

Wylie ISD Curriculum

Subject Area	English/Language Arts	Bundle #:	1
Grade/Level	3 rd Grade	Weeks:	1
Overview			
fiction/nonfiction visualization cursive handwriting			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
3.7 Reading/Variety of Texts. The student reads widely for different purposes in varied sources	Read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3).	Including locating/recalling explicit information from the text (fact-based reading) and using electronic text	
3.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	3.4A Use vocabulary to describe clearly ideas, feelings, and experiences (K-3).		
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11B Distinguish fiction from nonfiction, including fact and fantasy (K-3).	Including: <ul style="list-style-type: none"> • that narrative that is written and may be realistic but did not actually happen • Non-fiction is text about events that actually happened • Fantasy is make-believe and could not have really happened (as compared with fiction, which <u>could</u> have actually happened) • Compare elements of the story structure to informational structures (definitions, examples, chronological) 	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3)	<ul style="list-style-type: none"> • Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“) 	
(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as	3.15A Gain <i>more proficient control of all aspects of penmanship</i> (3).	<ul style="list-style-type: none"> • Uses pencil grip, paper position, stroke and posture, and uses correct letter formation, appropriate size, and spacing 	

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<p>capitalization and penmanship to communicate clearly. The student is expected to:</p>		<ul style="list-style-type: none"> • Maintains a consistent and appropriate slant in cursive writing • Writes two or more pages, using legible and neat cursive writing with appropriate spacing between words
<p>(16) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>3.16A Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).</p>	

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Subject Area	English/Language Arts	Bundle #:	2
Grade/Level	3 rd Grade	Weeks:	2
Overview			
recognize and analyze story, plot, setting, problem resolution cursive handwriting Write Traits (Ideas) Capitalization of cities, states, and countries			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11I Identify the importance of the setting to a story's meaning (1-3).	Recognize Setting of a Text or Portion of a Text <ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ historical time/period ○ calendar/clock time • Place <ul style="list-style-type: none"> ○ real ○ imaginary <u>Recognize the Purpose/Significance of Setting</u> <ul style="list-style-type: none"> • to establish or develop a unique plot line 	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11J Recognize the story problem(s) or plot (1-3).	<ul style="list-style-type: none"> • Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.” 	
(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:	3.14A Write to record ideas and reflections (K-3).		
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	3.18A Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3).		

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<p>(5)Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).</p>	<p>Including:</p> <ul style="list-style-type: none">• cities• states• countries
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Subject Area	English/Language Arts	Bundle #:	3
Grade/Level	3 rd Grade	Weeks:	3
Overview			
compare/contrast recognize and analyze story, plot, setting, problem resolution syllables Write Traits (Ideas) capitalization of books, magazines, and newspapers cursive handwriting			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9G Identify similarities and differences across texts including in topics, characters, and themes	(when obvious and appropriate) (3). Including comparing and contrasting: <ul style="list-style-type: none"> • Identifying two to three comparisons using a Venn diagram <u>Examples</u> Comparison/contrast of characters or texts: <ul style="list-style-type: none"> • What is one difference between the sultan and the king? • How are the (two characters) alike? <i>TAKS Note: All of the items available for analysis ask to compare/contrast elements within a single text. The emphasis is predominantly comparing characters.</i>	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11I Identify the importance of the setting to a story's meaning (1-3).	Recognize Setting of a Text or Portion of a Text <ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ historical time/period ○ calendar/clock time • Place <ul style="list-style-type: none"> ○ real ○ imaginary <u>Recognize the Purpose/Significance of Setting</u> <ul style="list-style-type: none"> • to establish or develop a unique plot line 	

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		<ul style="list-style-type: none"> • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to influence the reader’s perceptions/reactions of events/characters <p>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</p>
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11J Recognize the story problem(s) or plot (1-3).	<ul style="list-style-type: none"> • Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”
(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:	3.15B Use capitalization and punctuation	<p>Including:</p> <ul style="list-style-type: none"> • Titles of books • Magazines • Newspapers
(16) Writing/spelling. The student spells proficiently. The student is expected to:	3.16H Use resources to find correct spellings, synonyms, and replacement words (1-3).	<p>Including:</p> <ul style="list-style-type: none"> • Dictionary • Thesaurus • Dictionary of Synonyms <p>Using the replacement words in composition</p>

