

**Grade 3 Yearly Plan 2018-2019**

**September 2018**

<b>English Language Arts</b>	<b>Math</b>
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**“Good Citizens” Unit**  
**Reading Literature & Informational Text**  
 ● Story Structure, Summarizing, Conclusions, Infer/Predict, Understanding Characters,  
**Reading Foundational Skills**  
 ● Decoding  
 ○ Short Vowels *a,e,i,o,u*; VCCV, Long Vowels *a,e,i,o,u*; VCe, Vowel Pairs *ai,ay,ee,ea*  
 ● Fluency  
 ○ Accuracy, Phrasing, Reading Rate  
**Listening & Speaking**  
 ● Retelling a Story, Holding Discussions, Asking and Answering Questions  
**Language Foundational Skills**  
 ● Vocabulary  
 ○ Context Clues, Using a Dictionary/ Glossary, Antonyms  
 ● Spelling Words  
 ● Grammar  
 ○ Simple Sentences, Kinds of Sentences, Compound Sentences  
**Writing**  
 ● Narrative Writing  
 ○ Descriptive Paragraph, Dialogue, Personal Narrative  
 ○ Focus Traits: Word Choice, Ideas, Voice

**Critical Area: Whole Number Operations**  
 Chapter 1: “Addition and Subtraction Within 1,000”

<ul style="list-style-type: none"> <li>● Number Pattern</li> <li>● Round to the Nearest Ten or Hundred</li> <li>● Estimate Sums</li> <li>● Mental Math Strategies</li> <li>● Use Properties to Add</li> <li>● Use the Break Apart Strategy to Add</li> <li>● Use Place Value to Add</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Estimate Differences                         <ul style="list-style-type: none"> <li><input type="checkbox"/> Mental Math to Subtract</li> </ul> </li> <li><input type="checkbox"/> Use Place Value to Subtract</li> <li><input type="checkbox"/> Combine Place Values to Subtract</li> <li><input type="checkbox"/> Problem Solving</li> </ul>
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<b>Science</b>	<b>Social Studies</b>
<p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>● How do We Define a Problem?</li> <li>● How Can We Design a Solution?</li> <li>● Testing and Improving Solutions?</li> </ul>	<p><b>Chapter 1: Our Communities</b></p> <ul style="list-style-type: none"> <li>● What Makes a Community</li> <li>● Where Communities Are Located</li> <li>● Three Types of Communities</li> <li>● Communities and Populations</li> </ul>

**Global Citizenship**

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**Community; Power & Governance**

Why do we need for rules in own school and wider society?  
 How can people take part in making and changing them?  
 How is our own country and region governed?

**Notes/ Reflection**

**English Language Arts**

**Math**

**Reading Literature & Informational Text**  
**“Good Citizens” Unit Continued/ “Look and Listen” Unit**

- Compare and Contrast, Cause and Effect, Sequence, Question, Text and Graphic Features, Analyze/ Evaluate

**Reading Foundational Skills**

- Decoding
  - Long o Spelled *oa, ow*, Long i Spelled *i, ie, igh*, Words with the VCV Pattern, Three-Letter Clusters (*scr, spr, str, thr*)
- Fluency
  - Expression, Intonation, Reading Rate

**Listening & Speaking**

- Answering Questions with Appropriate Elaboration and Detail, Speaking in Complete Sentences, Recount an Experience

**Language Foundational Skills**

- Vocabulary
  - Use Guide Words, Word Families, Prefix *mis-*, Digital Dictionary/ Glossary, Context Sentences
- Spelling Words
- Grammar
  - Common and Proper Nouns, Plural Nouns with *-s* and *-es*, Verbs, Verb Tenses

**Writing**

- - Personal Narrative/ Opinion Writing
  - Focus Traits: Ideas, Sentence Fluency, Organization

**Critical Area: Whole Number Operations**  
 Chapter 2: “Represent and Interpret Data”

● Organize Data	<input type="checkbox"/> Make bar Graphs
● Use Picture Graphs	<input type="checkbox"/> Solve Problems Using Data
● Make Picture Graphs	<input type="checkbox"/> Use and Make Line Plots
● Use Bar Graphs	

Chapter 3: Understand Multiplication

● Count Equal Groups	<input type="checkbox"/> Model with Arrays
● Relate Addition and Multiplication	<input type="checkbox"/> Commutative Property
● Skip Count on a Number Line	<input type="checkbox"/> Multiply with 1 and 10
● Model Multiplication	

**Science**

**Social Studies**

**Engineering - Continued**

**Forces**

- What Are Forces?
- What Are Some Types of Forces?
- What Forces Act from a Distance?

