

Grade 3 Language Arts Curriculum Bundle 6

Title	Suggested Dates
Research Writing and Cause/Effect	Dec. 7-Dec. 18 10 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
<p>Research will be used throughout life. Cause influences effect.</p>	<p>How can a student learn through productions and displays such as oral and written? How does the topic of research affect the way it is presented to the audience? How do changes transform people, places, and things? (cause and effect) How do readers and writers use cause and effect to understand what they read?</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>General Reading Grid Reading Choice Grid 1 Reading Choice Grid 2 Ways to Love a Book Grid</p>
<p>3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>3.4B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs</p>	<p><i>(SLA: vino-la bebida; vino-del verbo venir)</i></p> <ul style="list-style-type: none"> • Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence <p>Note: TAKS-3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning</p>	<p>Instructional Resources:</p> <p>Read Aloud Text <i>My Sea Otter Report</i>, Kevin Beals</p> <ul style="list-style-type: none"> • Lesson Plan <p>Learning Centers/Stations Resources: FCRR: Homophone Hunt Pgs. 37-47 FCRR: Homograph</p>

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	<ul style="list-style-type: none"> • Homographs – words that are spelled the same, but different meanings (multiple meaning words) (Will be taught in Bundle 6) Ex: present, raise, band Note: TAKS-3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example by sorting, classifying, and identifying related words) 		Hitch Pgs. 48-54
<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>3.8C identify whether the narrator or speaker of a story is first or third person.</p>	<p>TAKS-3.9F (see 3.5A) Such as:</p> <ul style="list-style-type: none"> • Describing how the point of view effects the story • How would the story be different if the point of view changed? 	<p>Instructional Resources: First, Second, Third Person Overview</p> <p>Note: Choose text told from a variety of viewpoints and identify who is telling the story. You can teach this TEK through pronouns as well.</p> <p>Suggested Text <i>Luka's Quilt</i>, Georgia Guback <i>Bully</i>, Janine Amos <i>Coat of Many Colors</i>, Dolly Parton</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>TAKS-3.9F (see 3.5A)</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>Reading- Phonics:</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(i) (ELA) use common syllabication patterns to decode words including: closed syllable (CVC) (e.g., mag-net, splen-</p>		<p>Reading A to Z Phonics Lessons</p>	

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did);			
<p>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:</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>3.20 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>3.20A(i) create brief compositions that: establish a central idea in a topic sentence;</p>	<p>Note: TAKS-4.15C write to inform such as to explain, describe, [report,] and narrate</p>	<p>Instructional Resources: Interest Research Organizer</p> <p>Super Three (See Campus Librarian) Big Six (See Campus Librarian)</p>	<p>Learning Centers/Stations Resources:</p> <p>Research Paper Organizer Checklist for Writing Evaluate Your Research Reading the Research Pgs. 50-52</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>3.20A(ii) create brief compositions that: include supporting sentences with simple facts, details, and explanations;</p>	<p>3.20A(ii) create brief compositions that: include supporting sentences with simple facts, details, and explanations; Note: TAKS-4.15C write to inform such as to explain, describe, [report,] and narrate</p>	<p>Instructional Resources: 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>Learning Centers/Stations Resources:</p> <p>ELA Construction Grid Third Grade Menus/Grids</p>

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<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>3.20A(iii) create brief compositions that: contain a concluding statement;</p>	<p>Note: TAKS-4.15C write to inform such as to explain, describe, [report,] and narrate</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>3.17 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>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.</p>	<p>Instructional Resources: See Bundle 2, and Bundle 3 for resources</p>	<p>Learning Centers/Stations Resources:</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(vii) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: coordinating conjunctions (e.g., and, or, but); <i>3.22A(viii) SLA: coordinating conjunctions (e.g., y, o, pero);</i></p>		<p>Instructional Resources: Coordinating Conjunctions Lessons Lesson 1 Lesson 2 Lesson 3</p>	<p>Learning Centers/Stations Resources:</p>

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<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>Transition Words and Phrases</p>	<p>Learning Centers/Stations Resources:</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>
<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>	

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<p>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>3.24E (ELA) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);</p>			
Research:			
<p>3.28 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.</p> <p>3.28 Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</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 Reading the Research Pgs. 50-52</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>		

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Previously taught TEKS to be reviewed and/or Extended

<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>3.8 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.</p>	<p>Text Structure Frames</p> <p>Text Resources</p> <p><i>The Rough Face Girl</i>, Martin Rafe</p> <p><i>Moss Gown</i>, Williams Hooks</p>	<p>Simple Summary Activity</p> <ul style="list-style-type: none"> • Pgs. 104-106 <p>Sum Summary</p> <ul style="list-style-type: none"> • Pgs. 107-112 <p>Retell a Story</p> <ul style="list-style-type: none"> • Pgs. 30-31 <p>Retell Ring</p> <ul style="list-style-type: none"> • Pgs. 27-29

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	<p>Note: TAKS-3.9H Produce summaries of text selections</p> <p>Note: TAKS-3.11I Identify the importance of the setting to a story's meaning</p> <p>Note: TAKS-3.11J Recognize the story problem(s) or plot</p> <p>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</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</p> <p><i>Harcourt TE 3.2</i></p> <p><i>A Bookworm Who Hatched</i> pg. T104</p> <p><i>Across the Stream</i>, Mirra Ginsburg</p> <p><i>The Big Fat Worm</i>, Nancy Van Laan</p> <p><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>

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.