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| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | |
| **Standards of Learning:** | | |
| **ENVIRONMENT** | **Standard 1:**  **Ecological, Social, and Economic Systems**  Students develop knowledge of the interconnections  and interdependency of ecological, social, and  economic systems. They demonstrate understanding of  how the health of these systems determines the  sustainability of natural and human communities at  local, regional, national, and global levels. | **Related Integrated Activities:**  PLT 72 “ Air We Breathe”   * TSW identify various types of indoor air pollutants and their sources. * TSW understand how various pollutants can be harmful to people’s health. * TSW take action to improve indoor air quality.   PLT 73 “ Waste Watchers”   * TSW identify ways to save energy in their daily lives. * TSW explain how saving energy can reduce air pollution.   PLT 87 “Earth Manners”   * TSW express appropriate ways to treat living things and to act in forests, parks, and other natural areas. * TSW express their own rules for proper manners when outside.   ***VA DOE Enhanced Scope &Sequence***   * “Riparian Buffers” * “A River Runs Through It” * “Who Killed SAV” |
| **Standard 2:**  **The Natural and Built Environment**  Students engage in inquiry and systems thinking and  use information gained through learning experiences  in, about, and for the environment to understand the  structure, components, and processes of natural and  human-built environments. |
| **Standard 3:**  **Sustainability and Civic Responsibility**  Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. |

