


Grade 3 Language Arts Curriculum Bundle 2

Title		Suggested Dates
Story Elements and Characterization		Sept. 14-Oct. 2 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Literary elements help us understand the purpose of a story.	<p>Why do we read books?</p> <p>Why is the time and place important to the story?</p> <p>How do characters change in a story? What causes a character to change in a story?</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)	
Reading:			
<p><i>SLA ONLY</i></p> <p>3.1 Reading/Beginning Reading Skills/Phonics. <i>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>3.1H use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas).</i></p>	<ul style="list-style-type: none"> • <i>Two or more small words are joined together and form a compound word with a new meaning.</i> • <i>Verbo + Sustantivo= guardaborsque</i> • <i>Sustantivo +Adjetivo= boquiabierto</i> • <i>Adverbio + Verbo= maltratar</i> • <i>Sustantivo + Sustantivo= compraventa</i> • <i>Adjetivo + Adjetivo= agridulce</i> • <i>Otros como números: doscientos</i> 	<p>Instructional Resources:</p> <p>El Sabelotodo, pg. 18</p>	
<p>3.2 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>3.2A use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to</p>		<p>Instructional Resources:</p> <p>Before and After Reading Activities Interactive Read Aloud</p>	<p>Learning Centers/Stations Resources:</p>

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Grade 3 Language Arts Curriculum Bundle 2

<p>make and confirm predictions</p>			
<p>3.2 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>3.2C establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>	<p>Including :</p> <ul style="list-style-type: none"> • For enjoyment (narrative/literary and expository text) • For information (expository text, directions, and instructions) • To appreciate the writer’s craft • To discover models for his/her own writing • Self-directed and teacher-directed purposes consciously chosen and articulated by either the teacher or student (i.e., the student knows why he/she is reading and can orally express that purpose) <p>Teacher notes: Students should be able to choose the type of strategy used based on the type of text being read.</p>	<p>Instructional Resources:</p> <p>Reading Comprehension Checklist “Fix Up” Strategies Questions While Reading</p>	<p>Learning Centers/Stations Resources:</p>
<p>3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>3.4C identify and use antonyms, synonyms, homographs, and homophones</p> <p><i>SLA: 3.4C identify and use antonyms, synonyms, homographs, and homophones (e.g., tubo, tuvo)</i></p>	<ul style="list-style-type: none"> • Homophones – words that sound the same, but spelled differently Ex: sea, see bare, bear • Homographs – words that are spelled the same, but different meanings (multiple meaning words) (Will be taught in Bundle 6) Ex: present, raise, band <p>Note: TAKS-3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example by sorting, classifying, and identifying related words)</p> <p>Note: Homographs will be taught in Bundle in 6</p>	<p>Instructional Resources:</p> <p>The following text can be used to identify synonyms and antonyms.</p> <p><i>Abigail Adams</i>, Angela Osborne <i>My Great Aunt Arizona</i>, Gloria Houston</p> <p>Note: There are many text that can be used during read aloud to teach synonyms and antonyms.</p>	<p>Learning Centers/Stations Resources:</p> <p>FCRR:Synonym Dominoes Pgs. 8-12 FCRR: Opposites Attract Pgs 13-23 FCRR: Synonym & Antonym Connections Pgs. 24-30 FCRR: Homophone Hunt Pgs. 37-47</p>
<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>TAKS-3.9F (see 3.5A)</p>	<p>Instructional Resources:</p> <p>Story Map Organizer</p> <p>Read Aloud <i>Flora’s Surprise</i>, By Debu Giori <i>Owen</i>, By Kevin Henkes <i>The Black Snowman</i>, By Phil</p>	<p>Learning Centers/Stations Resources:</p> <p>Story Element Sort • Pgs. 13-17 Story Element Web • Pgs. 18-24</p>

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Grade 3 Language Arts Curriculum Bundle 2

<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><i>Mendez Ira Says Goodbye, By Bernard Waber</i></p> <p>Shared Reading <i>Harcourt TE 3.1 Officer Buckle and Gloria pg. T266</i></p>	<p>Story Grammar Yammer</p> <ul style="list-style-type: none"> • Pgs. 24-26
<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</i> <i>Last Sunday</i>, Judith Voirist <i>Amazing Grace</i>, Judith Voirist <i>Day Jimmy’s Boa AteThe Wash</i>, Trinka Hakes Noble <i>One Fine Day</i>, Nonny Hogrogian <i>Strega Nona</i>, Tomei de Paola <i>Big Al</i>, Andrew Clements</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:</p> <p>Character Read and Roll Character Characteristics</p> <ul style="list-style-type: none"> • Pages 1-3 <p>General Reading Grid Reading Choice Grid 1 Reading Choice Grid 2 Ways to Love a Book Grid</p>
Reading- Phonics			
<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(ii) (ELA) decode multisyllabic words in context and independent of context by applying common spelling patterns including: doubling final consonants when adding an ending (e.g., hop to hopping);</p>		<p>Instructional Resources:</p> <p>Reading A to Z Phonics Lessons</p>	<p>Learning Centers/Stations Resources:</p>