**Chapter 2: Our Environment**

- Land and Water
- Weather and Climate
- Using Earth’s Resources
- Interacting With the Environment
- Our Environment

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Math**

**Reading Literature & Informational Text**

**“Look and Listen” Unit Continued**

- Conclusions, Inferences & Predictions, Cause and Effect, Monitor/ Clarify, Main Ideas and Details, Summarize

**Reading Foundational Skills**

- Decoding
  - Silent Letters *kn, wr*, Vowel Diphthongs *ow and ou*, Words with *au, aw, al, and o*
- Fluency
  - Stress, Intonation, Accuracy

**Listening & Speaking**

- Speaking in Complete Sentences, Tell a Story, Determine Main Idea and Supporting Details

**Language Foundational Skills**

- Vocabulary
  - Parts of a Dictionary Entry, Context Clues, Multiple-Meaning Words
- Spelling Words
- Grammar
  - Using Commas, Abstract Nouns, Pronouns and Antecedents

**Writing**

- Opinion Writing, Response Paragraphs, Response to Literature
- Focus Traits: Word Choice, Organization, Sentence Fluency

**Critical Area: Whole Number Operations**

Chapter 4: “Multiplication Facts and Strategies”

- |                          |   |
|--------------------------|---|
| ● Multiply with 2 and 4  | <input type="checkbox"/> Associative Property of Multiplication |
| ● Multiply with 5 and 10 | <input type="checkbox"/> Patterns on the Multiplication Table   |
| ● Multiply with 3 and 6  | <input type="checkbox"/> Multiply with 8                        |
| ● Distributive Property  | <input type="checkbox"/> Multiply with 9                        |
| ● Multiply with 7        | <input type="checkbox"/> Problem Solving                        |

Chapter 5: “Use Multiplication Facts”

- Describe Patterns
- Find Unknown Numbers

**Science**

**Social Studies**

**Forces - Continued**

**Motion**

- What Is Motion?
- What Are Some Patterns in Motion?

**Chapter 3: Communities Build a Nation**

- America’s First People
- Early Explorers
- Early Spanish Communities
- Early French Communities
- Creating a New Nation
- Building Nations in the GCC

**Global Citizenship**

**Notes/ Reflection**

**December 2018**

**English Language Arts**

**Math**

**Reading Literature & Informational Text**  
**“Lessons Learned” Unit**

- Sequence of Events, Theme, Visualization, Point of View, Compare and Contrast, Analyze/ Evaluate

**Reading Foundational Skills**

- Decoding
  - Vowel Diphthongs *oi, oy*, Homophones, Words ending in *-er, and -le*, Contractions with *n't*. *'d, 've*
- Fluency
  - Phrasing, Stress, Reading Rate

**Listening & Speaking**

- Answer Questions with Appropriate Detail, Speaking in Complete Sentences when Retelling Story Events, Ask Questions

**Language Foundational Skills**

- Vocabulary
  - Suffixes *-less, -ful, -ous*, Use a Glossary, Idioms, Homophones and Homographs
- Spelling Words
- Grammar
  - Plural Nouns, Writing Quotations, Subject-Verb Agreement

**Writing**

- Cause and Effect Paragraph, Informative Writing, Compare and Contrast Paragraph, Informative Paragraph
- Focus Traits: Word Choice, Organization

**Critical Area: Whole Number Operations**  
 Chapter 5: “Use Multiplications Facts” Cont.

- Use the Distributive Property
- Multiplication Strategies with Multiples of 10
- Multiply 1-Digit Numbers by Multiples of 10

Chapter 6: “Understand Division”

- Problem Solving  Model with Bar Models
- Size of Equal Groups  Relate Subtraction and Division
- Number of Equal Groups  Model with Arrays

**Science**

**Social Studies**

**Motion - Continued**

**Life Cycles and Inherited Traits**

- What Are Some Plant Life Cycles?
- What Are Some Animal Life Cycles?