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| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | | | | | | |
| **Standards of Learning:** | | | | | | | |
| **SCIENCE** | **3.1 The student will demonstrate an understanding of scientific**  **reasoning, logic, and the nature of science by planning and**  **conducting investigations in which**  a) observations are made and are repeated to ensure  accuracy;  b) predictions are formulated using a variety of sources of  information;  c) objects with similar characteristics or properties are  classified into at least two sets and two subsets;  d) natural events are sequenced chronologically;  e) length, volume, mass, and temperature are estimated  and measured in metric and standard English units using  proper tools and techniques;  f) time is measured to the nearest minute using proper  tools and techniques;  g) questions are developed to formulate hypotheses;  h) data are gathered, charted, graphed, and analyzed;  i) unexpected or unusual quantitative data are recognized;  j) inferences are made and conclusions are drawn;  k) data are communicated  **3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key**  **concepts include**  a) the interdependency of plants and animals;  b) the effects of human activity on the quality of air, water, and habitat;  c) the effects of fire, flood, disease, and erosion on organisms; and  d) conservation and resource renewal.  **3.11** T**he student will investigate and understand different sources of energy. Key concepts include**  a) energy from the sun;  b) sources of renewable energy; and  c) sources of nonrenewable energy. | | **Related Environmental Objectives:**  The student will:   * Identify the human impact on the environment. * Describe and give examples of a healthy community. * Identify natural events that impact a healthy community. * Identify ways to conserve energy | | | | |
| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | | | | | | | | | |
| **Standards of Learning:** | | | | | | | | | | |
| **SOCIAL STUDIES** | | **3.5 The student will develop map skills by**  a) positioning and labeling the seven continents and five oceans to create a world map;  b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;  c) locating the countries of Spain, England, and France;  d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan  Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport  (Jamestown, Virginia);  e) locating specific places, using a simple letter-number grid system.  **3.6 The student will read and construct maps, tables, graphs, and/or charts**.  **3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of**  **government by**  a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;  b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood  Marshall; Martin Luther King, Jr.; and Cesar Chavez;  c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms,  d) describing how people can serve the community, state, and nation. | | | | **Related Integrated Objectives:**  The student will:   * Recognize the impact ancient civilizations had on their environment * Identify natural resource used by the ancient civilizations that were available because of their environment * Explain how the historical people of SOL 3.11 support sustaining healthy environments | | | | |
| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | | | | | | | | |
| **Standard of Learning:** | | | | | | | | | |
| **READING** | | **3.1 The student will use effective communication skills in group activities.**  a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.  b) Ask and respond to questions from teachers and other group members.  c) Explain what has been learned.  **3.2 The student will present brief oral reports using visual media.**  a) Speak clearly.  b) Use appropriate volume and pitch.  c) Speak at an understandable rate.  d) Organize ideas sequentially or around major points of information.  e) Use contextually appropriate language and specific vocabulary to communicate ideas.  **3.3 The student will apply word-analysis skills when reading.**  a) Use knowledge of regular and irregular vowel patterns.  b) Decode regular multisyllabic words.  **3.4 The student will expand vocabulary when reading.**  a) Use knowledge of homophones.  b) Use knowledge of roots, affixes, synonyms, and antonyms.  c) Apply meaning clues, language structure, and phonetic strategies.  d) Use context to clarify meaning of unfamiliar words.  e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.  f) Use vocabulary from other content areas. | | | **Anchor Text Bibliography:**   * Suggested Novel Study:   “Tales of the Fourth Grade Nothing” by Judy Blume   * Biographical Text * The Lorax by Dr. Seuss * [www.readinga-z.com](http://www.readinga-z.com) * Resource Materials:   *Thesaurus*  *Dictionary*  *Encyclopedia*  *Worldwide Web* | | | | |
| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | | | | | | | | |
| **Standards of Learning:** | | | | | | | | | |
| **READING continued** | | **3.5 The student will read and demonstrate comprehension of**  **fictional text and poetry.**  a) Set a purpose for reading.  b) Make connections between previous experiences and reading selections.  c) Make, confirm, or revise predictions.  d) Compare and contrast settings, characters, and events.  e) Identify the author’s purpose.  f) Ask and answer questions about what is read.  g) Draw conclusions about text.  h) Identify the problem and solution.  **3.6 The student will continue to read and demonstrate**  **comprehension of nonfiction texts**.  a) Identify the author’s purpose.  b) Use prior and background knowledge as context for new learning.  c) Preview and use text features.  j) Use reading strategies to monitor comprehension throughout the reading process.  k) Identify new information gained from reading.  l) Read with fluency and accuracy. | | |  | | | | |
| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | | | | | | | | |
| **Standards of Learning:** | | | | | | | | | |
| **WRITING** | | **3.7** The student will demonstrate comprehension of information  from a variety of print and electronic resources.  a) Use encyclopedias and other reference books, including  online reference materials.  b) Use table of contents, indices, and charts.  **3.9** The student will write for a variety of purposes.  a) Identify the intended audience.  b) Use a variety of prewriting strategies.  c) Write a clear topic sentence focusing on the main idea.  d) Write a paragraph on the same topic.  e) Use strategies for organization of information and elaboration according to the type of writing.  g) Revise writing for clarity of content using specific vocabulary and information.  **3.10** The student will edit writing for correct grammar, capitalization, punctuation, and spelling.  a) Use complete sentences.  b) Use transition words to vary sentence structure.  e) Use singular possessives.  h) Use apostrophes in contractions with pronouns and in  possessives.  j) Use correct spelling for frequently used sight words, including irregular plurals.  **3.11** The student will write a short report.  a) Construct questions about the topic.  b) Identify appropriate resources.  c) Collect and organize information about the topic into a short report.  d) Understand the difference between plagiarism and using own words. | | | **Related Inquiry Unit Texts:**   * Biographical Text * Internet Search Engines * Newspapers * Magazines   **Related Integrated Activities:**  The students will:   * Write a biography of a person in SS3.11 * Write an argument in the trial of SAV’s killer *(VA DOE Enhanced Scope and Sequence)* | | | | |
| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | | | | | | | | | | |
| **Standards of Learning:** | | | | | | | | | | | |
| **MATHEMATICS** | | **3.1** The student will  c) compare two whole numbers between 0 and 9,999, using symbols (>, <, or = ) and words (*greater than, less than*, or *equal to*).  **3.17** The student will  a) collect and organize data, using observations,  measurements, surveys, or experiments;  b) construct a line plot, a picture graph, or a bar graph to  represent the data; and  c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data. | | | | | **Related Integrated Activities:**  The students will:   * Use <,>,= to compare miles on a map * Collect data on the plant growth in the grade level garden * Construct graphs and tables to represent data collected while tending the grade level garden * Create a chart of facts about the historical figures in SS SOL   3.1   * Conduct a survey to determine how people contribute to a   Healthy environment   * Determine distance from rain garden to Reedy Creek * Determine distance from Reedy Creek to James River | | | | |
| **Quarterly Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | | | | | | | |
| **Standards of Learning:** | | | | | | | | |
| **ART** | | 3.3 The student will develop art ideas from a variety of sources, including print, non-print, and technology.  3.10 The student will produce a work of art that communicates feelings.  3.11 The student will create a work of art in clay, using the coil-building process. | | **Related Integrated Objectives:**   * Draw and label a map of the environment. * Create a poster conveying ways to contribute to a healthy environment. * Create a collage, diorama or book about a person studied in history.   **Related Integrated Activities:**  The students will:   * Use a variety of materials to create works of art * Use a variety of sources to inspire art * Use clay and or recycled materials to create 3-Dimensional works of art * Draw the butterfly garden | | | | |