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Subject Area	English/Language Arts	Bundle #:	4
Grade/Level	3 rd Grade	Weeks:	4
Overview			
analyze characters prefixes Write Traits (Ideas) capitalization of movies, song titles, and TV shows cursive handwriting			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10) Reading/literary response. The student responds to various texts. The student is expected to:	3.10C Support interpretations or conclusions with examples drawn from text (2-3).	Including: Identifying accurate, connected text evidence to: <ul style="list-style-type: none"> • Analyze and Draw Conclusions About Characters/Motivation • Analyze and Draw Conclusions About Characters/Traits • Analyze and Draw Conclusions about Characters/Conflict • Analyze and Draw Conclusions About Characters/Changes They Undergo • Analyze and Draw Conclusions About Setting • Analyze and explain cause/effect relationships • Compare/Contrast literary elements such as characters TAKS Note: Release test items generally asked “which idea/sentence shows that...” And support those responses with accurate, connected text evidence. TAKS Note: <ul style="list-style-type: none"> • Multiple Choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text 	

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		<p>evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question)</p> <ul style="list-style-type: none"> • open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text
<p>(11) Reading/Text Structures/Literary Concepts. The student analyzes the characteristics of various types of texts</p>	<p>3.11D Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story] or comparing story variants (2-8).</p>	<p>Including answering questions to:</p> <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes within a single text. <p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p> <p>Note: Bracketed TEKS are expectations for student learning but they are not assessed on TAKS.</p>
<p>(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p>	<p>3.11H Analyze characters including their traits, feelings, relationships, and changes (1-3).</p>	<p>How the reader knows about the character (characterization)</p> <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and indirectly (e.g. Explanatory words in

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		<p>quotations)</p> <ul style="list-style-type: none"> • Other characters’ reactions to the character • Reader’s own experience <p>(warning: this cannot be used on TAKS)</p>
(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	3.5D Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3).	<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)
(5)Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.	3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).	<p>Including:</p> <ul style="list-style-type: none"> • Movies • Song titles • TV Shows
(16) Writing/spelling. The student spells proficiently. The student is expected to:	3.16D Write with more proficient use of orthographic patterns and rules Such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e and changing y to i (3). Identifies the silent h after g and silent w after s in words (e.g., ghost, answer) and the silent h at the beginning of words (e.g., honor)	

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Subject Area	English/Language Arts	Bundle #:	5
Grade/Level	3 rd Grade	Weeks:	5
Overview			
analyze characters suffixes Write Traits (Organization) Capitalization of abbreviations (Mr., Mrs., months, days, Ft., Mt., St., Blvd, and Ave.)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(11) Reading/Text Structures/Literary Concepts. The student analyzes the characteristics of various types of texts	3.11D Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story] or comparing story variants (2-8).	<p>Including answering questions to:</p> <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes within a single text. <p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p> <p>Note: Bracketed TEKS are expectations for student learning but they are not assessed on TAKS.</p>	
(10) Reading/literary response. The student responds to various texts. The student is expected to:	3.10C Support interpretations or conclusions with examples drawn from text (2-3).	<p>Including:</p> <p>Identifying accurate, connected text evidence to:</p> <ul style="list-style-type: none"> • Analyze and Draw Conclusions About Characters/Motivation • Analyze and Draw Conclusions About 	

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		<p>Characters/Traits</p> <ul style="list-style-type: none"> • Analyze and Draw Conclusions about Characters/Conflict • Analyze and Draw Conclusions About Characters/Changes They Undergo • Analyze and Draw Conclusions About Setting • Analyze and explain cause/effect relationships • Compare/Contrast literary elements such as characters <p>TAKS Note: Release test items generally asked “which idea/sentence shows that...” And support those responses with accurate, connected text evidence.</p> <p>TAKS Note:</p> <ul style="list-style-type: none"> • Multiple Choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question) • open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text
<p>(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p>	<p>3.11H Analyze characters including their traits, feelings, relationships, and changes (1-3).</p>	<p>How the reader knows about the character (characterization)</p> <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about the character

