


## Grade 3 Language Arts Curriculum Bundle 11

Title	Suggested Dates
Communication	 April 19-May 7 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Communication comes in different forms.	How does communication impact society? How does the learner’s perception of communication affect understanding? How does your form of communicating with an audience change based on the setting?

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>			
<b>3.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>  3.16A understand how communication changes when moving from one genre of media to another;	<b>Such as:</b> <ul style="list-style-type: none"> <li>• Moving the students from print to a visual representation (movie) to listening (tape).</li> </ul>	Instructional Resources:  Photostory – see CIT	Learning Centers/Stations Resources:
<b>3.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>	<b>Such as:</b> <ul style="list-style-type: none"> <li>• The reason a stop sign is red.</li> <li>• Colors used can change the mood</li> </ul>	Instructional Resources:  <u><b>Suggestion</b></u> Bring in various (or pull up on online) advertisements. Have students analyze several for different design techniques that were used to catch a viewer’s attention.	Learning Centers/Stations Resources:

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Red- specificities

Green-Spanish only TEKS statements & specificities

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<p>3.16B explain how various design techniques used in media influence the message (e.g., shape, color, sound);</p>		<p>Create a chart identifying why some colors and shapes may be used more than others.</p>	
<p><b>3.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p> <p>3.16C compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).</p>		<p>Instructional Resources:</p> <p><b>Suggestion:</b> Use a Venn Diagram to compare and contrast an email to a friend and a web article (i.e. national geographic, time for kids etc...).</p> <p><a href="#">National Geographic</a> <a href="#">Time For Kids</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>Reading- Phonics</b></p>			
<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>(ELA) 3.1B(v) use common syllabication patterns to decode words including: vowel digraphs and diphthongs (e.g., ei-ther);</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>	
<p><b>Writing:</b></p>			

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<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:</p> <p>See <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a> for resources</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>3.21 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</b></p> <p>3.21 Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>	<p><b>Note:</b> TAKS-4.15A write to express, [discover, record,] develop, reflect on ideas, and to problem solve</p>	<p>Instructional Resources:</p> <p><a href="#">Graphic Organizer pages 13 and 14</a> <a href="#">Read, Write, Think Lesson</a></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:</p> <p>See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>
<p><b><i>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b></p> <p><b><i>3.24A(i), 3.24A(ii), 3.24A(iii), 3.24A(iv), 3.24A(v), 3.24A(vi)</i></b> <b><i>3.24B, 3.24C, 3.24E(i), 3.24E(ii), 3.24F, 3.24G,</i></b></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>	

Black – Original TEKS statements (considered ELA & SLA unless noted or italicized for SLA)

Red- specificities

Green-Spanish only TEKS statements & specificities

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<i>3.24H, 3.24I, 3.24J</i>			
<b>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b> 3.24C spell high-frequency and compound words from a commonly used list		High Frequency (Fry Words) List	
<b>Research:</b>			
	TEACHER NOTE: All Research TEKS have been taught and are expected to be continued throughout the rest of the year on various topics.		
<b>Listening and Speaking:</b>			
	TEACHER NOTE: All Listening and Speaking TEKS were introduced in Bundle 1 and are expected to be continued throughout the year.		
Previously taught TEKS to be reviewed and/or Extended			
<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>  3.17A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	.	Instructional Resources: <a href="#">Writing Process</a>  <a href="#">Books to teach Writing</a>  <a href="#">Six Traits Posters</a>  <a href="#">Six Traits Poster Pack</a>	Learning Centers/Stations Resources:
<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>		Instructional Resources: <a href="#">Writing Process</a>  <a href="#">Books to teach Writing</a>	Learning Centers/Stations Resources:

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<p>3.17B develop drafts by categorizing ideas and organizing them into paragraphs;</p>		<p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></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>3.17C revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p>	<p>Note: TAKS-4.19D revise drafts for coherence, progression, and logical support of ideas</p>	<p>Instructional Resources: <a href="#">Writing Process</a></p> <p><a href="#">Books to teach Writing</a></p> <p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></p> <p><a href="#">Paragraph Evaluation Rubric</a></p>	<p>Learning Centers/Stations Resources:</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>3.17D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;</p>	<p>Note: TAKS-4.19C revise selected drafts by adding, elaborating, deleting, combining, and rearranging text</p> <p>Note: TAKS-4.19E edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice</p>	<p>Instructional Resources: <a href="#">Writing Process</a></p> <p><a href="#">Books to teach Writing</a></p> <p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></p> <p><a href="#">Paragraph Evaluation Rubric</a></p>	<p>Learning Centers/Stations Resources:</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>3.17E publish written work for a specific audience.</p>	<p>Note: TAKS-4.19H proofread his/her own writing and that of others</p>	<p>Instructional Resources: <a href="#">Writing Process</a></p> <p><a href="#">Books to teach Writing</a></p> <p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></p> <p><a href="#">Paragraph Evaluation Rubric</a></p>	<p>Learning Centers/Stations Resources:</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.