Chapter 4: U. S. Government

- Democracy in the United States
- Branches of the Government
- Levels of Government
- Governments in the GCC Countries

**Global Citizenship**

**Notes/ Reflection**

<b>English Language Arts</b>	<b>Math</b>																			
<p><b>Reading Literature &amp; Informational Text</b> <b>“Lessons Learned” Unit Continued/ “Natural Wonders” Unit</b></p> <ul style="list-style-type: none"><li>Author’s Purpose, Summarize, Point of View, Understanding Characters, Infer/ Predict, Story Structure, Monitor/ Clarify, Theme</li></ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"><li>Decoding<ul style="list-style-type: none"><li>Words with <i>ar, or, ore,</i> Words with <i>er, ir, ur, or,</i> Words with <i>air, ear, are</i></li></ul></li><li>Fluency<ul style="list-style-type: none"><li>Accuracy, Expression, Intonation</li></ul></li></ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"><li>Determine Main Idea and Supporting Details, Retell the Main Plot Events, Ask and Answer, Report on a Text</li></ul> <p><b>Language Foundational Skills</b></p> <ul style="list-style-type: none"><li>Vocabulary<ul style="list-style-type: none"><li>Multiple Meaning Words, Prefixes <i>in-, im-,</i> Parts of a Dictionary Entry, Using a Thesaurus/ Dictionary, Context Clues</li></ul></li><li>Spelling Words</li><li>Grammar<ul style="list-style-type: none"><li>Pronoun-Verb Agreement, Verb Tenses, Adjectives and Articles</li></ul></li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Opinion Writing, Explanatory Essay, Persuasive Letter</li><li>Focus Traits: Ideas, Voice, Introductions</li></ul>	<p><b>Critical Area: Whole Number Operations</b> Chapter 6: “Understand Division” Cont.</p> <ul style="list-style-type: none"><li>Relate Multiplication and Division</li><li>Write Related Facts</li><li>Division Rules for 1 and 10</li></ul> <p>Chapter 7: “Division Facts and Strategies”</p> <table border="0"><tr><td>• Divide by 2</td><td><input type="checkbox"/></td><td>Divide by 7</td></tr><tr><td>• Divide by 10</td><td><input type="checkbox"/></td><td>Divide by 8</td></tr><tr><td>• Divide by 5</td><td><input type="checkbox"/></td><td>Divide by 9</td></tr><tr><td>• Divide by 3</td><td><input type="checkbox"/></td><td>Two-Step Problems</td></tr><tr><td>• Divide by 4</td><td><input type="checkbox"/></td><td>Order of Operations</td></tr><tr><td>• Divide by 6</td><td></td><td></td></tr></table>		• Divide by 2	<input type="checkbox"/>	Divide by 7	• Divide by 10	<input type="checkbox"/>	Divide by 8	• Divide by 5	<input type="checkbox"/>	Divide by 9	• Divide by 3	<input type="checkbox"/>	Two-Step Problems	• Divide by 4	<input type="checkbox"/>	Order of Operations	• Divide by 6		
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<p><b>Science</b></p> <p><b>Life Cycles and Inherited Traits</b></p> <ul style="list-style-type: none"><li>What Are Inherited Plant and Animal Traits?</li></ul> <p><b>Organisms and Their Environments</b></p> <ul style="list-style-type: none"><li>How Does the Environment Affect Traits?</li><li>What Are Adaptations?</li></ul>	<p><b>Social Studies</b></p> <p>Chapter 5: Citizenship</p> <ul style="list-style-type: none"><li>Good Citizens, Good Deeds</li><li>Taking Actions for our Rights</li><li>Taking Action for a Cause</li><li>The GCC Community</li></ul>																			
<p><b>Global Citizenship</b></p>																				

