

3rd Grade "I Can" statements for Unit 1: week 1

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can understand verb tenses.	~I can understand and apply the concepts of the five Texas traits of effective writing.	~I can analyze story structure using character, setting and plot.

3rd Grade "I Can" statements for Unit 1: week 2

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can use verb tenses, nouns and apostrophes in complete sentences.	~I can understand the content and structure of a descriptive paragraph. ~I can choose an interesting topic to describe. ~I can use and understand adjectives and prepositions.	~I can analyze story structure using cause and effect.

3rd Grade "I Can" statements for Unit 1: week 3

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can write using paragraph indentation, adjectives and prepositions.	~I can understand the characteristics, content and form of a descriptive essay. ~I can plan, draft and revise a descriptive essay. ~I can understand adjectives.	~I can use main idea and details to summarize the story. ~I can generate questions about information in the text.

3rd Grade "I Can" statements for Unit 1: week 4

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can correctly use proper nouns, apostrophes, adverbs and capitalization in sentences.	~I can understand the characteristics, content and form of a descriptive essay. ~I can plan, draft, revise, edit and publish a descriptive essay. ~I can understand nouns, capitals and apostrophes.	~I can generate questions about the text. ~I can compare and contrast information and characters in the story.

3rd Grade "I Can" statements for Unit 1: week 5

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can write complete sentences with the skills I have learned.	~I can use a scoring rubric to improve my writing. ~I can recognize different ways to publish writing. ~I can understand how to format writing for publication. ~I can understand the different types	~I can summarize, make and confirm predictions throughout the story.

3rd Grade "I Can" statements for Unit 1: week 6

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
Review	~I can use a scoring rubric to improve my writing. ~I can recognize different ways to publish writing. ~I can understand how to format writing for publication. ~I can understand the different types	Review

3rd Grade Integrated Curriculum “I can” Statements

1st O.I.

Social Studies

- I can express ideas orally based on knowledge and experiences.
- I can describe how individuals, events and ideas changed communities past and present.
- I can compare the characteristics of human locations and communities.
- I can use cardinal/intermediate directions to locate places.
- I can explain and compare various ethnic/cultural celebrations in communities.
- I can create and interpret timelines using the terms years, decades, and century to describe historic time.
- I can describe how individuals and their contributions helped shape communities.
- I can identify and use geography tools to locate places.
- I can create and interpret maps of places.
- I can explain the importance of obeying rules and laws in the community.
- I can use vocabulary related to chronology including past, present, and future times.

Science

- I can collect information using tools.
- I can test, record, and classify objects based on their physical properties.
- I can observe, test, and record physical properties of solids, liquids, and gases.
- I can predict, observe, and record changes in the state of matter caused by heating or cooling.
- I can measure, test, and record the mass of matter.
- I can observe, test, and record the ability of matter to sink or float.
- I can collect, record, and analyze information using tools to measure matter.
- I can explore and recognize that a mixture is created when two substances are combined.

U1 - Trading Stickers, Combining Coins

Third Grade

Essential Questions:

- Can students understand the equivalence of one group and the units that comprise it?
- Can students add and subtract accurately and efficiently?

Students will know:

- How to recognize the place value of each digit in 2- and 3-digit numbers.
- How to recognize coin equivalencies.
- How to break numbers apart and then add these parts.
- How to change the numbers to numbers that are easier to add.

Students will be able to:

- Represent the place value of each digit in 2- and 3-digit numbers.
- Use coin equivalencies.
- Find different combinations of 100s, 10s, and 1s for a number and recognize their equivalence.
- Solve addition problems with 2-digit numbers by using strategies of breaking numbers apart by place or adding 1 number in parts.
- Find the difference between 2-digit numbers and 100.
- Estimate the sums of 2-digit numbers by using knowledge of place value and known combinations.

