

MCPSS Instructional Planning Guide

3rd Grade

Quarter 1 Week 1

August 10-12, 2016

Overarching Standards

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.2 Recount 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 the text.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 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>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Sonday System 1 Level 1, 3, 4, 7, & 9</p> <ul style="list-style-type: none"> • Review short vowels
<p align="center">Writing</p>	<p align="center">Speaking and Listening</p>	<p align="center">Language</p>

<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson Writing Process (Unit 1, week 1)</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> i. Produce simple, compound, and complex sentences. <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> g. Write legibly in cursive. (refer to the D’Nealian handwriting chart) f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <ul style="list-style-type: none"> • v-consonant-e
Science		Social Studies
<p>A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p>B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>Build Community Routines and Procedures</p>

MCPSS Instructional Planning Guide

3rd Grade

Quarter 1 Week 2

August 15-19, 2016

Overarching Standards

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.2 Recount 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 the text.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 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>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	<p align="center">Sonday System 1 Level 25</p> <ul style="list-style-type: none"> • v-consonant-e
Writing	Speaking and Listening	Language

<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson Writing Process (Unit 1, Week 2)</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. i. Produce simple, compound, and complex sentences. <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <ul style="list-style-type: none"> • v-consonant-e g. Write legibly in cursive. (refer to the D’Nealian handwriting chart) <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Science		Social Studies
<p>A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p>B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>ACOS #1</p> <ul style="list-style-type: none"> • Determining distances between places on a map using a scale. • Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world. <p>ACOS #5 Compare trading patterns between countries and regions.</p> <p>ACOS #8 Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.</p>

MCPSS Instructional Planning Guide

3rd Grade

Quarter 1 Week 3

August 22-26, 2016

Overarching Standards

RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.2 Recount 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 the text.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 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>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p align="center">Sonday System 1 Level 26</p> <ul style="list-style-type: none"> • -st • -nd • -nt • -mp • -sk • -ft
<p align="center">Writing</p>	<p align="center">Speaking and Listening</p>	<p align="center">Language</p>

<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson Writing Process (Unit 1, Week 3)</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <ul style="list-style-type: none"> • compound words • ending blends <p>g. Write legibly in cursive. (refer to the D’Nealian handwriting chart)</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.6 Acquire and use accurately, grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Science		Social Studies
<p>A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p>B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>ACOS #1</p> <ul style="list-style-type: none"> • Determining distances between places on a map using a scale. • Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world. <p>ACOS #5 Compare trading patterns between countries and regions.</p> <p>ACOS #8 Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.</p>

Quarter 1 Week 4
August 29- September 2, 2016

Overarching Standards

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Sonday System 1 Level 27</p> <ul style="list-style-type: none"> • ow (blow) • ai
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 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>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	
Writing	Speaking and Listening	Language

<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson Writing Process (Unit 1, Week 4)</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. i. Produce simple, compound, and complex sentences. <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <ul style="list-style-type: none"> • compound words • ending blends h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. g. Write legibly in cursive. (refer to the D’Nealian handwriting chart) <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Science		Social Studies
<p>A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p>B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>ACOS #1</p> <ul style="list-style-type: none"> • Determining distances between places on a map using a scale. • Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world. <p>ACOS #5 Compare trading patterns between countries and regions.</p> <p>ACOS #8 Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.</p>

MCPSS Instructional Planning Guide

3rd Grade

Quarter 1 Week 5

September 5-9, 2016

Overarching Standards

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 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>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	<p>Sonday System 1 Level 28</p> <ul style="list-style-type: none"> • Compound words • -lt • -lk • -sp • -ct
<p>Writing</p>	<p>Speaking and Listening</p>	<p>Language</p>

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Traits Writing Lesson

Writing Process (Unit 1, Week 5)

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

i. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- ow

- oo

g. Write legibly in cursive. (refer to the D’Nealian handwriting chart)

h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

<p>A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p>B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>ACOS #1</p> <ul style="list-style-type: none">• Determining distances between places on a map using a scale.• Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world.• Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map. <p>ACOS #6 Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</p> <p>ACOS #13 Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.</p>
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MCPSS Instructional Planning Guide

3rd Grade

Quarter 1 Week 6

September 12-16, 2016

Overarching Standards

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 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>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	<p>Sonday System 1 Level 29</p> <ul style="list-style-type: none"> • oo (book)
<p align="center">Writing</p>	<p align="center">Speaking and Listening</p>	<p align="center">Language</p>

<p>W.3.2 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson Expository (Unit 2, Week 1) Trait: Ideas</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement. Produce simple, compound, and complex sentences. <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <ul style="list-style-type: none"> • -ing • -er Write legibly in cursive. (refer to the D’Nealian handwriting chart) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Science		Social Studies
<p style="text-align: center;">A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p style="text-align: center;">B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>ACOS #1</p> <ul style="list-style-type: none"> • Determining distances between places on a map using a scale. • Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map. <p>ACOS #6 Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</p> <p>ACOS #13 Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.</p>