**Notes/ Reflection**

February 2019

**English Language Arts**

**Reading Literature & Informational Text**  
**“Natural Wonders” Unit Continued**

- Conclusions, Visualization, Point of View, Text and Graphic Features, Questioning, Story Structure, Summarize

**Reading Foundational Skills**

- Decoding
  - Words with /j/ and /s/, Words with the VCCCV Pattern, Words with /k/ and /kw/, Vowel Sounds in *spoon* and *wood*
- Fluency
  - Stress, Expression, Reading Rate

**Listening & Speaking**

- Ask and Answer Questions in Complete Sentences, Retell the Story

**Language Foundational Skills**

- Vocabulary
  - Use a Digital Dictionary, Suffix *-ly*, Use a Glossary, Word Roots, Prefixes *pre-*, *re-*, *bi*
- Spelling Words
- Grammar
  - Adjectives that Compare, Using the Verb *be* and Helping Verbs, Irregular Verbs

**Writing**

- Opinion Writing, Opinion Paragraph, Problem-Solution Paragraph, Persuasive Essay
- Focus Traits: Voice, Word Choice, Ideas, Organization

**Math**

**Critical Area: Fractions**

Chapter 8: “Understand Fractions”

- Equal Parts of a Whole  Relate Fractions and Whole Numbers
- Equal Shares  Fractions of a Group
- Unit Fractions of a Whole  Find Part of a Groups Using Fractions
- Fractions of a Whole  Find the Whole Group
- Fractions on a Number Line

Chapter 9: “Compare Fractions”

- Problem Solving
- Compare Fractions with the Same Denominator

**Science**

**Social Studies**

**Organisms and Their Environments**

- How Can Organisms Succeed in Their Environments?
- What Happens When Environments Change?

**Chapter 6: A Growing Nation**

- New Ways to Travel
- A New Home in America
- New Ways to Communicate
- New Ideas
- Arabia Past and Present

**Global Citizenship**

**Notes/ Reflection**

English Language Arts	Math					
<p><b>Reading Literature &amp; Informational Text</b>  <b>“Natural Wonders” Unit Continued, “Going Places” Unit</b></p> <ul style="list-style-type: none"> <li>● Main Ideas and Details, Infer/ Predict, Story Structure, Monitor/ Clarify, Point of View, Compare and Contrast, Visualize, Author’s Word Choice</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Decoding               <ul style="list-style-type: none"> <li>○ Compound Words, Base Words and <i>-ed, -ing</i>, Spelling Changes: <i>-s, -es, -ed, -ing</i></li> </ul> </li> <li>● Fluency               <ul style="list-style-type: none"> <li>○ Accuracy, Intonation, Phrasing</li> </ul> </li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions, Retell the Story, Determine the Main Ideas and Supporting Details</li> </ul> <p><b>Language Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Vocabulary               <ul style="list-style-type: none"> <li>○ Context Sentences, Parts of a Dictionary Entry, Prefix <i>non-</i>, Word Roots</li> </ul> </li> <li>● Spelling Words</li> <li>● Grammar               <ul style="list-style-type: none"> <li>○ Adverbs, Adverbs that Compare, Making Comparisons</li> </ul> </li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Opinion Writing, Persuasive Essay, Narrative Writing, Fictional Narrative Paragraph, Descriptive Paragraph</li> <li>● Focus Trait: Organization, Ideas, Word Choice</li> </ul>	<p><b>Critical Area: Fractions</b>            Chapter 9: “Compare Fractions” Cont.</p> <ul style="list-style-type: none"> <li>● Compare Fractions with the Same Numerator</li> <li>● Compare Fractions</li> <li>● Compare and Order Fractions</li> <li>● Model Equivalent Fractions</li> <li>● Equivalent Fractions</li> </ul> <p><b>Critical Area: Measurement</b>            Chapter 10: “Time, Length, Liquid Volume and Mass”</p> <ul style="list-style-type: none"> <li>● Time to the Minute</li> <li>● A.M. and P.M.</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1615 228 1615 662"></th> <th data-bbox="1615 662 2152 726">Social Studies</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 726 1615 1018"> <p><b>Science</b></p> <p><b>Fossils</b></p> <ul style="list-style-type: none"> <li>● What Is a Fossil??</li> <li>● What Do Fossils Tell Us About the Past?</li> </ul> </td> <td data-bbox="1615 726 2152 1018"> <p><b>Chapter 7: Working in Our Communities</b></p> <ul style="list-style-type: none"> <li>● Meeting Our Needs and Wants</li> <li>● Producers and Consumers</li> <li>● Exchanging Goods and Services</li> <li>● Spending and Saving</li> <li>● Many Different Jobs</li> <li>● The Oil Economy</li> </ul> </td> </tr> </tbody> </table>		Social Studies	<p><b>Science</b></p> <p><b>Fossils</b></p> <ul style="list-style-type: none"> <li>● What Is a Fossil??</li> <li>● What Do Fossils Tell Us About the Past?</li> </ul>	<p><b>Chapter 7: Working in Our Communities</b></p> <ul style="list-style-type: none"> <li>● Meeting Our Needs and Wants</li> <li>● Producers and Consumers</li> <li>● Exchanging Goods and Services</li> <li>● Spending and Saving</li> <li>● Many Different Jobs</li> <li>● The Oil Economy</li> </ul>
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<p><b>Global Citizenship</b></p>						