Third Grade

Learning Targets for Reading Interactive Notebook

1. Determine meaning of unfamiliar vocabulary using prefixes, suffixes, roots, multi-meaning words, synonyms, homographs.
2. Summarize Plot, Character Interactions, Changes and Relationships
3. Make inferences about text and use textual evidence to support understanding with fiction.
4. Summarize information in text, maintaining meaning and logical order. (fiction)
5. Identify details and facts that support main idea.
6. Draw conclusions from the facts to make assertions supported by the text.
7. Identify explicit cause and effect relationships.
8. Use text features to locate information.
9. Fiction
10. Poetry
11. Literary Non-Fiction
12. Expository Text
13. Procedural Text
14. Media Text

4th Grade "I Can" statements for Unit 1: week 1

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can write compound sentences, adding detail with prepositions.	~I can build good writing habits. ~I can learn and understand the five Texas traits of effective writing.	~I can analyze story structure and make inferences.

4th Grade "I Can" statements for Unit 1: week 2

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can use nouns and prepositions correctly in a sentence. ~I can use capitalization in Historic Documents and work with time order transitions.	~I can understand the content and structure of a descriptive paragraph. ~I can choose a topic about which to write. ~I can plan, draft, revise and edit a descriptive paragraph. ~I can understand and use adjectives in my writing.	~I can analyze story structure using story elements such as character and plot.

4th Grade "I Can" statements for Unit 1: week 3

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can create complete sentences using: comparative/superlative adjectives, complete subject, predicate and prepositional phrases.	~I can understand the content and structure of a descriptive essay. ~I can choose a topic about which to write. ~I can plan and draft a descriptive essay. ~I can understand and use adjectives in my writing.	~I can analyze story structure using compare and contrast.

4th Grade "I Can" statements for Unit 1: week 4

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can write a complex sentence using nouns and prepositional phrases.	~I can understand the content and structure of a descriptive essay. ~I can choose a topic about which to write. ~I can revise a descriptive essay. ~I can understand and use nouns in my writing.	~I can create a character web to summarize details of the story.

4th Grade "I Can" statements for Unit 1: week 5

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
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<p>~I can apply capitalization, prepositional phrases, transitions and commas to complete sentences.</p>	<p>~I can edit a descriptive essay for grammar and mechanics using a rubric. ~I can understand and use capitalization appropriately in my writing. ~I can apply what I have learned about descriptive writing to other curriculum areas.</p>	<p>~I can construct a sequence chart to summarize a story.</p>
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4th Grade "I Can" statements for Unit 1: week 6

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~Review	~Review	~Review

4th Grade Integrated Curriculum "I can" Statements

1st O.I.

Science

Social Studies

I can express ideas orally based on knowledge and experiences.

I can express ideas orally based on knowledge and experiences.

I can apply geography tools to create and interpret maps.

I can explain how physical features influence patterns of settlement in Texas.

I can identify, locate, and compare geographic regions of Texas.

I can identify and explain the origins of various American Indian groups in Texas and North America.

I can describe the regions where American Indians lived and compare their ways of life.

I can identify a problem of the American Indians living in Texas and implement a solution.

I can identify and explain the motivations and accomplishments of the impact of significant explorers.

I can identify and explain the accomplishments European explorers.

I can describe and explain regions in Texas that result from human settlement patterns

I can explain the role of weathering in changes to the Earth's surface.

I can observe and identify slow changes to Earth's surface caused by cold temperatures and ice.

I can explain how wind, water, and ice can cause erosion and deposition to change the Earth's surface.

I can examine a soil's ability to support the growth of plants.

I can identify and explain physical properties of different types of soils, including color and texture.

I can examine different types of soil to see their capacity to retain water.

U1 - Factors, Multiples, and Arrays

Fourth Grade

Essential Questions:

1. Can students understand and model factors and products using arrays and area models?
2. Can students identify, compare, and generate multiples and factors of given numbers?
3. Can students fluently recall and apply multiplication facts through 12×12 ?

Students will know:

- The difference between a factor and a multiple.
- That arrays model multiplication.
- How to use representations to show that a factor of a number is also a factor of that number's multiple.

