



Grade 3

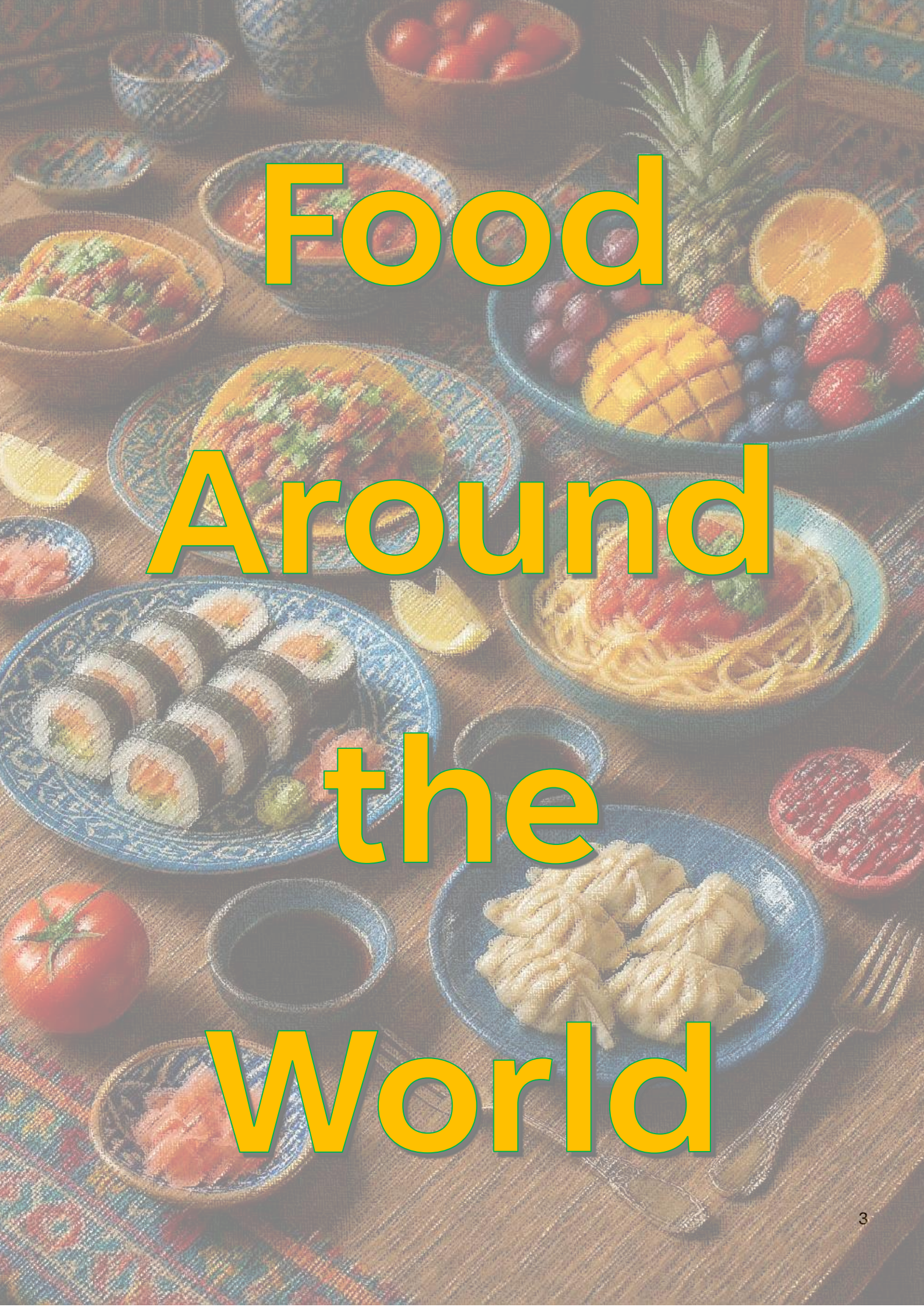
Week 7 – Term 2

Weekly Progress Checks

Progress Check Guide

TERM 2: Week 7

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 Vocabulary Development	LITERACY READINESS & READING	3.R.VD.5: Sort and classify words into more complex categories. 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.	Teacher –Go through one example with the whole class to support, if necessary. Stretch learners by asking them to think of more food from different countries around the world. In pairs, learners can create more word scrambles for their partner. Learners – Work through the tasks individually before checking with a partner. Fast finishers can think of more food from different countries around the world. In pairs, learners can create more word scrambles for their partner.	Vocabulary	4
PROGRESS CHECK 2 Reading	READING & LITERACY READINESS	3.R.RC.1: Answer literal and inferential questions using details from the text. 3.R.RC.4: Make predictions and confirm them using evidence from the text. 3.R.RC.5: Support answers with examples or details from the text. 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.	Teacher – Read through or invite a learner to read the text, addressing any unknown words. Allow learners to work through the tasks, monitoring and assisting where necessary. Learners - Work individually then compare answers with a partner. For all the 'False' statements, learners should give the correct statement.	Reading Text	5
PROGRESS CHECK 3 Language focus & Speaking	WRITING & SPEAKING & LISTENING	3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays. 3.SLOC.OLD.2: Add detail and clarity by using adjectives, adverbs, and prepositional phrases.	Teacher – Go through one question with the whole class, if necessary, to support learners with the task. Model an example on the board to show correct use of capital letters. Put learners in pairs or small groups for the speaking task, encouraging learners to use as much vocabulary as possible. Learners - Answer questions individually and check with a partner. Take turns to ask and answer questions using the speech bubbles to guide them.	Language focus & Speaking	6
PROGRESS CHECK 4 Writing	WRITING	3.W.SWU.4: Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting. 3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays. 3.W.WP.2: Draft and revise paragraphs that include topic sentences and relevant supporting details.	Teacher – Support learners by writing sentence starters on the board but try to allow learners to work freely at this stage. Learners - work in pairs or individually to complete their letter. When ready, share with a partner and compare.	Writing & Rubric	7



