


Grade 3 Language Arts Curriculum Bundle 1

Title		Suggested Dates
Story Elements and Characterization		August 25-Sept. 11 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Literary elements help us understand the purpose of a story.	Why do we read books? Why is the time and place important to the story? How do characters change in a story? What causes a character to change in a story?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)	
Reading:			
3.2 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: 3.2B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;		Instructional Resources: Questioning from Scholastic What Good Readers Do Thick Questions Poster Thick Questions Poster	Learning Centers/Stations Resources: Rainbow Fish question cards Literature Question Cards Asking Thick Questions
3.3 Reading/Fluency. Students read grade-level text with fluency and comprehension. 3.3 Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<ul style="list-style-type: none"> • See DIBELS expectations (ELA ONLY) 	Instructional Resources: Teachers can use teacher chose or student self-selected books to check fluency.	Learning Centers/Stations Resources: Fluency Station Fluency Line Graph Oral Fluency Chart Word Speed Practice <ul style="list-style-type: none"> • Pgs. 89-94

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<p>3.7 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>3.7 Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.</p>	<p>TAKS-3.9F (see 3.5A)</p>	<p>Instructional Resources: Story Map Organizer</p> <p>Read Aloud Book <i>Aunt Isabel Makes Trouble</i>, By Kate Duke <i>Horace and Delores but Mostly Delores</i>, By James Howe <i>Horace and Morris Join the Chorus</i>, By: James Howe</p>	<p>Learning Centers/Stations Resources: Story Element Sort <ul style="list-style-type: none"> • Pgs. 13-17 Story Element Web <ul style="list-style-type: none"> • Pgs. 18-24 Story Grammar Yammer <ul style="list-style-type: none"> • Pgs. 24-26 General Reading Grid Reading Choice Grid 1 Reading Choice Grid 2 Ways to Love a Book Grid</p>
<p>3.8 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>3.8B describe the interaction of characters including their relationships and the changes they undergo;</p>	<p>TAKS-3.9F (see 3.5A)</p> <p>Note: TAKS-3.11H Analyze characters, including their traits, feelings, relationships, and changes Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources: Character Traits Chart Character Development Story Map Fiction Sharing Board</p> <p>Read Aloud Books: <i>Alexander, Who Used To be Rich Last Sunday</i>, Judith Voirst <i>Amazing Grace</i>, Judith Voirst <i>Day Jimmy’s Boa AteTthe Wash</i>, Trinka Hakes Noble <i>One Fine Day</i>, Nonny Hogrogian <i>Strega Nona</i>, Tomei de Paola</p> <p>Shared Reading <i>Harcourt TE 3.2</i> <i>Leah’s Pony pg. T254</i> <i>Ronald Morgan Goes to Camp</i></p>	<p>Learning Centers/Stations Resources: Character Read and Roll Character Characteristics <ul style="list-style-type: none"> • Pages 1-3 Character Inferring</p>
<p>3.11 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.</p> <p>3.11 Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and</p>		<p>Instructional Resources: Reading Marathons Reading is Thinking Mini Lessons Reading Rubric Individual Reading Conference</p>	<p>Learning Centers/Stations Resources:</p>

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<p>logical order (e.g., generate a reading log or journal; participate in book talks).</p>			
<p>Reading- Phonics</p>			
<p>3.1 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p> <p>3.1A (ELA) decode multisyllabic words in context and independent of context by applying common spelling patterns including:</p> <p>3.1A(i) (ELA) decode multisyllabic words in context and independent of context by applying common spelling patterns including: dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable)</p>		<p>Instructional Resources: Reading A to Z Phonics Lessons</p>	<p>Learning Centers/Stations Resources:</p>
<p><i>3.1 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></p> <p><i>3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.1F, 3.1G, 3.1H, 3.1I</i></p>	<p><i>This is a set of on-going SE's that will be taught throughout the year using the sequenced TEKS. The document is stored in each campus share folder.</i></p>	<p>Instructional Resources: See Phonics Sequence in campus share folder labeled: Phonics_Spelling_Sequence_campus</p>	
<p>Writing:</p>			

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<p>3.20 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>3.20B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);</p>	<p>Note: TAKS-4.15A write to express, [discover, record,] develop, reflect on ideas, and to problem solve</p>	<p>Instructional Resources: Writing Process Six Traits Posters Six Traits Poster Pack Paragraph Evaluation Black Evaluation Rubric</p>	<p>Learning Centers/Stations Resources:</p>
<p>3.20 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>3.20C write responses to literary or expository texts that demonstrate an understanding of the text.</p>	<p>Note: TAKS-4.15C write to inform such as to explain, describe, [report,] and narrate</p>	<p>Instructional Resources: Spokes</p>	<p>Learning Centers/Stations Resources: Literary Reactions Literature Response Questions ELA Construction Grid Third Grade Menus/Grids</p>
<p>Oral and Written Conventions:</p>			
<p>3.23 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>3.23A write legibly in cursive script with spacing between words in a sentence;</p>	<p>Including</p> <ul style="list-style-type: none"> • Use pencil grip, paper position, stroke and posture, and use correct letter formation, appropriate size, and spacing • Maintain a consistent and appropriate slant in cursive writing • Write two or more pages, using legible and neat cursive writing with appropriate spacing between words <p>Note: TAKS-4.16A write legibly by selecting cursive or manuscript as appropriate</p>	<p>Instructional Resources: <i>McGraw-Hill Language Arts Resource Book</i></p> <p>Basic Cursive Handwriting ABC Cursive Handwriting Super Teacher Worksheets</p>	<p>Learning Centers/Stations Resources:</p>