Students will be able to:

- Recall and apply multiplication facts through 12×12 .
- Break an array into parts to find the product.
- Identify factors of a given number.
- Identify all factors of 100.
- Apply strategies such as skip counting, related pairs, and known multiple combinations to find multiples.
- Use known multiplication combinations to find related multiplication combinations for a given product.

Fourth Grade

Learning Targets for Reading Interactive Notebook

1. Vocabulary: Determine the meaning of grade level academic English words derived from Latin, Greek, and other linguistic roots and affixes.
2. Vocabulary: Use context of sentences to determine the meaning of words.
3. Vocabulary: Use a dictionary or glossary to determine the meanings of unfamiliar words.
4. Make connections, thematic links, and author's analysis between literary and informational texts with similar ideas.
5. Sequence and summarize the plot's main events and explain their influence on future events.
6. Describe the interaction of characters including their relationships and the changes they undergo.
7. Make inferences about text and use textual evidence to support understanding. (fiction)
8. Summarize information in text maintaining meaning and logical order with fiction.
9. Summarize the main idea and supporting details in text in ways that maintain meaning. (fiction and non-fiction)
10. Describe explicit and implicit relationships among ideas in texts organized by cause and effect, sequence, and or comparison.
11. Use multiple text features to gain an overview of the contents or text and locate information.
12. Make inferences about text and use textual evidence to support understanding.
13. Summarize information in text, maintaining meaning and logical order.
14. Use multiple text features and graphics to gain an overview of the contents and locate information.
15. Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

5th Grade "I Can" Statements

Adventure Camp

Pre-Camp Lesson- Mission 1:

- I can understand the importance of detailed observations in scientific investigations.
- I can use my understanding of life science to infer and analyze information to construct reasonable explanations.

Pre-Camp Lesson- Mission 2:

- I can demonstrate safe practices during outdoor investigations.
- I can develop a plan to clean up the invasive algae in the camp lake ecosystem.

Pre-Camp Lesson-Mission Possible:

- I can make observations from the perspective of a Native Texas animal.
- I can use my "trained eye" to observe an animal's relationship within its environment and within an ecosystem.

Post-Camp Lesson-Mission 3

- I can create an organism using my understanding of life science and describe how its needs are met to ensure survival.

5th Grade "I Can" statements for Unit 1: week 1

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can write complete sentences using subject and predicate.	~I can understand the goals for expository writing. ~I can understand one writer's work step-by-step through the writing process. ~I can review and understand one writer's final essay and self-assessment.	~I can analyze story structure using the characters and setting.

5th Grade "I Can" statements for Unit 1: week 2

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can write compound sentences using the following: Subordinating conjunctions, commas, and adverbs. ~I can use underlining and capitalize abbreviations.	~I can demonstrate an understanding of the five Texas traits of effective writing. ~I Can apply the Texas traits to my writing.	~I can analyze story structure by creating inferences.

5th Grade "I Can" statements for Unit 1: week 3

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can work with transition words, conjunctions and irregular verbs.	~I can understand and use a rubric to evaluate writing. ~I can understand the roles of the author and the responder in peer responding, ~I can learn how to give helpful responses.	~I can create a story summarization using the main idea and details.

5th Grade "I Can" statements for Unit 1: week 4

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
~I can work with collective nouns and subject-verb agreement.	~I understand the content, structure and form of a well-written paragraph. ~I can apply what I have learned by writing a paragraph independently.	~I can create a story map to summarize a story.

5th Grade "I Can" statements for Unit 1: week 5

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
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<p>~I can use indefinite pronouns and transition words.</p>	<p>~I can understand the content and structure of a descriptive paragraph. ~I can choose a topic about which to write. ~I can plan, draft, revise and edit a descriptive paragraph.</p>	<p>~I can use text cues to create a conclusions chart.</p>
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5th Grade "I Can" statements for Unit 1: week 6

<u>Grammar</u>	<u>Write Source</u>	<u>Comprehension</u>
<p>~I can use adjectives and prepositions/phrases.</p>	<p>~Review</p>	<p>~Review</p>

5th Grade Integrated Curriculum "I can" Statements

1st O.I.