MCPSS Instructional Planning Guide

September 19-23, 2016

Overarching Standards

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.5 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>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Sonday System 1 Level 29</p> <ul style="list-style-type: none"> • ow (owl)
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	
<p align="center">Writing</p>	<p align="center">Speaking and Listening</p>	<p align="center">Language</p>

<p>W.3.2 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson Expository (Unit 2, Week 2) Trait: Organization</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> f. Ensure subject-verb and pronoun-antecedent agreement. i. Produce simple, compound, and complex sentences. <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <ul style="list-style-type: none"> • -ing • -er g. Write legibly in cursive. (refer to the D’Nealian handwriting chart) h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Science		Social Studies
<p>A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p>B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>ACOS #6 Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</p> <p>ACOS #13 Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.</p>

MCPSS Instructional Planning Guide

3rd Grade

Quarter 1 Week 8

September 26– 30, 2016

Overarching Standards

RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.5 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>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	<p align="center">Sonday System 1 Level 30</p> <ul style="list-style-type: none"> • Suffixes • -ing • -er
<p align="center">Writing</p>	<p align="center">Speaking and Listening</p>	<p align="center">Language</p>

<p>W.3.2 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson Expository (Unit 2, Week 3) Trait: Voice</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> f. Ensure subject-verb and pronoun-antecedent agreement. i. Produce simple, compound, and complex sentences. <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. f. Use spelling patterns and generalization (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <ul style="list-style-type: none"> • reinforce previously taught spelling patterns g. Write legibly in cursive. (refer to the D’Nealian handwriting chart) h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Science		Social Studies
A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page	B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page	ACOS #6 Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.

MCPSS Instructional Planning Guide

3rd Grade

Quarter 1 Week 9

October 3-7, 2016

Overarching Standards

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Priority Standards	Supporting Standards	Reading Foundational
<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.5 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>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p align="center">Sonday System 1 Level 31 & 32</p> <ul style="list-style-type: none"> • -tch • -dge • aw • oa • oi
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	

Writing	Speaking and Listening	Language
<p>W.3.2 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to tasks and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Traits Writing Lesson: Unit 2: Reality Check</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> f. Ensure subject-verb and pronoun-antecedent agreement. i. Produce simple, compound, and complex sentences. <p>L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. g. Write legibly in cursive. (refer to the D’Nealian handwriting chart) h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Science		Social Studies
<p>A ROTATION WEATHER & CLIMATE UNIT (1st Quarter) (Standards 3.13, 3.14, & 3.15) Full standards listed on the last page</p>	<p>B ROTATION FORCES & INTERACTIONS UNIT (1st & 2nd Quarter) (Standards 3.1, 3.2, 3.3, & 3.4) Full standards listed on the last page</p>	<p>ACOS #6 Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</p>

1st Quarter

Rotation A

WEATHER & CLIMATE

13: Display data graphically and in tables to describe typical weather conditions expected during a particular season (e.g., average temperature, precipitation, wind direction).

14: Collect information from a variety of sources to describe climates in different regions of the world.

15: Evaluate a design solution (e.g., flood barriers, wind resistant roofs, lightning rods) that reduces the impact of a weather-related hazard.*

Rotation B

FORCES & INTERACTIONS

1: Plan and carry out an experiment to determine the effects of balanced and unbalanced forces on the motion of an object using one variable at a time, including number, size, direction, speed, position, friction, or air resistance (e.g., balanced forces pushing from both sides on an object, such as a box, producing no motion; unbalanced force on one side of an object, such as a ball, producing motion), and communicate these findings graphically.

2: Investigate, measure, and communicate in a graphical format how an observed pattern of motion (e.g., a child swinging in a swing, a ball rolling back and forth in a bowl, two children teetering on a see-saw, a model vehicle rolling down a ramp of varying heights, a pendulum swinging) can be used to predict the future motion of an object.

3: Explore objects that can be manipulated in order to determine cause-and-effect relationships (e.g., distance between objects affecting strength of a force, orientation of magnets affecting direction of a magnetic force) of electric interactions between two objects not in contact with one another (e.g., force on hair from an electrically charged balloon, electrical forces between a charged rod and pieces of paper) or magnetic interactions between two objects not in contact with one another (e.g., force between two permanent magnets or between an electromagnet and steel paperclips, force exerted by one magnet versus the force exerted by two magnets).

4: Apply scientific ideas about magnets to solve a problem through an engineering design project (e.g., constructing a latch to keep a door shut, creating a device to keep two moving objects from touching each other such as a maglev system).*