

## Grade 3 Language Arts Curriculum Bundle 9



Title	Suggested Dates
Biography and Autobiography/Review	Feb. 22-March 12 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Biographies and autobiographies are good ways to learn about others.	How does your life compare/differ from the person studied? How are people transformed through their relationships with others?

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)	
<b>Reading:</b>			
<p><b>3.9 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</b></p> <p>3.9 Students are expected to explain the difference in point of view between a biography and autobiography</p>	<p><b>TEACHER NOTE: Integrate with Social Studies Bundle 8 titled – Nonfiction Heroes Build Community. A suggestion is to choose biographies based on people listed in the Social Studies TEKS.</b></p> <p><b>TAKS-3.9F (see 3.5A)</b></p> <p><b>Note: TAKS-3.9I Represent text information in different ways, including story maps, graphs, and charts</b></p>	<p>Instructional Resources:</p> <p><b><u>Suggested Text</u></b> Visit you campus library and choose biographies and autobiographies to read as a class. <b>Suggestion:</b> February is Black History Month this would be a good Social Studies connection.</p> <p><b><u>Engaged Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Create criteria charts for autobiography and biography (i.e. what are the characteristics of a biography).</li> <li>• Choose a <a href="#">Venn Diagram</a> to compare and contrast the characteristics of a autobiography and a biography.</li> <li>• Students can compare &amp;contrast the differences in what people</li> </ul>	<p>Learning Centers/Stations Resources: <a href="#">Biography Maker</a></p> <p><b>Social Studies Connection:</b> Students can create at timeline of either their life or the life of a chosen person using the following resource.</p> <p><a href="#">Timeline Tool</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson Plan</a></li> </ul>

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Red- specificities

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		write about themselves vs. what how others view them.	
Reading- Phonics			
<p><b>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:</b></p> <p>3.1A(v) (ELA) decode multisyllabic words in context and independent of context by applying common spelling patterns including: using knowledge of derivational affixes (e.g., -de, -ful, -able);</p>	<p><b>Note: TAKS-3.5D Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words</b></p>	<p><a href="#">FCRR</a> V.010 Affix Match V.011 Affix Action V.014 Root-A-Word</p>	
<p><b><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></b></p> <p><b><i>3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.1F, 3.1G, 3.1H, 3.1I</i></b></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: <b>Phonics_Spelling_Sequence_campus</b></p>	

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Writing:			
<p><b>3.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b></p> <p>3.18A write imaginative stories that build the plot to a climax and contain details about the characters and setting;</p>	<p><b>TEACHER NOTE:</b> You may choose to begin this process piece after the March administration of the TAKS test. This TEK is continued into the next Bundle.</p> <p>Note: TAKS-4.15D write to entertain such as to compose [humorous poems or] short stories</p>	<p>Instructional Resources:</p> <p><a href="#">Write a Tall Tale Story</a></p> <p>Using a read aloud as a Springboard to writing (Read, Think, Write)</p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson Plan</a></li> </ul>	<p>Learning Centers/Stations Resources:</p>
<p><b>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:</b></p> <p>3.17A, 3.17B, 3.17C, 3.17D, 3.17E The Writing Process TEKS</p>	<p><b>The Writing Process:</b> 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:</p> <p>See <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a> for resources</p>	<p>Learning Centers/Stations Resources:</p>
Oral and Written Conventions-Spelling			
<p><b>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></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>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 <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>

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3.24D spell words with common syllable constructions (e.g., closed, open, final stable syllable)			
<p><b><i>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b></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 <b>Phonics_Spelling_Sequence_Elem</b></p>	
<p><b>3.24 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>3.24C spell high-frequency and compound words from a commonly used list</p>		<p><b>High Frequency (Fry Words) List</b></p>	<p><b>FCRR</b>  <a href="#">Compound Word Trivia</a>            pgs. 61-71   <a href="#">Compound Concentration</a>            • Pgs. 317-323</p>
<b>Research:</b>			
	<p><b>TEACHER NOTE:</b> All Research TEKS have been taught and are expected to be continued throughout the rest of the year on various topics.</p>		
<b>Listening and Speaking:</b>			
	<p><b>TEACHER NOTE:</b> All Listening and Speaking TEKS were introduced in Bundle 1 and are expected to be continued throughout the year.</p>		
<b>Previously taught TEKS to be reviewed and/or Extended</b>			
<p><b>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:</b></p>	.	<p>Instructional Resources:  <a href="#">Writing Process</a>   <a href="#">Books to teach Writing</a></p>	<p>Learning Centers/Stations Resources:</p>

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<p>3.17A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p>		<p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></p>	
<p><b>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:</b></p> <p>3.17B develop drafts by categorizing ideas and organizing them into paragraphs;</p>		<p>Instructional Resources: <a href="#">Writing Process</a></p> <p><a href="#">Books to teach Writing</a></p> <p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>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:</b></p> <p>3.17C revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p>	<p>Note: TAKS-4.19D revise drafts for coherence, progression, and logical support of ideas</p>	<p>Instructional Resources: <a href="#">Writing Process</a></p> <p><a href="#">Books to teach Writing</a></p> <p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></p> <p><a href="#">Paragraph Evaluation Rubric</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>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:</b></p> <p>3.17D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;</p>	<p>Note: TAKS-4.19C revise selected drafts by adding, elaborating, deleting, combining, and rearranging text</p> <p>Note: TAKS-4.19E edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice</p>	<p>Instructional Resources: <a href="#">Writing Process</a></p> <p><a href="#">Books to teach Writing</a></p> <p><a href="#">Six Traits Posters</a></p> <p><a href="#">Six Traits Poster Pack</a></p> <p><a href="#">Paragraph Evaluation Rubric</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>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:</b></p>	<p>Note: TAKS-4.19H proofread his/her own writing and that of others</p>	<p>Instructional Resources: <a href="#">Writing Process</a></p> <p><a href="#">Books to teach Writing</a></p>	<p>Learning Centers/Stations Resources:</p>

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3.17E publish written work for a specific audience.		<a href="#">Six Traits Posters</a> <a href="#">Six Traits Poster Pack</a> <a href="#">Paragraph Evaluation Rubric</a>	
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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.