

Grade 3 Language Arts Curriculum Bundle 7



Title	Suggested Dates
Drawing Conclusions and Inferences	Jan. 5-Jan. 29 16 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Good readers make inferences based on what they read.	How do use their schema or personal connections help readers make inferences? How do readers make inferences based on what they read?

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>3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>3.4A identify the meaning of common prefixes (e.g., in-, dis-, <i>SLA: e.g., ex-, des-</i>) and suffixes (e.g., -full, -less, <i>SLA: e.g., -era, -oso</i>), and know how they change the meaning of roots;</p>	<ul style="list-style-type: none"> • Determines the meaning of words with the prefixes de-, dis-, non-, and , un-, re-, pre- • Determines the meaning of words with the suffixes less, -ment, or, and -tion. Uses prefixes and suffixes to divide words into syllables (e.g., dis/like, joy/ful) • Identify the root word, and use prefix and suffix to determine the meaning of the word <p><i>SLA: prefijos incluyendo des-, in/im-, re-, pre- y sufijos incluyendo -ría, -mente, -ción</i></p>	<p>Instructional Resources:</p> <p>Suggested Text <i>Harcourt TE 3.1</i> <i>Arthur Writes a Story</i>, pg. T12 <i>Chickens Aren't the Only Ones</i>, Ruth Heller <i>Read Anything Good Lately</i>, Susan Allen</p>	<p>Learning Centers/Stations Resources:</p> <p>Affix Match Pgs. 72-74</p> <p>Spin A Word</p>
<p>3.6 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>3.6 Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p>	<p>TAKS-3.9F (see 3.5A)</p>	<p>Instructional Resources:</p> <p>Poetry Brainstorming Organizer Poetry Term Cards Poetry Devices Cinquain Poetry Themed Poetry Collection</p>	<p>Learning Centers/Stations Resources:</p> <p>Poetry Response Questions</p> <p>Poetry Graphic Organizer</p> <p>Poetry Writing Practice Organizer</p>

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Grade 3 Language Arts Curriculum Bundle 7

<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:</p> <p>3.13B draw conclusions from the facts presented in text and support those assertions with textual evidence</p>	<p>TAKS-3.9F (see 3.5A)</p> <p>Note: TAKS-3.9J Distinguish fact from opinion in various texts, including news stories and advertisements</p>	<p>Instructional Resources:</p> <p>Suggested Text <i>Harcourt TE 3.2</i> <i>A Bookworm Who Hatched</i> pg. T104 <i>Why Do Mosquitoes Buzz in Peoples Ears</i>, Verna Aardema (lesson) <i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett (lesson) <i>Too Many Tamales</i> by Gary Soto (lesson) <i>Blueberries for Sal</i>, Robert McCloskey <i>Stellaluna</i>, Janell Cannon <i>Emma’s Vacation</i>, David McPhail</p> <p>Proficient Readers and Writers Inference Visual Aid Making Inferences Organizer</p>	<p>Learning Centers/Stations Resources:</p> <p>FCRR: Incredible Inferences pages 72-80 Inference Record Form FCRR: Fact or Opinion Football, pages 56-62</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>			

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Grade 3 Language Arts Curriculum Bundle 7

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(iv) (ELA) decode multisyllabic words in context and independent of context by applying common spelling patterns including: using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p>	<p>Note: TAKS-3.5D Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words</p>	<p>Reading A to Z Phonics Lessons</p>	<p>Affix Match Pgs. 72-74</p>
<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>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>3.1D identify and read contractions (e.g., I'd, won't)</p>			<p>Contraction Bingo Pgs. 1-7</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>3.17A, 3.17B, 3.17C, 3.17D, 3.17E</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-</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>

Black – Original TEKS statements (considered ELA & SLA unless noted or *italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 3 of 7

Last Date Modified: 10/20/2009

Grade 3 Language Arts Curriculum Bundle 7

<p>The Writing Process TEKS</p>	<p>lessons should focus on new skills and student needs.</p> <p>TEACHER NOTE: This is on-going with reader's response journals.</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(iv) (ELA) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbs (e.g., time: before, next; manner: carefully, beautifully);</p> <p><i>3.22 A (v) adverbs (e.g., time: luego, antes; manner: cuidadosamente);</i></p>	<p>Note: TAKS-4.18D use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise</p> <p>TAKS-4.18E use prepositional phrases to elaborate written ideas</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>3.23C(i) recognize and use punctuation marks including: apostrophes in contractions and possessives;</p>	<p>Teacher Note:</p> <p>For PISD expectations, third grade is responsible for:</p> <ul style="list-style-type: none"> • Singular possessive • Contractions including – I'm, don't, isn't, I'll, didn't, couldn't, wouldn't, shouldn't, won't, there's, it's <p><i>(NOT SLA)</i></p> <p>Note: TAKS-4.18G write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i></p>	<p>Yo! Yes? (lesson plan, punctuation)</p> <p>Grammar Practice – can be used for daily practice.</p>	
<p>Oral and Written Conventions-Spelling</p>			

Grade 3 Language Arts Curriculum Bundle 7

<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_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) 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>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>3.24F (ELA) spell complex contractions (e.g., should've, won't);</p>	<p>Note: TAKS-4.18G write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i></p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p> <p>Contraction Bingo Pgs. 1-7</p>
<p>Research:</p>			

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- *specificities*

Green-Spanish only *TEKS statements & specificities*

Page 5 of 7

Last Date Modified: 10/20/2009

Grade 3 Language Arts Curriculum Bundle 7

	TEACHER NOTE: All Research TEKS have been taught and are expected to be continued throughout the rest of the year on various topics.	
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		
<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) 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>Character Traits Chart Character Development Story Map Fiction Sharing Board</p> <p>Read Aloud Books: <i>Owen</i>, Kevin Henkes <i>The Quilt Story</i>, Tony Johnston <i>The Recess Queen</i>, Alexis O’Neill</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>Character Read and Roll Character Characteristics</p> <ul style="list-style-type: none"> • Pages 1-3

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;

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Grade 3 Language Arts Curriculum Bundle 7

- (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.