



3rd Quarter Nine Week Plans



Reading

Communication and Multimodal Literacies	Reading
<p>3.1 The student will use effective communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. c) Ask and respond to questions from teachers and other group members. d) Orally summarize information expressing ideas clearly. e) Use language appropriate for context and audience. g) Participate in collaborative discussions. h) Work respectfully with others in pairs, diverse groups, and whole class settings. <p>3.2 The student will give oral presentations.</p> <ul style="list-style-type: none"> a) Speak clearly using appropriate volume. b) Speak at an understandable rate. d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details. e) Use contextually appropriate language and specific vocabulary to communicate ideas. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of regular and irregular vowel patterns. b) Decode regular multisyllabic words. <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. d) Use context to clarify meaning of unfamiliar words. <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> a) Set a purpose for reading. b) Make connections between reading selections. c) Make, confirm, and revise predictions. d) Compare and contrast settings, characters, and plot events. e) Summarize plot events. g) Ask and answer questions about what is read. h) Draw conclusions using the text for support. i) Identify the conflict and resolution. j) Identify the theme. k) Use reading strategies to monitor comprehension throughout the reading process. m) Read with fluency, accuracy, and meaningful expression <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Identify the author's purpose. b) Use prior and background knowledge as context

- for new learning.
- c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
- d) Ask and answer questions about what is read using the text for support.
- e) Draw conclusions using the text for support.
- f) Summarize information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Write a well-developed paragraph focusing on the main idea.
- j) Read with fluency, accuracy, and meaningful expression

Writing- Research

Communication and Multimodal Literacies	Writing
<p>3.1 The student will use effective communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. c) Ask and respond to questions from teachers and other group members. d) Orally summarize information expressing ideas clearly. e) Use language appropriate for context and audience. f) Increase listening and speaking vocabularies g) Participate in collaborative discussions. h) Work respectfully with others in pairs, diverse groups, and whole class settings. <p>3.2 The student will give oral presentations.</p> <ul style="list-style-type: none"> f) Use multimodal tools to create presentations and enhance communication. 	<p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product</p> <ul style="list-style-type: none"> a) construct questions about a topic. b) assess appropriate resources. c) collect and organize information about a topic. d) evaluate the relevance of the information. e) avoid plagiarism and use own words. f) demonstrate ethical use of the internet. <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <ul style="list-style-type: none"> a) Use complete sentences. b) Use the word I in compound subjects. c) Use past and present verb tense. e) Use singular possessives. f) Use commas in a simple series. g) Use simple abbreviations. h) Use apostrophes in contractions with pronouns and in possessives. j) Use correct spelling including irregular plurals.

Strong Paragraphs- Descriptive Writing

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Persuasive Writing

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audience.

- f) Increase listening and speaking vocabularies
- g) Participate in collaborative discussions.
- h) Work respectfully with others in pairs, diverse groups, and whole class settings.

3.2 The student will give oral presentations.

- a) Speak clearly using appropriate volume.
- b) Speak at an understandable rate.
- c) Make eye contact with the audience.
- d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

fact-based reasons for support.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

- a) Use complete sentences.
- b) Use the word I in compound subjects.
- c) Use past and present verb tense.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- j) Use correct spelling including irregular plurals.
- k) Indicate paragraphing by indenting or skipping a line.

Math-

Finish Unit: Solving Problems using Multiplication and Division

3.4 The student will

- a) Represent multiplication and division through 10×10 , using a variety of approaches and models
- b) Create and solve single-step practical problems that involve multiplication and division through 10×10

3.17 The student will create equations to represent equivalent mathematical relationships.

Using Fractions to Describe Quantities

3.2 The student will

- a) name and write fractions and mixed numbers represented by a model;
- b) represent fractions and mixed numbers with models and symbols; and
- c) compare fractions having like and unlike denominators, using words and symbols ($>$, $<$, $=$, or \neq), with models.

3.5 The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.

Using Measurement to Describe My World

3.7 The student will estimate and use U.S. Customary and metric units to measure

- a) length to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter; and
- b) liquid volume in cups, pints, quarts, gallons, and liters.

3.8 The student will estimate and

- a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and
- b) count the number of square units needed to cover a given surface in order to determine its area.

3.10 The student will read temperature to the nearest degree.

Science-

Soil and Natural and Human Impacts on the Environment

3.6 The student will investigate and understand that soil is important in ecosystems. Key ideas include

- a) Soil, with its different components, is important to organisms; and
- b) Soil provides support and nutrients necessary for plant growth

3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include

- a) Human activity affects the quality of air water and habitats;
- b) Water is limited and needs to be conserved
- c) Fire, flood, disease, and erosion affect ecosystems; and
- d) Soil is a natural resource that should be conserved

Aligned Performance Assessment: [Soil](#)

Social Studies-

Ancient Civilizations (Mali and Egypt)

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language

3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps

- a) at the beginning of their culture;
- b) during their period of greatest influence; and
- c) today

3.7 The student will describe how people in ancient world cultures adapted to their environment.

3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services