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		<ul style="list-style-type: none"> • What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations) • Other characters’ reactions to the character • Reader’s own experience (warning: this cannot be used on TAKS)
<p>(5) Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).</p>	<p>Including: Abbreviations</p> <ul style="list-style-type: none"> • Mr./Mrs. • Months, days • Ft., Mt., St., Blvd., Ave.
<p>(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</p>	<p>3.5D Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3).</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)

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Subject Area	English/Language Arts	Bundle #:	6
Grade/Level	3 rd Grade	Weeks:	6
Overview			
Sequencing/Retelling Synonyms Write Traits (Organization) Begin first published writing: Write to express and reflect <u>Tornado</u> , Byers Capitalization of letters (greeting, salutation of a letter, 1 word closing (Sincerely,), multiple word closing (Yours truly,))			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9C Retell or act out the order of important events in stories (K-3).	<ul style="list-style-type: none"> • Recalls literal details found explicitly in the text (sequence events that detail major events in history) • Identifies Main Idea of Entire Expository Passage (e.g., what the passage is mainly/about?) • Identifies Main Idea of a Single or Multiple Paragraph(s) in Narrative and Expository Text • Supports A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <p>TAKS Note: <i>The vast majority of questions that give a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions provide the main idea in the question and then ask students to choose an answer that supports that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan</i></p>	

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		<i>because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, "Why did this happen?"</i>
(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	Including: <ul style="list-style-type: none"> • Identifies synonyms for words in context at the third grade level • Identifies antonyms for words in context at the third grade level Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence
(5) Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.	3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).	Including: Capitalization of letters <ul style="list-style-type: none"> • greeting, salutation of a letter • One word closing (Sincerely,) • multiple word closing (Yours truly,)
(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:	3.14A Write to record ideas and reflections (K-3).	Including journals to reflect ideas and responses to text
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	3.18A Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3).	(see writing purposes/text structures/forms)
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	3.18B Develop drafts (1-3).	(see writing purposes/text structures/forms)
(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:	3.19A Identify the most effective features of a piece of writing with criteria generated by the teacher and class (1-3).	(see writing purposes/text structures/forms)
(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:	3.19D Use published pieces as models for writing (2-3).	(see writing purposes/text structures/forms) *The teacher will allow more time on objectives:

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Subject Area	English/Language Arts	Bundle #:	7
Grade/Level	3 rd Grade	Weeks:	7
Overview			
<p>Main idea/ use graphic organizers to represent information</p> <p>antonyms</p> <p>connect ideas and themes</p> <p>Write Traits (Organization)/ revise compositions</p> <p><u>Tornado</u>, Byers</p> <p>capitalization of seasons</p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	3.4C Retell a spoken message by summarizing or clarifying (K-3).	<p>Such as:</p> <ul style="list-style-type: none"> • summarizing what the message was mostly about, including important details • Retelling in his or her own words the critical information in nonfiction selections, including important details • Summarizing a short oral presentation or story after listening to it 	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9C Retell or act out the order of important events in stories (K-3).	<p>At every grade level students will read increasingly complex and sophisticated narrative and expository texts in all of the following ways:</p> <p>Including:</p> <ul style="list-style-type: none"> • Recalls literal details found explicitly in the text (sequence events that detail major events in history) • Identifies Main Idea of Entire Expository Passage (e.g., what the passage is mainly/about?) • Identifies Main Idea of a Single or Multiple Paragraph(s) in Narrative and Expository Text • Supports A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning 	

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		<p>TAKS Note: <i>The vast majority of questions that give <u>a main idea in the question and then ask which statement support that main idea</u> are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</i></p>
<p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>3.9I Represent text information in different ways including <u>story maps, graphs, and charts</u> (2-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Identifying the Main Idea, • Sequencing of Events.
<p>(10) Reading/literary response. The student responds to various texts. The student is expected to:</p>	<p>3.10D Connect ideas and themes across texts (1-3).</p>	<p>Including:</p> <p style="text-align: center;"><u>Make Connections Across Texts</u></p> <p>Connect Ideas:</p> <ul style="list-style-type: none"> • "In this selection, in what way does Grandpa Delgado feel connected to the old barn?" • "Why was the Inuit bear hunter mentioned in both the announcement and the story?" • “A common idea throughout this article is the importance of —“ <p>Connect sign/message to plot:</p> <ul style="list-style-type: none"> • "Read the four protest signs below." And then "Which of these signs would most likely have been carried by a member of the Friends of the Everglades?" <p style="text-align: center;"><u>Compare or Contrast Across Texts</u></p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> • "The newspaper article and Lisa’s report both tell about —" • "An idea present in both selections is —" • “One idea found in both of these stories is that people can be —“