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<p>3.23 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>3.23B(i) use capitalization for: geographical names and places;</p>	<p>NOTE: Integrate with SS 3.3C</p> <p>Note: TAKS-4.16B capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation</p>	<p>Instructional Resources: Who Let the Caps Out(PISD ELA) Teacher created text from a passage previously read. Capitalization and Punctuation Grammar Book Capitalization Chart Capitalization Worksheet</p>	<p>Learning Centers/Stations Resources: Capitalization Game</p>
<p>3.23 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>3.23B(ii) use capitalization for: historical periods;</p>	<p>NOTE: Integrate with SS 3.3C</p>	<p>Instructional Resources: Who Let the Caps Out(PISD ELA) Teacher created text from a passage previously read. Capitalization and Punctuation Grammar Book Capitalization Chart</p>	<p>Learning Centers/Stations Resources: Capitalization Game</p>
<p>3.23 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>3.23B(iii) use capitalization for: official titles of people</p>		<p>Instructional Resources: Who Let the Caps Out(PISD ELA) Teacher created text from a passage previously read. Capitalization and Punctuation Grammar Book Capitalization Chart</p>	<p>Learning Centers/Stations Resources: Capitalization Game</p>
<p>3.23 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>3.23C(ii) recognize and use punctuation marks including: commas in series and dates;</p>	<p>Teacher Note: For PISD expectations, third grade is responsible for:</p> <ul style="list-style-type: none"> • Items in a series • Between day and year • Comma after the year • Greetings of a letter • Compound sentences • Separate 2 adjectives that modify the same noun 	<p>Instructional Resources: Writing Mini-Lesson: Punctuating with “because”</p> <p>Writing for Readers: Teaching Skills and Strategies in The Nuts and Bolts of Teaching Writing by Lucy Calkins pg. 104 (Peer Conferencing about Punctuation)</p> <p>Who Let the Caps Out (PISD ELA) scroll to 2.15 Teacher created text</p>	<p>Learning Centers/Stations Resources: Capitalization Game</p>

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		from a passage previously read. Do not include periods and capital letters Write Right! (PISD ELA) capitalization and punctuation peer editing	
Oral and Written Conventions-Spelling			
<p>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(ELA) 3.24A use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell</p> <p>3.24B(i), 3.24B(ii), 3.24B(iii), 3.24B(iv), 3.24B(v), 3.24B(vi) spell words with more advanced orthographic patterns and rules:</p> <p>3.24D spell words with common syllable constructions (e.g., closed, open, final stable syllable)</p>	<p><i>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the sequence of the Spelling Sequence listed in the resources and moving at an appropriate pace.</i></p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_Elem</p>	<p>Learning Centers/Stations Resources:</p>
<p><i>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></p> <p><i>3.24A(i), 3.24A(ii), 3.24A(iii), 3.24A(iv), 3.24A(v), 3.24A(vi)</i> <i>3.24B, 3.24C, 3.24E(i), 3.24E(ii), 3.24F, 3.24G, 3.24H, 3.24I, 3.24J</i></p>	<p><i>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the sequence of the Spelling Sequence listed in the resources and moving at an appropriate pace.</i></p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_Elem</p>	
<p>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>3.24C (ELA) spell high-frequency and compound words from a commonly used list</p>		<p>High Frequency (Fry Words) List</p>	

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Research:		
	TEACHER NOTE: will be introduced in Bundle 5	
Listening and Speaking:		
<p>3.29 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>3.29A listen attentively to speakers, ask relevant questions, and make pertinent comments;</p>	<ul style="list-style-type: none"> Students should listen to advanced texts read aloud (1-2 years above 3rd grade reading level) to develop vocabulary skills. 	<p>Making Meaningful Connections Active Listening Interactive Read Aloud</p>
<p>3.29 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>3.29B follow, restate, and give oral instructions that involve a series of related sequences of action.</p>		<p>Champs Charts</p>
<p>3.30A Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.</p> <p>3.30A Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>Health TEKS Correlation: 3.9 Personal / Interpersonal Skills. The student uses social skills in building and maintaining</p>		<p>Listening and Speaking Rubric</p>

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<p>healthy relationships. (A) demonstrate effective verbal and nonverbal communication</p>		
<p>3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. 3.31 Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. Health TEKS Correlation: 3.9 Personal / Interpersonal Skills. The student uses social skills in building and maintaining healthy relationships. (D) demonstrate effective listening skills</p>		<p>Making Meaningful Connections Active Listening Interactive Read Aloud</p>

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Figure 19- Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary Third Grade

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- (B) ask literal, interpretive, and evaluative questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize information in text, maintaining meaning and logical order; and
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.