

Grade 3 Language Arts Curriculum Bundle 8



Title	Suggested Dates
Tall Tales, Myths, and Legends	Feb. 1-Feb. 19 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Tall tales, myths, and legends are a part of our American cultural experience.	How does exaggeration make a piece of writing entertaining? How are tall tales, myths, and legends similar? How are tall tales, myths, and legends different?

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>3.5 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>3.5A paraphrase the themes and supporting details of fables, legends, myths, or stories;</p>	<p>Note: TAKS-3.7B Read from a variety of genres for pleasure and to acquire information from both print and electronic sources Note: TAKS-3.11C Recognize the distinguishing features of familiar genres including stories, poems and informational text.</p> <ul style="list-style-type: none"> • Include finding the main idea and the supporting details surrounding the main idea <p>Note: TAKS-3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions</p>	<p>Instructional Resources:</p> <p>Suggested Read Alouds</p> <p>Read, Write, Think Lesson for Tall Tales</p> <p>Tall Tales Webquest</p> <p>Features of Myths</p> <p>Myths, Legends, Folk tales, and Fables</p>	<p>Learning Centers/Stations Resources:</p> <p>FCRR C.001 Character Characteristics C.002 Compare-A-Character C.009 Retell-A-Story</p> <p>FCRR C.030 Simple Summary C.031 Sum Summary!</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>3.5 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>3.5B compare and contrast the settings in myths and traditional folktales.</p>	<p>Note: TAKS-3.7B Read from a variety of genres for pleasure and to acquire information from both print and electronic sources Note: TAKS-3.11C Recognize the distinguishing features of familiar genres including stories, poems and informational text. TAKS-3.9F (see 3.5A) Including:</p> <ul style="list-style-type: none"> • Discuss the setting and its importance to the story’s meaning • Discuss what would happen if the setting changed, how would it affect the story’s meaning? <p>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources:</p> <p>Myths, Legends, Folk tales, and Fables</p> <p>Suggested Read Alouds</p>	<p>Learning Centers/Stations Resources:</p> <p>FCRR</p> <p>C.001 Character Characteristics C.002 Compare-A-Character C.009 Retell-A-Story C.010 Compare-A-Story</p> <p>Story Board with Setting</p>
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>3.1C (ELA) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);</p>		<p>Reading A to Z</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>	

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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>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>TEACHER NOTE: This is on-going with reader’s response journals.</p>	<p>Instructional Resources:</p> <p>See Bundle 2, and Bundle 3 for resources</p> <p>Note: Students can conduct research and write a Biography Report on a person of interest.</p>	<p>Learning Centers/Stations Resources:</p> <p>ELA Construction Grid Third Grade Menus/Grids</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>3.22A(vi) (ELA) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: possessive pronouns (e.g., his, hers, theirs);</p> <p><i>3.22 A (vii) possessive pronouns (e.g., su, sus, mi, mis, suyo);</i></p>	<p>Note: TAKS-4.18D use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise TAKS-4.18E use prepositional phrases to elaborate written ideas</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:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</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>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p><i>3.24A(i), 3.24A(ii), 3.24A(iii), 3.24A(iv), 3.24A(v), 3.24A(vi)</i> 3.24B, 3.24C, 3.24E(i), 3.24E(ii), 3.24F, 3.24G, 3.24H, 3.24I, 3.24J</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>3.24G (ELA) use print and electronic resources to find and check correct spellings</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>Research:</p>			
	<p>TEACHER NOTE: All Research TEKS have been taught and are expected to be continued throughout the rest of the year on various topics.</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>			

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<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 <i>(SLA: vino-la bebida; vino-del verbo venir)</i></p>	<p>Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence Note: TAKS-3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning</p>		
<p>3.7 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>3.7 Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.</p>	<p>TAKS-3.9F (see 3.5A)</p>	<p>Examining Elements (Read, Think, Write) lesson</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) Including writing and identifying best summary that includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students should be able to produce a summary (3-5 sentences) <input type="checkbox"/> the main idea of the passage, <input type="checkbox"/> multiple, accurate details that support that main idea, and <input type="checkbox"/> 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</p>	<p>Suggested Text <i>Train to Somewhere</i>, Eve Bunting <i>Smoky Night</i>, Eve Bunting <i>Dear Mr. Falkner</i>, Patricia Pollaco</p> <p>Teacher Note To teach this TEK you can pull a variety of fiction text that have strong characters. The teacher should ask a variety of inference questions.</p> <p>Ex: Based on what happened hear. What do you think _____ will do next time this happens?</p> <p>Story Stew (lesson)</p>	<p>Inference Record Form</p>

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	<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>Plot Mini Lessons</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: TAKS-3.9F (see 3.5A)</p> <p>3.8B describe the interaction of characters including their relationships and the changes they undergo;</p>	<p>Note: TAKS-3.11H Analyze characters, including their traits, feelings, relationships, and changes</p> <p>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>Alexander, Who Used To be Rich Last Sunday</i>, Judith Voirist <i>Amazing Grace</i>, Judith Voirist <i>Day Jimmy's Boa AteThe Wash</i>, Trinka Hakes Noble <i>One Fine Day</i>, Nonny Hogrogian <i>Strega Nona</i>, Tomei de Paola</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
<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.</p> <p>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</p>	<p>Instructional Resources:</p> <p>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>

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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.