

Grade 3 Curriculum Bundle 3



Title	Suggested Dates
Narrative Text	Oct. 5-23 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Showing an understanding of text is important for readers.	How does talking with others help a reader better understand texts? How do we use text features to better understand text?

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>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>3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.1F, 3.1G, 3.1H, 3.1I</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>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(iii) decode multisyllabic words in context and independent of context by applying common spelling patterns including: changing the final "y" to "i" (e.g., baby to babies)</p>			

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Red- *specificities*

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Grade 3 Curriculum Bundle 3

<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>3.8A sequence and summarize the plot's main events and explain their influence on future events;</p>	<p>TAKS-3.9F (see 3.5A)</p> <p>Including writing and identifying best summary that includes: Students should be able to produce a summary (3-5 sentences)</p> <ul style="list-style-type: none"> • the main idea of the passage, • multiple, accurate details that support that main idea, and • details that come from the beginning, middle, and end of the passage, to include the problem and solution. <p>TAKS Note: Sometimes the test will give students one to three sentences of the summary and ask “Which sentence(s) best complete(s) the summary?”</p> <p>Note: TAKS-3.9C Retell (or act out the order of) important events in stories. Note: TAKS-3.9H Produce summaries of text selections Note: TAKS-3.11I Identify the importance of the setting to a story's meaning Note: TAKS-3.11J Recognize the story problem(s) or plot Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources:</p> <p><u>Read Aloud</u> <i>Alexander Who Used To Be Rich Last Sunday</i>, Judith Voirst <i>Bringing the Rain to Kapiti Plain</i>, Verna Aardema <i>The Cake That Mack Ate</i>, Rose Robart <i>The Frog Prince Continued</i>, Jon Scieszka <i>Pancakes, Pancakes</i>, Eric Carle <i>The Rough Face Girl</i>, Rafe Martin <i>Roxaboxen</i>, Alice McLerran <i>The Sweetest Fig</i>, Chris Van Allsburg</p> <p><u>Summary Lessons</u></p> <ul style="list-style-type: none"> • Poster 	<p>Learning Centers/Stations Resources:</p> <p>Reading Story Board</p> <ul style="list-style-type: none"> • Rubric <p>Flow Map Foldable</p> <ul style="list-style-type: none"> • Blackline Master <p>Student Online Activity (note students will need to create a log-in but can return later)</p>
<p>3.10 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> <p>3.10 Students are expected to identify language that creates a graphic visual experience and appeals to the senses.</p>	<p>TAKS-3.9F (see 3.5A)</p> <p>Such as:</p> <ul style="list-style-type: none"> • Being able to create a mental image based on the author's word choice or language. 	<p>Instructional Resources:</p> <p><u>Read Aloud</u> <i>Fly Away Home</i>, Eve Bunting <i>Uncle Willie and the Soup Kitchen</i>, Dyanne Ryan- Dysalvo <i>Smoky Night</i>, Eve Bunting <i>Toad</i>, Ruth Brown <i>Abuela</i>, Arthur Dorros <i>Fireflies</i>, Julie Brinkloe <i>The Seashore Book</i>, Charlotte Zolotow</p>	<p>Learning Centers/Stations Resources:</p> <p>Student Online Activity (note students will need to create a log-in but can return later)</p>

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		Read Think Write Lesson Draw Aloud Organizer Visualizing Lesson	
Writing:			
<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>3.17C revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p>	<p>TEACHER NOTE: This is a continuation of the piece started in Bundle 3. This TEK is ongoing throughout the year used on various pieces written.</p> <p>Note: TAKS-4.19D revise drafts for coherence, progression, and logical support of ideas</p>	<p>Instructional Resources: Writing Process Books to Teach Writing Six Traits Posters Six Traits Poster Pack Paragraph Evaluation Rubric</p>	<p>Learning Centers/Stations Resources:</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>3.17D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;</p>	<p>TEACHER NOTE: This is a continuation of the piece started in Bundle 3. This TEK is ongoing throughout the year used on various pieces written.</p> <p>Note: TAKS-4.19C revise selected drafts by adding, elaborating, deleting, combining, and rearranging text 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: Writing Process Books to Teach Writing Six Traits Posters Six Traits Poster Pack Paragraph Evaluation Rubric</p>	<p>Learning Centers/Stations Resources:</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>3.17E publish written work for a specific audience.</p>	<p>TEACHER NOTE: This is a continuation of the piece started in Bundle 3. This TEK is ongoing throughout the year used on various pieces written.</p> <p>Note: TAKS-4.19H proofread his/her own writing and that of others</p>	<p>Instructional Resources: Writing Process Books to Teach Writing Six Traits Posters Six Traits Poster Pack Paragraph Evaluation Rubric</p>	<p>Learning Centers/Stations Resources:</p>

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Oral and Written Conventions			
<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(i) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (past, present, and future);</p> <p><i>3.22 A (i) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);</i></p>	<p><i>SLA: regular and irregular verbs(past, present, future, and perfect tenses in the indicative mode); SLA: e.g., verbo irregular estar: yo estuve(past), yo estoy(present), yo estare(future),he estado (perfect present indicative).</i></p> <p>Teacher Note: For PISD expectations, third grade is responsible for:</p> <ul style="list-style-type: none"> • Helping and auxiliary verbs • Action verbs • Present tense – I am glad to accept your offer. • Past tense – He didn’t find the book. • Future tense – She will be a successful doctor. • Plural verbs – s and es 	<p>Verb Race</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(iii) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);</p> <p><i>SLA: e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel);</i></p> <p><i>3.22 A (iii)adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel);</i></p>	<p>Teacher Note: For PISD expectations, third grade is responsible for:</p> <ul style="list-style-type: none"> • Descriptive including – which one, what kind, how many • Regular positive, comparative, superlative (short, shorter, shortest) • Article usage – difference between a and an <p>Note: TAKS-4.18D use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.</p>	<p>Read, Write, Think Lesson</p> <p>Adjective Lessons</p>	

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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>	
Research:			
	<p>TEACHER NOTE: will be introduced in Bundle 5</p>		

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Page 5 of 6

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Grade 3 Curriculum Bundle 3

Listening and Speaking:		
	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		
	None	

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.