Food Around the World

VOCABULARY

3.R.VD.5: Sort and classify words into more complex categories.

3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.

A. Match the food to the country.

1. pasta	a. India
2. sushi	b. Italy
3. tacos	c. UAE
4. curry	d. Japan
5. shawarma	e. Mexico

B. Choose the correct word.

1. In Italy, people eat **tacos / pasta**.
2. In Japan, people eat **sushi / burgers**.
3. In the UAE, people eat **noodles / shawarma**.
4. In India, people eat **pizza / curry**.

C. Unscramble the letters to make delicious food!

1. atsap = _____
2. hisus = _____
3. osodnel = _____
4. socat = _____
5. rrycu = _____
6. grusreb = _____



READING

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

3.R.RC.4: Make predictions and confirm them using evidence from the text.

3.R.RC.5: Support answers with examples or details from the text.

3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.

Read the text.

Food Around the World

Food is different around the world. In Italy, people eat pasta. In Japan, people eat sushi. In Mexico, people eat tacos. In India, people eat curry. In the UAE, many people like shawarma.

These foods are tasty and special. People enjoy food with their family and friends. What's your favourite food?

A. Answer the questions.

1. What do people eat in Italy?
2. Which country eats sushi?
3. What food is popular in the UAE?
4. Are foods the same in every country?
5. Who do people enjoy food with?

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

- | | |
|---|-------|
| 1. In Mexico, people eat curry. | T / F |
| 2. In the UAE, many people like shawarma. | T / F |
| 3. Food is the same around the world. | T / F |
| 4. In Japan, people eat pasta. | T / F |



LANGUAGE FOCUS & SPEAKING

3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays.

3.SLOC.OLD.2: Add detail and clarity by using adjectives, adverbs, and prepositional phrases.

A. Circle the word that needs a capital letter.

1. i like food from italy.
2. my friend lives in japan.
3. we eat tacos in mexico.
4. people like shawarma in the uae.
5. you can eat curry in india.

B. Write the sentences with the correct capital letters.

1. people eat curry in india.

2. she likes sushi from japan.

3. my family lives in the uae.

C. Work with a partner. Take turns.

What do people eat
in _____?

In _____,
people eat _____.

WRITING

3.W.SWU.4: Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting.

3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays.

3.W.WP.2: Draft and revise paragraphs that include topic sentences and relevant supporting details.

Write a short paragraph about your favourite food.

Use this plan:

My favourite food is _____

It is from _____

I like to eat it with _____

Now Write Your Paragraph!

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Rubrics (MENs)

Term 2 – Week 7

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. Capitalise proper nouns including titles, geographic names, and holidays.	The student consistently capitalises titles (Mr., Mrs., Dr.), geographic names (countries, states, cities), and holidays in independent writing.	Capitalises most proper nouns; may need support with titles or less familiar geographic names.	Consistently capitalises proper nouns including titles, geographic names, and holidays.	Capitalises proper nouns correctly and can identify different categories of proper nouns.
	2. Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting.	The student independently selects and uses specific, precise vocabulary to enhance clarity and interest in their writing.	Uses some specific words with support; may rely on general vocabulary.	Independently chooses and uses more specific nouns, verbs, and adjectives in writing.	Uses specific vocabulary effectively and can explain how word choice makes writing better.
	3. Draft and revise paragraphs that include topic sentences and relevant supporting details.	The student independently writes and revises paragraphs with clear topic sentences and supporting details that relate to the main idea.	Drafts paragraphs with topic sentences and supporting details; revision may need support.	Independently drafts and revises paragraphs that include clear topic sentences and relevant supporting details.	Creates well-organised paragraphs and can revise to improve organisation and detail relevance.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
SPEAKING	Add detail and clarity by using adjectives, adverbs, and prepositional phrases.	The student independently uses adjectives, adverbs, and prepositional phrases to create detailed and clear oral communication.	Uses basic adjectives and adverbs with prompting; prepositional phrases may be limited or incorrect.	Independently uses adjectives, adverbs, and prepositional phrases to add detail and clarity to speech.	Uses adjectives, adverbs, and prepositional phrases consistently and can make simple sentences more interesting.