

Grade 3 Language Arts Curriculum Bundle 4



Title	Suggested Dates
Expository Text	Oct. 26-Nov. 13 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Understanding informational texts is an important part of life.	<p>How do we use text features to better understand text?</p> <p>How can representing text in different ways lead to a better understanding?</p> <p>Why is it important to learn how to use different resources?</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>3.2 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p>3.2B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;</p>			
<p>3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>3.4E alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p>	<p>Note: TAKS-3.8C Use resources and references such as beginners dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words</p>	<p>Instructional Resources:</p> <p>Students can use classroom dictionaries to look up words, in addition students can use textbook glossaries to find words as well.</p>	<p>Learning Centers/Stations Resources:</p> <p>Dictionary Word Sort</p>

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<p>3.13 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>3.13A identify the details or facts that support the main idea;</p>	<p>TAKS-3.9F (see 3.5A)</p> <p>Note: TAKS-3.9C Retell (or act out the order of) important events in stories. Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources: Note: You can use your Social Studies and Science text to teach these skills. As well as nonfiction text from your classroom/campus library.</p> <p>Main Idea Lesson (Literacy Leader)</p> <p>Just the Facts Pgs. 38-40 Keys to the Main Idea Pgs. 41-43 Main Idea Highlights Pg. 47 Classic Classifying Pgs. 48-49</p>	<p>Learning Centers/Stations Resources:</p>
<p>3.13 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>3.13C identify explicit cause and effect relationships among ideas in texts;</p>	<p>TAKS-3.9F (see 3.5A)</p> <p>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources:</p> <p>Suggested Text <i>Harcourt TE 3.2</i> <i>A Bookworm Who Hatched</i> pg. T104 <i>Across the Stream</i>, Mirra Ginsburg <i>The Big Fat Worm</i>, Nancy Van Laan <i>A New Coat for Anna</i>, Harriet Ziefert</p>	<p>Learning Centers/Stations Resources:</p> <p>FCRR: Cause and Effect Match pages 63-67</p>
<p>3.13 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>3.13D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text</p>	<p>TAKS-3.9F (see 3.5A)</p> <p>Including:</p> <ul style="list-style-type: none"> • Reading maps and charts in the text. 	<p>Instructional Resources:</p> <p>Suggested Text <i>Handbook of Forest Floors</i> <i>Earthworms Underground</i> (Note: Use text that have lots of features i.e. charts, graphs subtitles etc...) Expository Text Structure Pgs. 35-37</p>	<p>Learning Centers/Stations Resources:</p> <p>General Reading Grid Reading Choice Grid 1 Reading Choice Grid 2 Ways to Love a Book Grid</p>

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<p>3.15 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>3.15B locate and use specific information in graphic features of text.</p>	<p>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources: Reading the Research Pgs. 50-52</p>	<p>Learning Centers/Stations Resources:</p>
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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>3.1B(i) (ELA) use common syllabication patterns to decode words including: closed syllable (CVC) (e.g., mag-net, splen-did);</p>		<p>Instructional Resources: Reading A to Z Phonics Lessons</p>	<p>Learning Centers/Stations Resources:</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>3.1B(ii) (ELA) use common syllabication patterns to decode words including: open syllable (CV) (e.g., ve-to);</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>	
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>The Writing Process: 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</p>	<p>Instructional Resources: See Bundle 2, and Bundle 3 for resources</p>	<p>Learning Centers/Stations Resources: ELA Construction Grid Third Grade Menus/Grids</p>

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<p>3.17A, 3.17B, 3.17C, 3.17D, 3.17E The Writing Process TEKS</p>	<p>and publishing a finished piece of writing. Mini-lessons should focus on new skills and student needs.</p> <p>TEACHER NOTE: Use this Bundle to finish personal narrative if needed.</p>		
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>3.22B use the complete subject and the complete predicate in a sentence;</p>	<p>Teacher Note: For PISD expectations, third grade is responsible for:</p> <ul style="list-style-type: none"> • Simple sentences determine the subject and predicate. • Compound sentences determine the subject and predicate. When the subject is connected by and: Ex: She and I are members of the committee. 	<p>Instructional Resources: School-Home Links School-Home Links subject and predicate School-Home Links Predicate</p>	<p>Learning Centers/Stations Resources:</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>3.22C use complete simple and compound sentences with correct subject-verb agreement.</p>	<p>3.22C use complete simple and compound sentences with correct subject-verb agreement.</p> <p>Teacher Note: For PISD expectations, third grade is responsible for:</p> <ul style="list-style-type: none"> • Singular and compound sentences • Compound sentences determine the subject and predicate. When the subject is connected by and: Ex: She and I are members of the committee <p>Note: TAKS-4.18B write in complete sentences, varying the types such as compound and complex to match meanings and purposes</p>	<p>Instructional Resources: Sentence Scramble</p>	<p>Learning Centers/Stations Resources:</p>
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>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 Phonics_Spelling_Sequence_Elem</p>	<p>Learning Centers/Stations Resources:</p>

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<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>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), 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 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 style="text-align: center;">Previously taught TEKS to be reviewed and/or Extended</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>TEACHER NOTE: This TEK is on-going throughout the year and can be used with any text. (i.e. reader's response journals)</p> <p>Note: TAKS-4.15C write to inform such as to explain, describe, [report,] and narrate</p>		<p>Reading the Research Pgs. 50-52</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.