

Grade 3 Language Arts Curriculum Bundle 5



Title	Suggested Dates
Research and Author's Purpose	Nov. 16-Dec. 4 12 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
<p>Research will be used throughout life. Every author has a reason to write.</p>	<p>What makes a source credible? How does research strengthen comprehension and awareness of the world around us? How can an author's experiences influence the way they write?</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>3.1 <i>Reading/Beginning Reading Skills/Phonics.</i> <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>3.12 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>3.12 Students are expected to identify the topic and locate the author's stated purposes in writing</p>	<p>TAKS-3.9F (see 3.5A)</p> <ul style="list-style-type: none"> • For enjoyment (narrative/literary and expository text) • For information (expository text, directions, and instructions) • To entertain or appreciate the writer's craft • To discover models for his/her own writing • To convince and persuade 	<p>Instructional Resources: Persuade, Inform, Entertain Sort Pgs. 81-85 Authors Purpose Chart</p> <p>Suggested Resource: Note: Choose a variety of text</p>	<p>Learning Centers/Stations Resources: Authors Purpose Online Activity Authors Purpose Bookmark</p>

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<p>the text.</p>	<ul style="list-style-type: none"> • To advertise • To express • To record <p>Note: TAKS-3.11A Distinguish different forms of texts including lists, newsletters, and signs and the functions they serve</p>	<p>including read-aloud text, newspapers, magazine articles, non-fiction. Read text aloud or independently to determine authors purpose.</p> <p>Authors Purpose Organizer Pg. 6 Determining Authors Purpose Org. Pg. 3</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: TAKS-3.9F (see 3.5A)</p> <p>3.13A identify the details or facts that support the main idea;</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>General Reading Grid Reading Choice Grid 1 Reading Choice Grid 2 Ways to Love a Book Grid</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: TAKS-3.9F (see 3.5A)</p> <p>3.13B draw conclusions from the facts presented in text and support those assertions with textual evidence; Note: TAKS-3.9J Distinguish fact from opinion in various texts, including news stories and advertisements</p>			
<p>3.14 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.</p> <p>3.14 Students are expected to identify what the author is trying to persuade the reader to think or do.</p>	<p>TAKS-3.9F (see 3.5A) Note: TAKS-3.12J Describe how the author’s perspective or point of view affects the text</p>	<p>Instructional Resources:</p> <p><u>Suggested Resource</u> Choose text such as an advertisement to identify the authors intended purpose.</p> <p>Identifying Persuasive Text</p>	<p>Learning Centers/Stations Resources:</p>

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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>3.17A, 3.17B, 3.17C, 3.17D, 3.17E The Writing Process TEKS</p>	<p><i>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 and publishing a finished piece of writing. Mini-lessons should focus on new skills and student needs.</i></p> <p><i>TEACHER NOTE: This is on-going with reader's response journals and will be done through research/note-taking in this Bundle.</i></p>	<p>Instructional Resources:</p> <p>See Bundle 2, and Bundle 3 for resources</p> <p>Writing Process Books to teach Writing Six Traits Posters Six Traits Poster Pack Rubrics for assessing writing</p>	<p>Learning Centers/Stations Resources:</p> <p>ELA Construction Grid Third Grade Menus/Grids</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(v) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases <i>3.22A(vi) SLA: prepositions and prepositional phrases;</i></p>	<p>Note: TAKS-4.18D use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise Note: TAKS-4.18E use prepositional phrases to elaborate written ideas</p>	<p>Instructional Resources:</p> <p>Adverb Lesson</p>	<p>Learning Centers/Stations Resources:</p> <p>Grammar Blast</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(viii) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: time-order transition words and transitions that indicate a conclusion; <i>3.22 A (ix) SLA time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último);</i></p>		<p>Instructional Resources:</p> <p>Suggested Resource: The following resource is meant for grades 4-5, however it can be adapted for third graders.</p> <p>Transition words and phrases lesson</p>	<p>Learning Centers/Stations Resources:</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_campus</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 spell high-frequency and compound words from a commonly used list</p>		<p>High Frequency (Fry Words) List</p>	
Research:			
<p>3.25 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>3.25A generate research topics from personal</p>	<p>TEACHER NOTE: This Bundle is dedicated to Author's Purpose and Research. You may choose to research different authors and how their experiences influence the way they write.</p>	<p>Big6 Research Process (See campus librarian)</p> <p>Big6 Research Materials Big6 Research Process Research Paper Organizer Checklist for Writing</p>	

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<p>interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;</p>		<p>Evaluate Your Research Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian)</p>	
<p>3.25 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>3.25B generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p> <p>Reading the Research Pgs. 50-52</p>	
<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26A follow the research plan to collect information from multiple sources of information, both oral and written, including:</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p> <p>Reading the Research Pgs. 50-52</p>	
<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26A(i) follow the research plan to collect information from multiple sources of information, both oral and written, including: student-initiated surveys, on-site inspections, and interviews</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p> <p>Reading the Research Pgs. 50-52</p>	

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<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26A(ii) follow the research plan to collect information from multiple sources of information, both oral and written, including: data from experts, reference texts, and online searches;</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing</p> <p>Evaluate Your Research</p> <p>Reading the Research Pgs. 50-52</p>	
<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26A(iii) follow the research plan to collect information from multiple sources of information, both oral and written, including: visual sources of information (e.g., maps, timelines, graphs) where appropriate</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p> <p>Reading the Research Pgs. 50-52</p>	
<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26B use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p> <p>Reading the Research Pgs. 50-52</p>	
<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26C take simple notes and sort evidence into provided categories or an organizer;</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p>	

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<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26D identify the author, title, publisher, and publication year of sources;</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p>	
<p>3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to</p> <p>3.26E differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian) Research Paper Organizer Checklist for Writing Evaluate Your Research</p>	
<p>3.27 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.</p> <p>3.27 Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>		<p>Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian)</p> <p>Research Paper Organizer Checklist for Writing Evaluate Your Research</p>	
Listening and Speaking:			
	<p>TEACHER NOTE: All Listening and Speaking TEKS were introduced in Bundle 1 and are expected to be continued throughout the year.</p>	<p>Listening and Speaking Rubric Making Meaningful Connections Active Listening Interactive Read Aloud</p>	
Previously taught TEKS to be reviewed and/or Extended			
<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</p>	<p>TAKS-3.9F (see 3.5A) 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><u>Suggested Resources</u></p> <p>Character Traits Chart Character Development Story Map Fiction Sharing Board Character Read and Roll Character Characteristics</p>

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including their relationships and the changes they undergo;			▪ Pages 1-3
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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.