**Notes/ Reflection**

**April 2019**

English Language Arts	Math																												
<p><b>Reading Literature &amp; Informational Text</b>  <b>“Going Places” Unit Continued</b></p> <ul style="list-style-type: none"> <li>Sequence of Events, Analyze/ Evaluate, Author’s Purpose, Questioning, Text and Graphic Features, Infer/ Predict, Main Ideas and Details</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Decoding               <ul style="list-style-type: none"> <li>Suffixes <i>-ful, -y, -ous, -ly, -er</i>, Prefixes <i>un-, pre-, re-, bi-</i>, Suffixes <i>-less, -ness, -able</i></li> </ul> </li> <li>Fluency               <ul style="list-style-type: none"> <li>Reading Rate, Accuracy, Expression</li> </ul> </li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>Speak in Complete Sentences, Ask and Answer Questions, Determine the Main Idea and Supporting Details</li> </ul> <p><b>Language Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Vocabulary               <ul style="list-style-type: none"> <li>Use a Glossary, Suffixes <i>-er, -est</i>, Use Guide Words, Use a Digital Dictionary, Analogies</li> </ul> </li> <li>Spelling Words</li> <li>Grammar               <ul style="list-style-type: none"> <li>Possessive Nouns and Pronouns, Complex Sentences, More, <i>Most, -er, -est</i></li> </ul> </li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Narrative Writing, Dialogue, Fictional Narrative</li> <li>Focus Traits: Voice, Ideas, Word Choice</li> </ul>	<p><b>Critical Area: Measurement</b>            Chapter 10: “Time, Length, Liquid Volume and Mass” Cont.</p> <table border="0"> <tr> <td>• Measure Time Intervals</td> <td><input type="checkbox"/></td> <td>Estimate and Measure Liquid Volume</td> </tr> <tr> <td>• Use Time Intervals</td> <td><input type="checkbox"/></td> <td>Estimate and Measure Mass</td> </tr> <tr> <td>• Problem Solving</td> <td><input type="checkbox"/></td> <td>Solve Problems About Liquid Volume and Mass</td> </tr> <tr> <td>• Measure Length</td> <td></td> <td></td> </tr> </table> <p>Chapter 11: “Perimeter and Area”</p> <table border="0"> <tr> <td>• Model Perimeter</td> <td><input type="checkbox"/></td> <td>Use Area Models</td> </tr> <tr> <td>• Find Perimeter</td> <td><input type="checkbox"/></td> <td>Area of Rectangles</td> </tr> <tr> <td>• Find Unknown Side Lengths</td> <td><input type="checkbox"/></td> <td>Area of Combined Rectangles</td> </tr> <tr> <td>• Understand Area</td> <td><input type="checkbox"/></td> <td>Same Perimeter, Different Areas</td> </tr> <tr> <td>• Measure Area</td> <td><input type="checkbox"/></td> <td>Same Area, Different Perimeter</td> </tr> </table>		• Measure Time Intervals	<input type="checkbox"/>	Estimate and Measure Liquid Volume	• Use Time Intervals	<input type="checkbox"/>	Estimate and Measure Mass	• Problem Solving	<input type="checkbox"/>	Solve Problems About Liquid Volume and Mass	• Measure Length			• Model Perimeter	<input type="checkbox"/>	Use Area Models	• Find Perimeter	<input type="checkbox"/>	Area of Rectangles	• Find Unknown Side Lengths	<input type="checkbox"/>	Area of Combined Rectangles	• Understand Area	<input type="checkbox"/>	Same Perimeter, Different Areas	• Measure Area	<input type="checkbox"/>	Same Area, Different Perimeter
• Measure Time Intervals	<input type="checkbox"/>	Estimate and Measure Liquid Volume																											
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	<b>Science</b>	<b>Social Studies</b>																											
	<p><b>Weather and Patterns</b></p> <ul style="list-style-type: none"> <li>How Is Weather Measured?</li> <li>How Can We Predict Weather?</li> </ul>	<p><b>Chapter 8: Celebrating Our Communities</b></p> <ul style="list-style-type: none"> <li>People and Cultures</li> <li>Culture Through the Arts</li> <li>Cultural Celebrations</li> <li>Diversity in the United States</li> <li>Growing Up in the Gulf</li> </ul>																											
	<b>Global Citizenship</b>																												