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| **Quarterly Environmental Theme:** How do we contribute to a healthy community?  **Third Grade Essential Question:** How can a butterfly garden impact the James River Watershed? | | |
| **Standards of Learning:** | | |
| **MUSIC** | 3.1 The student will sing a repertoire of songs in tune with a clear tone quality.  1. Sing melodies within the range of an octave.  2. Perform in a two-part music ensemble.  3. Accompany singing with rhythm and/or melody instruments.  4. Use music terminology to interpret a music selection.  3.4 The student will respond to music with movement.  1. Perform line and circle dances.  2. Perform dances and games from various cultures.  3. Dramatize songs, stories, and poems.  4. Perform choreographed and non-choreographed movements.  3.7 The student will create music through a variety of experiences.  1. Create accompaniments and ostinatos for songs and chants.  2. Create movement to illustrate meter and form.  3. Create lyrics to familiar melodies.  4. Create new verses to songs. | **Related Environmental Objectives:**  The student will:   * Listen to and identify earth sounds * Create a butterfly dance to mimic the moves of butterflies * Learn and interpret American patriotic songs   **Related Environmental Activities:**  The students will:   * Listen to sounds in nature and relate to music * Create songs as evidence of learning * Listen to music that celebrate the accomplishments of the historical figures in S.S. SOL 3.11 * Listen to and sing patriot songs |

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| **Standards of Learning:** | | |
| **HEALTH & PE** | **3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include:**  a) dietary customs and practices;  b) recreational activities;  c) celebrations and traditions.    **3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include:**  a) goal setting for personal health;  b) the process of resolving conflicts peacefully;  c) strategies for solving problems related to health.  **3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health. Key concepts/skills include:**  a) improper use of medicines;  b) the use of refusal skills to counter negative influences;  c) the effects of nicotine, alcohol, and other drugs on body systems;  d) the use of common household items as inhalants;  e) the effects of mind-altering drugs on behavior. | **Related Integrated Objectives:**   * Identify healthy eating habits * Describe physical activities that promote healthy living * Dance to imitate the movement of the butterfly   **Related Integrated Activities:**  The students will:   * Identify behaviors that have a negative impact on the community * Launch an anti-drug initiative to promote healthy living * Walk along the banks of the James River to evaluate in current state |

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| **INSTRUCTIONAL ELEMENTS** | | | |
| **Key Vocabulary** | **Instructional Strategies** | **Instructional Materials** | **Technology** |
| conservation disease erosion fire  flood interdependency  natural events  resource renewal  survival  advantages  coal  conserve disadvantages  energy  fossil fuel  natural gas  nonrenewable resources oil  renewable resources  solar energy | * Small Groups * Guided Practice * Cooperative Groups * Peer Tutoring * Direct Instruction | * Trade Books * World Map * Environment * Internet * “The Trial of SAV’s Killer” (VA DOE Enhance Scope and Sequence) | * http://www.epa.gov/recyclecity/mainmap.htm * United Streaming * Brain Pop * [www.solpass.org](http://www.solpass.org) * [www.readinga-z.com](http://www.readinga-z.com) * *.*<http://www.projectwild.org/> * <http://www.rockingham.k12.va.us/resources/elementary/> * http://geographyworldonline.com/mapgames.html   **Field trips**  James River Park  Pocahontas State Park  Tredegar Ironworks  Three Lakes Park  Virginia Living Museum  Lewis Ginter Botanical Gardens |

