spell regular two-and three-syllable words that:</p> <p>3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p>3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.</p>
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<p>Week 5</p>	<p><u>Module 2/ Week 2</u> *Module Launch</p>	<p><u>Writing:</u> Correspondence Lessons 6-10</p> <p><u>Grammar:</u> Topic 1, Skill 5</p> <p><u>Cursive:</u> Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 2 Assessment -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 2 Selection Quiz</p>	<p>3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>3.WF.3.c Spell singular and plural possessives (e.g., teacher's, teachers').</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.WF.3.d.1 Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.WF.3.e.2 Pattern-based words.</p>
<p>Week 6</p>	<p><u>Module 2/ Week 3</u> *Module Launch</p>	<p><u>Writing:</u> Correspondence Lessons 11-15</p> <p><u>Grammar:</u> Topic 1, Skill 6</p> <p><u>Cursive:</u> Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 3 Assessment* -Writing Rubric (Found under resources in writing workshop book R14) -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 3 Selection Quiz -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.</p>

Social & Emotional Learning- Responsible Decision-Making (T260)				
Week 7	<p>Module 3/ Week 1</p> <p>*Module Launch</p>	<p>Writing: Informational Lessons 1-5</p> <p>Grammar: Topic 2, Skill 1</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 1 Assessment -Share Writing Rubric -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 1 Selection Quiz</p>	<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.L.1.e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.L.4.c Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
Week 8	<p>Module 3/ Week 2</p> <p>*Module Launch</p>	<p>Writing: Informational Lessons 6-10</p> <p>Grammar: Topic 2, Skill 2</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 2 Assessment -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 2 Selection Quiz</p>	<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.L.1.c Use abstract nouns (e.g., childhood).</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>

<p>Week 9</p>	<p>Module 3/ Week 3 *Module Launch</p>	<p>Writing: Informational Lessons 11-15</p> <p>Grammar: Topic 2, Skill 3</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 3 Assessment* -Writing Rubric (Found under resources in writing workshop book R14) -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 3 Selection Quiz -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.L.1.c Use abstract nouns (e.g., childhood).</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
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Quarter 2

	Reading	Writing	Assessments	Standards
Social & Emotional Learning- Relationship Skills (T5)				
Week 1	<p>Module 4/ Week 1</p> <p>*Module Launch</p>	<p>Writing: Narrative: Story Lessons 1-5</p> <p>Grammar: Topic 2, Skill 4</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 1 Assessment -Share Writing Rubric -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 1 Selection Quiz</p>	<p>3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p>3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>

<p>Week 2</p>	<p><u>Module 4/ Week 2</u> *Module Launch</p>	<p><u>Writing:</u> Narrative: Story Lessons 6-10</p> <p><u>Grammar:</u> Topic 2, Skill 5</p> <p><u>Cursive:</u> Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 2 Assessment -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 2 Selection Quiz</p>	<p>3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p>3.WF.3 Know and apply spelling conventions and patterns.</p> <p>3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.</p> <p>3.WF.3.c Spell singular and plural possessives (e.g., teacher's, teachers').</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.WF.3.d.1 Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.WF.3.e.2 Pattern-based words.</p>
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<p>Week 3</p>	<p>Module 4/ Week 3 *Module Launch</p>	<p>Writing: Narrative: Story Lessons 11-15</p> <p>Grammar: Topic 2, Skill 6</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 3 Assessment* -Writing Rubric (Found under resources in writing workshop book R14) -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 3 Selection Quiz -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>3.L.4.b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>3.L.2.c Use commas and quotation marks in dialogue.</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>
<p>Social & Emotional Learning- Relationship Skills (T133)</p>				
<p>Week 4</p>	<p>Module 5/ Week 1 *Module Launch</p>	<p>Writing: Argument: Persuasive Letter Lessons 1-5</p> <p>Grammar: Topic 2, Skill 7</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 1 Assessment -Share Writing Rubric -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 1 Selection Quiz</p>	<p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.L.4.c Use sentence-level context as a clue to the meaning of a word or phrases.</p>

<p>Week 5</p>	<p><u>Module 5/ Week 2</u> *Module Launch</p>	<p><u>Writing:</u> Argument: Persuasive Letter Lessons 6-10</p> <p><u>Grammar:</u> Topic 3, Skill 1</p> <p><u>Cursive:</u> Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 2 Assessment -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 2 Selection Quiz</p>	<p>3.L.4.b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.L.4.c Use sentence-level context as a clue to the meaning of a word or phrases.</p>
<p>Week 6</p>	<p><u>Module 5/ Week 3</u> *Module Launch</p>	<p><u>Writing:</u> Argument: Persuasive Letter Lessons 11-15</p> <p><u>Grammar:</u> Topic 3, Skill 2</p> <p><u>Cursive:</u> Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 3 Assessment* -Writing Rubric (Found under resources in writing workshop book R14) -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 3 Selection Quiz -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>3.L.1.e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>3.RI.6 Distinguish one's own point of view from that of the author of a text.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>
<p>Social & Emotional Learning- Self-Awareness (T260)</p>				

<p>Week 7</p>	<p><u>Module 6/ Week 1</u> *Module Launch</p>	<p><u>Writing:</u> Informational: Expository Essay Lessons 1-5</p> <p><u>Grammar:</u> Topic 3, Skill 3</p> <p><u>Cursive:</u> Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 1 Assessment -Share Writing Rubric -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 1 Selection Quiz</p>	<p>3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p>Week 8</p>	<p><u>Module 6/ Week 2</u> *Module Launch</p>	<p><u>Writing:</u> Informational: Expository Essay Lessons 6-10</p> <p><u>Grammar:</u> Topic 3, Skill 4</p> <p><u>Cursive:</u> Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 2 Assessment -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 2 Selection Quiz</p>	<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.L.3.a Choose words and phrases for effect.</p> <p>3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

<p>Week 9</p>	<p>Module 6/ Week 3 *Module Launch</p>	<p>Writing: Informational: Expository Essay Lessons 11-15 Grammar: Topic 3, Skill 5</p> <p>Cursive: Cursive Writing Made Easy & Fun</p>	<p><u>Common Assessment</u> -Week 3 Assessment* -Writing Rubric (Found under resources in writing workshop book R14) -Weekly Spelling Test</p> <p><u>Optional Assessment</u> -Week 3 Selection Quiz -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.L.1.e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
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