**Notes/ Reflection**



English Language Arts	Math	
<p><b>Reading Literature &amp; Informational Text</b>  <b>Novel Study Unit</b></p> <ul style="list-style-type: none"> <li>Main Idea and Details, Cause and Effect, Summarize, Fact and Opinion, Visualizing, Understanding Characters, Monitor/ Clarify</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Decoding               <ul style="list-style-type: none"> <li>Common Final Syllables <i>-tion, -sion, -ture</i>, Double Consonants, Words with <i>ough</i> and <i>augh</i>, Words Ending in <i>-er</i> or <i>-le</i>, Schwa Sound</li> </ul> </li> <li>Fluency               <ul style="list-style-type: none"> <li>Accuracy, Intonation, Phrasing, Expression</li> </ul> </li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>Ask Questions, Explain Cause and Effect, Determining the Main Idea and Supporting Details, Hold a Discussion</li> </ul> <p><b>Language Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Vocabulary               <ul style="list-style-type: none"> <li>Suffix <i>-ion</i>, Homographs and Homophones, Word Roots, Prefixes <i>un-</i> and <i>dis-</i></li> </ul> </li> <li>Spelling Words</li> <li>Grammar               <ul style="list-style-type: none"> <li>Abbreviations, Contractions, Commas in a Sentence, Prepositions</li> </ul> </li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Informative Writing, Compare and Contrast Paragraph, Problem-Solution Paragraph, Instructions, Research Writing</li> <li>Focus Trait: Organization, Ideas, Word Choice</li> </ul>	<p><b>Critical Area: Geometry</b>            Chapter 12: "Two-Dimensional Shapes"</p> <ul style="list-style-type: none"> <li>Describe Plane Shapes</li> <li>Describe Angles in Plane Shapes</li> <li>Identify Polygons</li> <li>Describe Sides of Polygons</li> <li>Classify Quadrilaterals</li> </ul> <ul style="list-style-type: none"> <li>Draw Quadrilaterals</li> <li>Describe Triangles</li> <li>Classify Plane Shapes</li> <li>Relate Shapes, Fractions, Area</li> </ul>	
	<b>Science</b>	<b>Social Studies</b>
	<p><b>Weather and Patterns</b></p> <ul style="list-style-type: none"> <li>What Are Some Severe Weather Impacts?</li> <li>What Are Some Types of Climates?</li> </ul>	Research Unit: Social Studies Projects
<b>Global Citizenship</b>		