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| **INQUIRY PROJECT & CULMINATING ACTIVITY** |
| **Goal:**  The third grade classes will work together to research how a butterfly garden impacts the James River watershed and how we contribute to a healthy community. Then plan and execute a Theatrical presentation displaying each stage in the cycle of a plant as well as how insects, specifically, the butterfly affects the plants and the watershed. And how all these contribute to a healthy community.  **Elements:**   1. The students will research the stages of a plant life cycle. 2. The students will research the effects of insects on plant life. 3. The students will research the James River watershed by conducting water quality tests. 4. The students will use the information gathered through research to create costumes and dialogue for the presentation. 5. The students will work in small groups to write and learn their specific roles in the presentation. 6. The presentation will be presented to the parents, student body and staff on a selected day near the end of the school year.   **Pacing:**  This project will be executed in 9 weeks. In- class work will be completed during the inquiry block. Component pieces may be executed as home-based projects at the discretion of the classroom teacher.  **Evaluation and Assessment:**  Component pieces will be evaluated with assignment specific, standards related rubric. Scores for each standard will be entered into Kickboard and averaged as part of the quarterly student mastery grade. An SOL-aligned teacher-created rubric will assess the culminating activity. |

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| **ENVIRONMENT** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **Standard 1:**  **Ecological, Social, and Economic Systems**  Students develop knowledge of the interconnections  and interdependency of ecological, social, and  economic systems. They demonstrate understanding of how the health of these systems determines the  sustainability of natural and human communities at  local, regional, national, and global levels.  **Standard 2:**  **The Natural and Built Environment**  Students engage in inquiry and systems thinking and  use information gained through learning experiences  in, about, and for the environment to understand the  structure, components, and processes of natural and  human-built environments.  **Standard 3:**  **Sustainability and Civic Responsibility**  Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. | * TSW identify various types of indoor air pollutants and their sources. * TSW understand how various pollutants can be harmful to people’s health. * TSW take action to improve indoor air quality. * TSW identify ways to save energy in their daily lives. * TSW explain how saving energy can reduce air pollution. * TSW express appropriate ways to treat living things and to act in forests, parks, and other natural areas. * TSW express their own rules for proper manners when outside. | * Use various forms of technology at home and school. * Identify technological contributions of the past and their impact on present day. * Investigate how technology is used in the community to sustain the environment. | * How can students contribute to a healthy community? * What are some ways to conserve energy in daily life? * How does pollution impact the quality of air, water and land? * What are some human actions that impact the James River? * What are some practices that might improve the quality of the James River watershed? |

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| **SCIENCE** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| Standard 3.1  **The student will plan and conduct investigations in which**  a.) predictions and observations are made;  b.) objects with similar characteristics are classified into at least two sets and two subsets;  c.) questions are developed to formulate hypotheses;  j.) inferences are made and conclusions are drawn;  **Standard 3.10**  **The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include**   1. the interdependency of plants and animals; 2. the effects of human activity on the quality of air, water, and habitat;   **3.11** T**he student will investigate and understand different sources of energy. Key concepts include**  a) energy from the sun;  b) sources of renewable energy; and  c) sources of nonrenewable energy. | * Complete observations are made using all of the senses. Simple instruments can help extend the senses. * Predictions are statements of what is expected to happen in the future based on past experiences and observations. * It is sometimes useful to organize objects according to similarities and differences. By organizing objects in sets and subsets, it may be easier to determine a specific type of characteristic. * An inference is a conclusion based on evidence. * Every living thing depends on every other living thing to survive. This is called *interdependency*. * Human actions, such as polluting, can affect the survival of plants and animals. * Natural events, such as fires, floods, diseases, and erosion, can also affect the survival of plant and animal species. * Conservation is the careful use and preservation of our natural resources. * Resource renewal is a conservation practice in which species are protected. An example would be protecting endangered plants by saving their seeds, growing the seeds indoors, and later putting the new plants back in their natural habitats. | * Make and communicate careful observations. * Classify objects into at least two major sets and subsets based on similar characteristics, such as predator/prey and herbivore, carnivore, and omnivore * Develop hypotheses from simple questions. These questions should be related to the concepts in the third grade standards. Hypotheses should be stated in terms such as: “If an object is cut into smaller pieces, then the physical properties of the object and its smaller pieces will remain the same.” * Make and communicate predictions about the outcomes of investigations. * Explain how living things in an area are dependent on each other. * Compare and contrast human influences on the quality of air, water, and habitats. * Analyze the effects of fire, flood, disease, and erosion on organisms and habitat. * Describe how conservation practices can affect the survival of a species. * Describe a conservation practice in the local community. | * Why do plants depend on insects like butterflies to survive? * Why are plants important for a healthy community? |