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		<ul style="list-style-type: none"> • “An idea present in both articles is —“ <p>Compare Characters:</p> <ul style="list-style-type: none"> • "How is Sete different from his friends?" • How is the first woman who is questioned in ‘The Sultan’s Pearls’ like the first man who is questioned in ‘The King’s Gold’?” <p>Compare Events:</p> <ul style="list-style-type: none"> • "According to the article, how was Douglas’s career as a journalist similar to her attending college?" <p>Compare Themes:</p> <ul style="list-style-type: none"> • "Which of these is a theme in both selections?" • “A theme found in both articles is —“ <p>and support the conclusions with text evidence [and/or personal experience]</p> <p>TAKS Note: In 3rd grade, this student expectation is <u>not</u> tested using paired text. The comparisons are <u>within</u> the text.</p>
<p>(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p>	<p>3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Identifies synonyms for words in context at the third grade level • Identifies antonyms for words in context at the third grade level <p>Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence.</p>
<p>(5) Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Capitalization of seasons.
<p>(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:</p>	<p>3.14A Write to record ideas and reflections (K-3).</p>	<p>Including journals to reflect ideas and responses to text</p>

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Subject Area	English/Language Arts	Bundle #:	8
Grade/Level	3 rd Grade	Weeks:	8
Overview			
main idea; summaries; multiple meaning words; Publish 1 st composition; <u>Tornado</u> , Byers; Review capitalization			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9C Retell or act out the order of important events in stories (K-3).	<p>At every grade level students will read increasingly complex and sophisticated narrative and expository texts in all of the following ways:</p> <p>Including:</p> <ul style="list-style-type: none"> • Recalls literal details found explicitly in the text (sequence events that detail major events in history) • Identifies Main Idea of Entire <u>Expository</u> Passage (e.g., what the passage is mainly/about?) • Identifies Main Idea of a Single or Multiple Paragraph(s) in Narrative and Expository Text • Supports A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <p>TAKS Note: <i>The vast majority of questions that give a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions</i></p>	

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		<p><i>in Objective 4. TAKS questions provide the main idea in the question and then ask students to choose an answer that supports that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</i></p>
<p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>3.9H Produce summaries of text selections (2-3).</p>	<p>Including writing and identifying best summary that includes all of the following:</p> <ul style="list-style-type: none"> • 2-4 sentences • the main idea of the passage, • multiple, important, accurate details that support the main idea, and • details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage) <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>(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</p>	<p>3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • using a dictionary entry to determine the meaning of the word as it is used in text • using context clues from the entire text to determine the meaning of the word <p>Note: “Word substitution” does not work on TAKS. All words in the answer choices will fit the grammar/syntax of the sentence.</p>
<p>(8) Reading/vocabulary development. The student develops an extensive vocabulary.</p>	<p>3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for</p>	<p>Including:</p> <ul style="list-style-type: none"> • Identifies synonyms for words in context at

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<p>The student is expected to:</p>	<p>example, by sorting, classifying, and identifying related words) (3).</p>	<p>the third grade level</p> <ul style="list-style-type: none"> • Identifies antonyms for words in context at the third grade level <p>Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence</p>
<p>5)Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Cities, states, countries • Books, magazines, newspapers • Movies, song titles, TV shows • Abbreviations • Greetings, salutations of letters • One word closing in letters (Sincerely,) • Multiple word closing in letters (Yours truly,) • Names of seasons
<p>(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:</p>	<p>3.17E Edit writing toward standard grammar and usage Including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).</p>	<p>Including verb tense (past, present, and future).</p>
<p>(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:</p>	<p>3.19B Respond constructively to others writing (1-3).</p>	<p>(see writing purposes/text structures/forms)</p>
<p>(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:</p>	<p>3.19C Determine how his/her own writing achieves its purposes (1-3).</p>	<p>(see writing purposes/text structures/forms)</p>