**Notes/ Reflection**

**June 2019**

**English Language Arts**

**Reading Literature & Informational Text**

- 

**Reading Foundational Skills**

- Decoding
  -
- Fluency
  -

**Listening & Speaking**

- 

**Language Foundational Skills**

- Vocabulary
  -
- Spelling Words
- Grammar
  -

**Writing**

- 

**Math**

**Science**

**Social Studies**

**Global Citizenship**

**Notes/ Reflection**

**Grade 3 Yearly Planner--August 29 -- November 1**

Sunday	Monday	Tuesday	Wednesday	Thursday
			29-8	30-8
2-9	3-9	4-9	5-9	6-9
9-9 Lesson 1	10-9	11-9	12-9 Islamic New Year No School	13-9
16-9 Lesson 2	17-9	18-9 Early Release Day	19-9 Early Release Day	20-9
23-9 Lesson 3	24-9	25-9	26-9	27-9
30-9 Lesson 4	1-10	2-10	3-10	4-10
7-10 Lesson 5	8-10	9-10 Early Release Day	10-10	11-10
14-10 Performance Task Assessment	15-10	16-10	17-10	18-10 IEP Meetings No School for Students
21-10 IEP Meetings No School for Students	22-10 Lesson 6	23-10	24-10	25-10
28-10 Lesson 7	29-10	30-10	31-10	1-11

**Grade 3 Yearly Planner--November 4 -- January 17**

Sunday	Monday	Tuesday	Wednesday	Thursday
4-11 Lesson 8	5-11	6-11	7-11 Early Release Day/ Parent Teacher Conferences	8-11 Early Release Day/ Parent Teacher Conferences
11-11 Lesson 9	12-11	13-11 Early Release Day	14-11	15-11
18-11 Lesson 10	19-11	20-11	21-11 Prophet's Birthday No School	22-11
25-11 Performance Task Assessment	26-11	27-11	28-11	29-11
2-12 Lesson 11	3-12	4-12	5-12	6-12
9-12 Lesson 12	10-12	11-12 Early Release Day	12-12	13-12
16-12 Lesson 13	17-12	18-12	19-12	20-12
6-1 Lesson 14	7-1	8-1	9-1	10-1
13-1 Lesson 15	14-1	15-1 Early Release Day	16-1	17-1

**Grade 3 Yearly Planner--January 20 -- March 21**

Sunday	Monday	Tuesday	Wednesday	Thursday
20-1 Performance Task Assessment	21-1	22-1	23-1	24-1
27-1 Lesson 16	28-1	29-1	30-1 Early Release Day Parent Teacher Conferences	31-1 Early Release Day Parent Teacher Conferences
3-2 Lesson 17	4-2	5-2	6-2	7-2
10-2 Lesson 18	11-2	12-2	13-2	14-2
17-2 Lesson 19	18-2	19-2 Early Release Day	20-2	21-2
24-2	25-2 National & Liberation Holiday--No School	26-2 National & Liberation Holiday--No School	27-2	28-2
3-3 Lesson 20	4-3	5-3	6-3	7-3
10-3 Performance Task Assessment	11-3	12-3 Early Release Day	13-3	14-3
17-3 Lesson 21	18-3	19-3	20-3	21-3

**Grade 3 Yearly Planner--March 24 -- June 3**

Sunday	Monday	Tuesday	Wednesday	Thursday
24-3 Lesson 22	25-3	26-3	27-3 Early Release Day Parent Teacher Conference	28-3 Early Release Day Parent Teacher Conference
7-4 Lesson 23	8-4	9-4	10-4	11-4
14-4 Lesson 24	15-4	16-4 Early Release Day	17-4	18-4
21-4 Lesson 25	22-4	23-4	24-4	25-4
28-4 Performance Task Assessment	29-4	30-4	1-5	2-5
5-5 Novel Study	6-5	7-5	8-5	9-5
12-5 IEP Meetings No School for Students	13-5 Novel Study	14-5	15-5	16-5
19-5 Novel Study	20-5	21-5	22-5	23-5
26-5 Novel Study	27-5	28-5	29-5	30-5
2-6	3-6			