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| **SOCIAL STUDIES** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **3.5 The student will develop map skills by**  a) positioning and labeling the seven continents and five oceans to create a world map;  b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;  c) locating the countries of Spain, England, and France;  d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan  Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport  (Jamestown, Virginia);  e) locating specific places, using a simple letter-number grid system.  **3.6 The student will read and construct maps, tables, graphs, and/or charts**.  **3.11 describing how people can serve the community, state, and nation.** | * There are seven continents and five oceans located in the world. * The equator and the prime meridian divide the globe into four hemispheres. * The four hemispheres are Northern, Southern, Eastern, and Western. * A simple letter-number grid system on maps is used to locate places * Students will understand how planting and participating in community gardens and other similar activities can contribute to a healthy community. * Veterans Day is the recognition of and respect for Americans who served in the military. * Memorial Day is the recognition of   Americans who died in wars while they were serving their country.   * There are many ways that people can serve their community, state, and nation. | * Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions. * Identify and locate the seven continents and five oceans * Distinguish between the Prime Meridian and the Equator * Locate European countries on a world map | * Where are the seven continents and the five oceans located on a world map? * What imaginary lines are used to define hemispheres? * What are the names of the four hemispheres? * On which continents are England, Spain, France, and the United States located? * Where are the countries of England, Spain, and France located on a world map? * Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Québec, Canada; and Jamestown,   Virginia, located on a map?   * How is a simple letter-number grid system used to locate places on maps? * What are some basic principles commonly held by American citizens? * Why do we observe Veterans Day and Memorial Day? * How can people serve their community, state, and nation? * How did some American   citizens work to defend  America’s basic principles? |
| **Math** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **3.17 The student will**  a) collect and organize data, using observations, measurements, surveys, or experiments;  b) construct a line plot, a picture graph, or a bar graph to represent the data; and  c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data. | * Understand how to estimate measures of liquid volume. * Understand how to determine the actual measure of liquid volume | * Estimate and use U.S. Customary and metric units to measure liquid volume. * Determine the actual measure of liquid volume using U.S. Customary. | * What instruments is used to measure liquid volume? * What type of graph could be used to compare the results of water quality on different days? |