Social Studies

I can express ideas orally based on knowledge and experiences.

I can explain various patriotic symbols.

I can recite and explain the meaning of the Pledge of Allegiance.

I can apply geographic tools to create and interpret maps.

I can describe customs and traditions of the American Indians.

I can identify settlement patterns in the United States.

I can analyze the reasons for the location of major cities in the United States.

I can analyze the reason for the settlement patterns of regions in the United States.

I can describe a variety of regions in the United States that result from physical characteristics and patterns of settlement.

I can explain when, where, and why groups of people colonized and settled in the United States.

I can identify the challenges, opportunities, and contributions of American Indian.

I can describe accomplishments of individuals during the colonial period.

I can describe the accomplishments of William Penn.

I can recognize how landforms are the result of changes to Earth's surface.

I can recognize how landforms are the result of changes to Earth's surface by ice.

I can recognize how landforms such as sand dunes are the result of changes to Earth's surface by wind.

I can recognize how landforms such as deltas and canyons are the results of changes to Earth's surface by water.

I can describe how water, ice, and wind can affect and change Earth's surface.

I can explore the processes that led to formation of sedimentary rocks.

I can identify fossils as evidence of past living organisms and the nature of their environment at the time.

I can identify that the Earth consists of useful resources such as wind, solar, hydroelectric, geothermal, and biofuels.

I can show how colonists used force to affect objects.

Science

U1 - Number Puzzles and Multiple Towers

Fifth Grade

Essential Questions:

- Can students use multiplication to solve problems involving whole numbers?
- Can students use strategies to estimate solutions to multiplication problems?
- Can students demonstrate computational fluency when multiplying problems with two-digit numbers?
- Can students represent the meaning of multiplication and division?

Students will know:

- How to create a problem represented by a multiplication or division expression.

Students will be able to:

- Solve two-digit by two-digit problems.
- Describe and compare strategies used to solve multiplication problems.
- Break up multiplication problems efficiently.
- Multiply fluently by multiples of ten.
- Estimate the product of four numbers.

Fifth Grade

Learning Targets for Reading Interactive Notebook

1. Vocabulary: Determine the meaning of grade level academic English words derived from Latin, Greek, and other linguistic roots and affixes.
2. Vocabulary: Use context of sentences to determine or clarify the meaning of words.
3. Vocabulary: Use a dictionary, glossary, or thesaurus to determine the meanings, syllabication, and pronunciations, alternate word choice, and parts of speech of unfamiliar words.
4. Make connections, thematic links, and author's analysis, between and across multiple texts and various genres.
5. Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.
6. Explain the roles and functions of characters in various plots, including relationships and conflicts.
7. Evaluate the impact of sensory details, imagery, and figurative language in literary text.
8. Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.
9. Describe explicit and implicit relationships among ideas in texts organized by cause and effect, sequence, and or comparison.
10. Use multiple text features to gain an overview of the contents or text and to locate information.
11. Make inferences about text and use textual evidence to support understanding.
12. Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.
13. Analyze how the organizational pattern of text, (cause and effect, compare and contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.
14. Use multiple text features and graphics to gain an overview of the contents and locate information.
15. Synthesize and make logical connections between ideas within a text and across two or three texts representing similar of different genres.

We will be cutting out these I can... statements as we progress through our notebooking experience and gluing them into our interactive notebooks. Remember RIGHT SIDE is information provided by teacher, LEFT SIDE is for your notes and thoughts as the class progresses.

1) I can take notes over a review of interactive notebooking.

2) I can use anchor tables to maximize notebooking space in my interactive notebook.

- a. REMEMBER:
 - i. *“Dot, dot...not a lot”*
 - ii. *“Line, line...keep it fine”*
 - iii. Use anchor tabs to maximize surface areas.
-

3) I can create two tab foldables for interactive notebooking.