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Grade 3 Language Arts Curriculum Bundle 2

<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>3.1B(iii) (ELA) use common syllabication patterns to decode words including: final stable syllable (e.g., puz-zle, con-trac-tion);</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>3.1E (ELA) monitor accuracy in decoding</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>			
<p>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:</p> <p>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);</p>	<p>TEACHER NOTE: In this Bundle you will begin the writing process with pre-writing and drafting and will continue the process in Bundle 3. The students are expected to continue to use the Writing Process throughout the year on various writing pieces.</p>	<p>Instructional Resources: Writing Process Books to Teach Writing Six Traits Posters Six Traits Poster Pack The Structure of the Writers Workshop</p>	<p>Learning Centers/Stations Resources: Writing Evaluation</p>

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Grade 3 Language Arts Curriculum Bundle 2

<p>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:</p> <p>3.17B develop drafts by categorizing ideas and organizing them into paragraphs;</p>	<p>TEACHER NOTE: In this Bundle you will begin the writing process with pre-writing and drafting and will continue the process in Bundle 3. The students are expected to continue to use the Writing Process throughout the year on various writing pieces.</p>	<p>Instructional Resources: Writing Process Books to Teach Writing Six Traits Posters Six Traits Poster Pack</p>	<p>Learning Centers/Stations Resources:</p>
<p>3.19 Writing. Students write about their own experiences.</p> <p>3.19 Students are expected to write about important personal experiences.</p>	<p>Note: TAKS-4.15E exhibit an identifiable voice in personal narratives and in stories</p>	<p>Instructional Resources: Personal Narrative Topics (this form is for having students brainstorm ideas) Writing Process Books to Teach Writing Six Traits Posters Six Traits Poster Pack</p>	<p>Learning Centers/Stations Resources: ELA Construction Grid Third Grade Menus/Grids</p>
<p>Oral and Written Conventions:</p>			
<p>3.22 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>3.22A(ii) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: nouns (singular/plural, common/proper);</p> <p><i>3.22 A (ii)nouns (singular/plural, common/proper);</i></p>	<p><i>nouns (singular/plural, common/proper);</i></p> <p>Teacher Note: For PISD expectations, third grade is responsible for:</p> <ul style="list-style-type: none"> • Singular/plural – book/books • Common/proper – city/Pflugerville • Irregular plural – child/children 	<p>Singular and Plural Nouns Advanced Plural and Singular Nouns Nouns Powerpoint</p>	
<p><i>3.22 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></p> <p><i>3.22 A (iv)articles (un, una, lo, la, el, los, las);</i></p>	<p><i>3.22 A (iv)articles (un, una, lo, la, el, los, las);</i></p>		

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<p>3.22 Oral and Written Conventions/Conventions. <i>Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></p> <p><i>3.22D SLA identify, read and write abbreviations (e.g., Ave., Dra., Atte.).</i></p>	<p><i>ELA:</i> <i>Teacher Note:</i> <i>For PISD expectations, third grade is responsible for:</i></p> <ul style="list-style-type: none"> • <i>Abbreviations for Mr. Mrs. Ms.</i> • <i>Abbreviations for Mt., Ft., St., Blvd., Ave.</i> 	<p>Abbreviation Book Note: Only use specificities for PISD when making book</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>3.23D use correct mechanics including paragraph indentations</p>	<p><i>SLA: use correct mechanics including paragraph indentations or "sangrias."</i></p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p> <p>Paragraph Evaluation Form</p>
<p>Oral and Written Conventions-Spelling</p>			
<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>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 Phonics_Spelling_Sequence_Elem</p>	<p>Learning Centers/Stations Resources:</p>

Grade 3 Language Arts Curriculum Bundle 2

<p><i>3.24 Oral and Written Conventions/Spelling.</i> <i>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>	
<p>Research:</p>			
	<p>TEACHER NOTE: will be introduced in Bundle 5</p>		
<p>Listening and Speaking:</p>			
	<p>TEACHER NOTE: All Listening and Speaking TEKS were introduced in Bundle 1 and are expected to be continued throughout the year.</p>		
<p>Previously taught TEKS to be reviewed and/or Extended</p>			
	<p>None</p>		

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Page 7 of 8

Last Date Modified: 10/20/2009

Grade 3 Language Arts Curriculum Bundle 2

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.