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| **Reading** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **3.1 The student will use effective communication skills in group activities.**  a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.  b) Ask and respond to questions from teachers and other group members.  c) Explain what has been learned.  **3.2 The student will present brief oral reports.**  a) Speak clearly.  b) Use appropriate volume and pitch.  c) Speak at an understandable rate.  d) Organize ideas sequentially or around major points of information.  e) Use grammatically correct language and specific vocabulary to communicate ideas.  **3.7 The student will demonstrate comprehension of information from a variety of print resources.**  a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.  b) Use available technology. | * Participate effectively in group activities by taking turns in conversations and moving group discussions forward * Cluster or sequence information on a topic when presenting an oral report * Speak clearly at an understandable rate and volume. * Understand ways to select the best resource for gathering information on a given topic. | * Engage in conversations by: * making certain all group members have an opportunity to contribute * listening attentively by making eye contact while facing the speaker * eliciting information or opinions from others * supporting opinions with appropriate ideas, examples, and details * indicating disagreement in a constructive manner * take initiative in moving a group discussion forward by * contributing information that is on topic * answering questions * asking clarifying questions of the speaker * summarizing the conclusions reached in the discussion * explaining what has been learned. * Deliver oral presentations in an engaging manner that maintains audience interest by * presenting information with expression and confidence * varying tone, pitch, and volume to convey meaning * using grammatically correct language * speaking at an understandable rate * using specific vocabulary appropriate for the audience and the topic * stay on topic during presentations * organize ideas sequentially or around major points of information * answer questions from the audience * evaluate their own presentations, using class-designed criteria * make decisions about which resource is best for locating a given type of information * locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials * retrieve information from electronic sources * use the Internet to find information on a given topic * use a printer to create hard copies of information retrieved from electronic sources. | * In what ways can you effectively capture the attention of audience? * How can you make your presentation a learning experience for other students? * How can using different resources help you find and gather information on different topics? |

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| **Writing** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **3.9The student will write**  **descriptive paragraphs.**  a) Develop a plan for writing.  b) Focus on a central idea.  c) Group related ideas.  d) Include descriptive details that elaborate the central idea.  e) Revise writing for clarity.  **3.10 The student will write**  **stories, letters, simple**  **explanations, and short**  **reports across all content**  **areas.**  a) Use a variety of planning strategies.  b) Organize information according to the type of writing.  c) Identify the intended audience.  d) Revise writing for specific vocabulary and information.  e) Use available technology.  **3.11 The student will edit**  **writing for correct grammar,**  **capitalization, punctuation,**  **and spelling.**  a) Use complete and varied sentences.  b) Use the word *I* in compound subjects.  c) Use past and present verb tense.  d) Use singular possessives.  e) Use commas in a simple series.  f) Use simple abbreviations  g) Use apostrophes in contractions with pronouns.  h) Use correct spelling for high-frequency sight words, including irregular plurals**.** | * Understand how to plan and compose a descriptive paragraph. * Understand how to plan and compose stories, friendly letters, simple explanations, and short reports * Understand that grammatically correct language and mechanics contribute to the meaning of writing. | **To be successful with this standard, students are expected to**   * generate ideas and develop a plan for writing * focus on a central topic and group related ideas * select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event * use examples from their reading as models to imitate in their writing * create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence * describe events, ideas, and personal stories with accurate details and sequence * read their own writing orally to check for sentence rhythm (sentence variety) * select information that the audience will find interesting or entertaining * revise to eliminate details that do not develop the central idea * incorporate transitional (signal) words that clarify sequence, such as *first*, *next*, and *last* * apply knowledge of the writing domains of composing, written expression, and usage/mechanics. * generate ideas and plan writing by * using ideas from class brainstorming activities * making lists of information * talking to classmates about what to write * reading texts by peer and professional authors * using a cluster diagram, story map, or other graphic organizer * selecting an appropriate writing form for nonfiction writing (such as explanation, directions, simple report), expressive writing (such as narrative, reflection, and letter), and creative writing (such as fiction and poetry) * identify the intended audience * follow the organization of particular forms of writing for * stories – beginning, middle, and end * letters – date, greeting, body, and closing * explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing * short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing * clarify writing when revising by including specific vocabulary and information * use available technology to write. * use complete sentences * use the word *I* in compound subjects * use past and present verb tenses * use singular possessives * use simple abbreviations * use correct spelling for frequently used words, including irregular plurals, e.g., *men, children* * punctuate correctly * commas in a simple series   apostrophes in contractions  with pronouns, e.g., *I’d,*  *we’ve*. | * In what ways can you organize your facts to make your information interesting and understandable for your audience? |

References

VA DOE Science Enhanced Scope & Sequence

VA DOE History/ Social Science Enhanced Scope & Sequence

VA DOE Math Enhanced Scope & Sequence

Richmond City Public Schools Learning Portal

[www.solpass.org](http://www.solpass.org)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

Project Learning Tree