

ملف Weekly checks progress للأسبوع الثالث



تم تحميل هذا الملف من موقع المناهج الإماراتية

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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات حلول | عروض بوربوينت | أوراق عمل
منهج إنجليزي | ملخصات وقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة إنجليزية:

التواصل الاجتماعي بحسب الصف الثالث



الرياضيات



اللغة الإنجليزية



اللغة العربية



ال التربية الإسلامية



المواد على Telegram

صفحة المناهج
الإماراتية على
فيسبوك

المزيد من الملفات بحسب الصف الثالث والمادة لغة إنجليزية في الفصل الثاني

أوراق عمل وحدة Animals Wild بدون الحل

1

أوراق عمل الوحدة الأولى الأسبوع الأول

2

ملف قراءة Animals Wild الأسبوع الأول

3

عرض بوربوينت أوراق عمل الأسبوع الأول وحدة Animals Wild مع تدريبات

4

قائمة المفردات Vocabulary المطلوبة حسب توزيعها على الأسابيع الدراسية

5



Grade 3

Week 3 – Term 2

Weekly Progress Checks

Progress Check Guide

Progress Check Guide

TERM 2: Week 3

Literacy Readiness	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
Literacy Readiness	3.LR.P.2: Apply consistent spelling patterns and rules in writing.	<p>Teacher models correct and incorrect examples of spelling on the board, highlighting the correct form. For example, 'should' (correct) and 'shuld' (incorrect)</p> <p>Learners can use a dictionary to help them as well as referring to previous teaching materials to find the correct spelling.</p>	Writing Task & Rubric	7-8, 9
SLOC	3.SLOC.DCC.3: Express opinions using simple sentences.	<p>Teacher asks students to work in small groups and discuss the questions. Teacher monitors and offers prompts, when necessary, e.g. "Why do you think that?"</p> <p>Learners discuss the questions in small groups, asking follow-up questions when appropriate.</p>	Reading comprehension & Rubric	5-6, 9
READING	3.R.VD.4: Identify learned vocabulary in text and use new vocabulary in speaking and writing tasks.	<p>Teacher reminds learners of their lessons by giving examples of the vocabulary. For example, "We should protect animals in the sea."</p> <p>Learners read through all the words and definitions before making their choices.</p>	Vocabulary task	4
	3.R.RC.3: Identify cause and effect relationships in texts.	<p>Teacher highlights sentences from the reading text that show cause and effect and elicits the relationship from learners. For example, "Why should we protect mountain wildlife?" (Because it is their habitat). Ensure the reading is carried out in chunks of text, pausing after each sentence or paragraph as necessary.</p> <p>Learners follow the teacher's instructions to find sentences in the text that show cause and effect.</p>	Reading comprehension	5-6
	3.R.RC.1: Answer literal and inferential questions using details from the text.	<p>Teacher asks learners questions about the reading text that can be answered with information directly from the text. For example, "Are mountains rocky?". Ensure the reading is carried out in chunks of text, pausing after each sentence or paragraph as necessary.</p> <p>Learners follow the teacher's instructions to find information in the text to answer the questions.</p>	Reading comprehension	5-6
Writing	3.W.WPD.1: Write grammatically correct simple and compound sentences using varied subjects and verb forms.	<p>Teacher models correct and incorrect examples of grammar structures to highlight the correct form. For example, "We should help." (correct) and "We should to help." (incorrect)</p> <p>Learners use these examples to help them write their sentences in the writing task.</p>	Writing Task & Rubric	7-8, 9
	3.W.WC.5: Maintain consistent use of punctuation throughout a paragraph.	<p>Teacher reminds learners of the use of capital letters at start of sentences and full stops at the end of sentences.</p> <p>Learners pay attention to the use of punctuation when writing their sentences.</p>	Writing Task & Rubric	7-8, 9

A scenic landscape illustration featuring a river flowing through a valley with large rocks. The background shows a range of mountains with green forests. A bright yellow sun is positioned in the upper left sky. The overall scene is peaceful and natural.

Protecting Habitats



READING

3.R.VD.4: Identify learned vocabulary in text and use new vocabulary in speaking and writing tasks.

1. Match the words to the correct definitions.

1. protect

b) rubbish on the ground

2. litter

b) something that can hurt people or animals

3. danger

a) keep safe

4. wildlife

c) animals that live in nature

2. Circle the correct word.

5. It is important to keep rivers **litter** / **clean**.

6. I want to **danger** / **save** animals.

7. We should protect **nature** / **litter**.





READING

3.R.RC.3: Identify cause and effect relationships in texts.

