

## Grade 3 Language Arts Curriculum Bundle 10



Title	Suggested Dates
Poetry	March 22-April 16 19 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Poetry plays an important role in our lives.	<p>How does figurative language enhance a poem’s effect on the audience?</p> <p>How are different types of poetry used to convey messages?</p> <p>How can word choice, point of view, and symbolism help students’ grasps a deeper meaning of poetry?</p>

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)	
<b>Reading:</b>			
<p><b>3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>3.4D identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and</p>	<p><b>Palindrome – is a word, phrase, or number that can be read in the same way in either direction</b></p> <ul style="list-style-type: none"> <li>• <i>SLA: trabalenguas, adivinanzas, palindromes: e.g., ojo, ama, eje, Ana.</i></li> </ul>	<p>Instructional Resources: <b>Suggested Read-Alouds:</b> <i>Alphabet Tongue Twisters by: room 18</i> <i>Six Sick Sheep by: Joanna Cole</i> <i>Very Long List of Tongue Twisters to Use with all Grades by: Scott Dan</i> <i>Sit on a Potato Pan, Otis!: More Palindromes by: Jon Agee</i></p> <p><a href="#">Tongue Twisters</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>3.6 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</b></p>	<p><b>TAKS-3.9F (see 3.5A)</b></p>	<p>Instructional Resources:</p> <p><a href="#">Poetry Brainstorming Organizer</a> <a href="#">Poetry Term Cards</a> <a href="#">Poetry Devices</a> <a href="#">Cinquain Poetry</a> <a href="#">Themed Poetry Collection</a></p>	<p>Learning Centers/Stations Resources:</p> <p><a href="#">Poetry Response Questions</a></p> <p><a href="#">Poetry Graphic Organizer</a></p> <p><a href="#">Poetry Writing Practice</a></p>

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Red- specificities

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<p>3.6 Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p>			<a href="#">Organizer</a>
<b>Reading- Phonics</b>			
<p><b>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:</b></p> <p>3.1B(iv) (ELA) use common syllabication patterns to decode words including: r-controlled vowels (e.g., fer-ment, car-pool)</p>		<p>Instructional Resources:</p> <p><a href="#">FCRR</a> P.023 “R” Caterpillars (note – these are one syllable words)</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: <b>Phonics_Spelling_Sequence_campus</b></p>	
<b>Writing:</b>			
<p><b>3.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b></p> <p>3.18B write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>		<p>Instructional Resources:</p> <p><a href="#">Haiku template</a> <a href="#">Phonics Alliteration template</a> <a href="#">Cinquain template</a> <a href="#">Ephrastic Poetry</a> (lesson plan)</p>	<p>Learning Centers/Stations Resources:</p> <p><a href="#">Create a Poetry Book</a></p>

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<p><b>3.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b></p> <p>3.18A write imaginative stories that build the plot to a climax and contain details about the characters and setting;</p>	<p><b>TEACHER NOTE:</b> This piece was started last Bundle and will continue this Bundle using the Writing Process.</p>	<p><a href="#">Fractured Fairy Tales</a> (lesson plan) <a href="#">Wilfrid Gordon McDonald Partridge</a> (lesson plan)</p>	
<p><b>3.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>3.17A, 3.17B, 3.17C, 3.17D, 3.17E The Writing Process TEKS</p>	<p><b>The Writing Process:</b> This should be an ongoing process during every bundle in which students are actively involved in the entire writing process. Students should be working through the process individually with the goal of periodically completing and publishing a finished piece of writing. Mini-lessons should focus on new skills and student needs.</p>	<p>Instructional Resources: See <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a> for resources</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>Oral and Written Conventions-Spelling</b></p>			
<p><b>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></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>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.</p>	<p>Instructional Resources: See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>

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<p><b><i>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b></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 <b>Phonics_Spelling_Sequence_Elem</b></p>	
<p><b>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>3.24C spell high-frequency and compound words from a commonly used list</p>		<p><b>High Frequency (Fry Words) List</b></p>	
<p><b>Research:</b></p>			
	<p><b>TEACHER NOTE:</b> All Research TEKS have been taught and are expected to be continued throughout the rest of the year on various topics.</p>		
<p><b>Listening and Speaking:</b></p>			
	<p><b>TEACHER NOTE:</b> All Listening and Speaking TEKS were introduced in Bundle 1 and are expected to be continued throughout the year.</p>		<p>Student can practice their speaking skills by choosing a poem to read aloud and share in class.</p> <p><a href="#">Poetry Read Aloud</a> (grading rubric)</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.

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