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Subject Area	English/Language Arts	Bundle #:	9
Grade/Level	3 rd Grade	Weeks:	9
Overview			
Inferencing drawing conclusions using text evidence Write Traits (Voice) using periods in abbreviations (Mr., Mrs., St., Mt., Ft., months, days)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5) Reading/Word Identification. The student uses a variety of word identification strategies.	3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).	Including: <ul style="list-style-type: none"> • using a dictionary entry to determine the meaning of the word as it is used in text • using context clues from the entire text to determine the meaning of the word Note: “Word substitution” does not work on TAKS. All words in the answer choices will fit the grammar/syntax of the sentence.	
(10) Reading/literary response. The student responds to various texts. The student is expected to:	3.10C Support interpretations or conclusions with examples drawn from text (2-3).	Including: Identifying accurate, connected text evidence to: <ul style="list-style-type: none"> • Analyze and Draw Conclusions About Characters/Motivation • Analyze and Draw Conclusions About Characters/Traits • Analyze and Draw Conclusions about Characters/Conflict • Analyze and Draw Conclusions About Characters/Changes They Undergo • Analyze and Draw Conclusions About Setting • Analyze and explain cause/effect relationships • Compare/Contrast literary elements such as characters TAKS Note: Release test items generally asked “which idea/sentence shows that...” And support those responses with accurate, connected text evidence.	

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		<p>TAKS Note:</p> <ul style="list-style-type: none"> • Multiple Choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question) • open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text
<p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).</p>	<p>Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3). Including:</p> <ul style="list-style-type: none"> • Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an individual person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and ○ a statement/conclusion about why something happened = cause/effect <p>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning. Many of the questions ask if “the reader can tell…” using probably/most likely.</p>

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<p>5)Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly</p>	<p>3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).</p>	<p>Including: Using periods in abbreviations</p> <ul style="list-style-type: none"> • Mr., Mrs. • St., Mt., Ft. • Months, days
<p>(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p>	<p>3.18C Revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3).</p>	
<p>(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p>	<p>3.18D Edit for appropriate grammar, spelling, punctuation, and (see writing purposes/text structures/forms) features of polished writings (2-3).</p>	
<p>(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p>	<p>3.18E Use available technology for aspects of writing including word processing, spell checking, and printing (2-3).</p>	<p>(see writing purposes/text structures/forms)</p>
<p>(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p>	<p>3.18F Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).</p>	

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Subject Area	English/Language Arts	Bundle #:	10
Grade/Level	3 rd Grade	Weeks:	10
Overview			
Inferencing drawing conclusions using text evidence context clues Write Traits (Voice) common/proper nouns			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8) Reading/Vocabulary Development. The student develops an extensive vocabulary.	3.8C Use resources and references such as beginner’s dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).	Including the accurate use of reference information such as pronunciation, part of speech, multiple meanings, etc.	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).	Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3). Including: <ul style="list-style-type: none"> • Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an individual person, place, thing, or event; ○ a statement/conclusion about the future = 	

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		<ul style="list-style-type: none"> ○ prediction; and ○ a statement/conclusion about why something happened = cause/effect <p>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning. Many of the questions ask if “the reader can tell...” using probably/most likely.</p>
<p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to</p>	<p>3.9K Practice different kinds of questions and tasks including test-like comprehension questions (3).</p>	<p>Including analysis, evaluation, and synthesis:</p> <ul style="list-style-type: none"> • Short answer/constructed response questions • Multiple choice questions <p>Tasks that are authentic/real world product, performance, and/or demonstration</p>
<p>(10) Reading/literary response. The student responds to various texts. The student is expected to:</p>	<p>3.10C Support interpretations or conclusions with examples drawn from text (2-3).</p>	<p>Including:</p> <p>Identifying accurate, connected text evidence to:</p> <ul style="list-style-type: none"> • Analyze and Draw Conclusions About Characters/Motivation • Analyze and Draw Conclusions About Characters/Traits • Analyze and Draw Conclusions about Characters/Conflict • Analyze and Draw Conclusions About Characters/Changes They Undergo • Analyze and Draw Conclusions About Setting • Analyze and explain cause/effect relationships • Compare/Contrast literary elements such as characters <p>TAKS Note: Release test items generally asked “which idea/sentence shows that...” And support those responses with accurate, connected text evidence.</p> <p>TAKS Note:</p> <ul style="list-style-type: none"> • Multiple Choice: begin with a conclusion provided by the teacher/question and then validate/support