3.R.RC.1: Answer literal and inferential questions using details from the text.

Read the text and then answer the questions.

Keep Our Mountains Clean!

Many people like to visit the mountains. Mountains are home to many plants and animals, like eagles and goats. This place is their habitat, so we should protect it when we visit.

Mountains are high and rocky. People should stay on the paths to stay safe. We should put litter in bins and keep the habitat clean. We should be quiet because lots of animals live here. Animals need a safe place to live and grow.

We shouldn't pick plants or hurt animals. We shouldn't make loud noises near nests or animal homes. When people are careless, wildlife can be in danger.

If we follow these rules, the mountains will stay clean and safe. It is important to protect habitats because animals can be safe and nature can be beautiful for everyone.





READING

3.R.RC.3: Identify cause and effect relationships in texts.
3.R.RC.1: Answer literal and inferential questions using details from the text.

SLOC

3.SLOC.DCC.3: Express opinions using simple sentences.

A. Choose True (T) or False (F).

- Mountains are home to many plants and animals. T / F
- People should stay on the path. T / F
- People should pick plants and make loud noises. T / F

B. Answer the questions.

- Why should people be quiet in the mountains?
- Why is it important to protect mountain habitats?

C. Match the sentence halves.

1. People should keep the area clean....

a)...because lots of animals live here.

2. We should be quiet...

b)...because litter is bad for animals.

D. Complete the sentences with your own ideas.

How can we protect the mountain habitat?

I think we
should....

I think we
shouldn't....



WRITING

3.W.WPD.1: Write grammatically correct simple and compound sentences using varied subjects and verb forms.

3.W.WC.5: Maintain consistent use of punctuation throughout a paragraph.

3.LR.P.2: Apply consistent spelling patterns and rules in writing.

A. Complete the sentences using '**because**'. For example:
"We should be quiet because lots of animals live here."

1. People shouldn't litter _____
_____.

2. We should be careful on the mountain _____
_____.

B. Find the mistakes in the sentences. Write the correct sentence.

1. People should not to leave litter.

2. We should protects wildlife.

3. People shouldn't picking plants.

4. mountains are beautiful

WRITING

3.W.WPD.1: Write grammatically correct simple and compound sentences using varied subjects and verb forms.

3.W.WC.5: Maintain consistent use of punctuation throughout a paragraph.

3.LR.P.2: Apply consistent spelling patterns and rules in writing.

Instructions

Write a short paragraph about how to protect the mountain habitat.

- Write 4-6 sentences.
- Try to use 'should' and 'shouldn't'
- Try to use 'because' to show why something is important.
- Remember to use capital letters, full stops, and correct spelling.

Rubrics (MENs)

Term 2 – Week 3

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. Write grammatically correct simple and compound sentences using varied subjects and verb forms.	The student consistently writes grammatically correct simple and compound sentences with varied subjects and appropriate verb forms in independent writing.	Writes mostly correct simple and compound sentences; may have occasional grammatical errors.	Consistently writes grammatically correct simple and compound sentences using varied subjects and verb forms.	Writes correct sentences with variety and can identify and fix grammatical errors in their writing.
	2. Maintain consistent use of punctuation throughout a paragraph.	The student consistently uses appropriate punctuation throughout paragraphs without mixing punctuation styles or making inconsistent choices.	Uses punctuation consistently in most sentences; may have occasional inconsistencies within paragraphs.	Consistently maintains appropriate punctuation use throughout paragraphs.	Maintains consistent punctuation and can edit paragraphs to improve punctuation consistency.
	3. Apply consistent spelling patterns and rules in writing.	The student can apply common and newly taught spelling rules and patterns accurately in independent writing tasks.	Inconsistently applies basic spelling rules and patterns, often needing prompting or corrections.	Applies common spelling patterns and rules correctly in independent writing with occasional support.	Consistently and accurately applies a wide range of spelling rules and patterns across genres and unfamiliar vocabulary.

Skill	SSLO	Assessment Criteria	Towards Mastery	At Mastery	Mastery at Greater Depth
SPEAKING	1. Express opinions using simple sentences.	The student independently expresses personal opinions using clear, simple sentences during group discussions.	Expresses opinions with prompting; may state preferences rather than true opinions.	Independently expresses opinions using simple sentences during discussions.	Expresses clear opinions using simple sentences and sometimes gives a basic reason for their opinion.