- a. USES:
 - i. Grammar- Positives/Negatives
 - ii. Word Study- Synonym, Antonyms, Homophones
 - iii. Writing
 - iv. Skill- Fact/Opinion, Cause/Effect
-

4) I can understand 3 tab foldables.

- a. USES:
 - i. Compare/Contrast W/ Venn Diagram
 - ii. KWL Chart
 - iii. Supporting Details/Main Idea
 - b. What does the student do?
 - i. Summarize the story
 - ii. Complete KWL over topic of study
-

5) I can find multiple uses for 1 Tab foldables.

- a. USES:
 - i. Vocabulary Words
 - ii. Greek/Latin Roots and Prefix/Suffix
- b. What could the Student do?
 - i. Create paragraph using as many vocabulary words as possible
 - ii. Look through magazines and newspapers for examples of read world text that supplements the skill.

6) I can identify literacy skills to use with pyramid foldables.

- a. USES:
 - i. Main Idea/Details
 - ii. Clues and Conclusions from Text
 - iii. Test Strategies
 - iv. Story Parts
-

7) I can create and use a five tab foldable

- a. USES:
 - i. 5 W's
 - ii. Vocabulary
 - iii. Signal Words
 - iv. Literacy Elements
-

8) I can fold and create layered book foldables in my interactive notebook.

- a. USES:
 - i. Text Features
 - ii. Lit. Features
 - iii. Vocabulary
 - iv. Prefixes/Suffixes
-

9) I can create foldables that compliment my weekly skill.

- a. IDEAS:
 - i. Inference
 - ii. Glue in McGraw/Hill Worksheet
 - iii. Formative Assessments can easily become a part of daily note-booking
- b. Student Side:
 - i. Give test Questions and have student answer
 - ii. Write Notes
 - iii. Give text evidence

10) I can identify foldables that students can do independently and work on during stations.

- a. Accordion Fold
 - b. Taco Fold Pocket
 - c. Think about what the students could build in a group and then complete independently to show application of the skill taught.
-

11) I can use foldables and interactive notebooking as a tool to focus students on word study.

- a. USES:
 - i. Initials
 - ii. Prefix/Suffix
 - iii. Greek/Latin Roots
 - iv. Compound Sentences
-

12) I can apply notebooking skills to create ideas for pocket foldables.

- a. USES:
 - i. Flashcards
 - ii. Context Clue Sentences
 - iii. Story Parts before details
-

13) I can manipulated and create X foldables.

- a. USES:
 - i. Vocabulary
 - ii. Testing Strategies
 - iii. Parts of Speech
 - iv. Parts of Story
-

14) I can create and find several uses for a Foldable Book.

a. USES:

- i. Vocabulary words – all content areas
 - ii. Text features
-

15) I can create a Woven Foldable.

a. USES:

- i. Math – steps in a process
 - ii. IC – concept quiz
-

16) I can record websites and login information for related internet sites

a. USES:

- i. Record all pertinent websites for content area
- ii. Keep a log of login and password information for district approved sites

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BOY Foldable/Review Unit

Purpose: Have the teachers review major concepts that will be covered through the course of the year while also teaching the students the stamina and prior knowledge to create 3D organizers that will be incorporated into their notebook over the course of the school year.

<u>Concepts to be taught</u>	<u>Foldable Skill to be taught</u>
Fact/Opinion	2 Tab
BME/Plot	3 Tab
Details/Events & Theme	Pyramid Foldable
Compare/Contrast	3 Tab Venn Diagram
Signal Words	5 Tab
Text Features	Layered Books
Sequence or Literary Elements	Accordion w/ examples
Draw Conclusion	Glue Worksheet
Make Predictions	
Testing Strategies	Four Door
Context Clues	Pocket Foldables
Inference	Fold/Glue in Worksheet
Vocabulary	1 Tab
Word Study	Sent. Strip/Matchbook