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		<p>that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question))</p> <ul style="list-style-type: none"> open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text
<p>(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</p>	<p>3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> using a dictionary entry to determine the meaning of the word as it is used in text using context clues from the entire text to determine the meaning of the word <p>Note: "Word substitution" does not work on TAKS. All words in the answer choices will fit the grammar/syntax of the sentence.</p>
<p>(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p>	<p>3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).</p>	<p>Including:</p> <ul style="list-style-type: none"> Identifies synonyms for words in context at the third grade level Identifies antonyms for words in context at the third grade level <p>Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence</p>
<p>(5) Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15B Use capitalization and punctuation such as commas in a series, apostrophes (3).</p>	<p>Including Common and proper nouns</p>
<p>(16) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>3.16C Write with more proficient spelling of inflectional endings including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3).</p>	

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Subject Area	English/Language Arts	Bundle #:	11
Grade/Level	3 rd Grade	Weeks:	11
Overview			
<p>Graphic organizers (represent text in different ways) compare/contrast (similarities/differences) resources and references fact/opinion Write Traits (Voice) Required Reading: <u>Helen Keller</u> plurals of regular nouns</p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).	<p>Including:</p> <ul style="list-style-type: none"> • using a dictionary entry to determine the meaning of the word as it is used in text • using context clues from the entire text to determine the meaning of the word <p>Note: “Word substitution” does not work on TAKS. All words in the answer choices will fit the grammar/syntax of the sentence.</p>	
(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	3.8C Use resources and references such as beginner’s dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).	<p>Including the accurate use of reference information such as pronunciation, part of speech, multiple meanings, etc.</p>	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9G Identify similarities and differences across texts including in topics, characters, and themes	<p>(when obvious and appropriate) (3). Including comparing and contrasting:</p> <ul style="list-style-type: none"> • Identifying two to three comparisons using a Venn diagram <p><u>Examples</u> Comparison/contrast of characters or texts:</p> <ul style="list-style-type: none"> • What is one difference between the sultan and the king? • How are the (two characters) alike? <p><i>TAKS Note: All of the items available for analysis ask to compare/contrast elements within a single text. The emphasis is predominantly comparing characters.</i></p>	

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<p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>3.9I Represent text information in different ways including story maps, graphs, and charts (2-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Identifying the Main Idea, • Sequencing of Events.
<p>(12) Reading/Inquiry/Research. The student generates questions and conducts research using information from various sources.</p>	<p>3.12E Interpret and use graphs, charts, signs, captions, and other information texts to acquire and interpret information. (2-3)</p>	<p>(See TAKS test items samples for 3rd grade <i>Smart Teaching materials</i>)</p>
<p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>3.9J Distinguish fact from opinion in various texts, including news stories and advertisements (3).</p>	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> • A “fact statement” contains <u>no value language</u>. • An “opinion statement” contains <u>value language</u> (e.g., good, difficult, easy, beautiful, should, etc.) <p>Fact/opinion analysis is appropriate ONLY for expository text.</p> <p>Note: Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its <u>truth</u>). Do <u>not</u> teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.” There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”</p>
<p>(17) Writing/Grammar/ Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</p>	<p>3.17B Use singular and plural forms of regular nouns and adjust verbs for agreement (3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Plurals of regular nouns
<p>(16) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>3.16D Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e and changing y to i (3).</p>	<ul style="list-style-type: none"> • Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i <p>Including: Digraphs –ch, -th, -wh</p>

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Subject Area	English/Language Arts	Bundle #:	12
Grade/Level	3 rd Grade	Weeks:	12
Overview			
<p>Graphic organizers connect ideas and themes across texts compare/contrast Write Traits (Word Choice) plurals or irregular nouns (child, man, woman, mouse, goose, fish sheep, deer) Required Reading: <u>Helen Keller</u></p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/ Comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9G Identify similarities and differences across texts such as including in topics, characters, and themes (when obvious and appropriate) (3).	<p>Including comparing and contrasting:</p> <ul style="list-style-type: none"> Identifying two to three comparisons using a Venn diagram <p><u>Examples</u> Comparison/contrast of characters or texts:</p> <ul style="list-style-type: none"> What is one difference between the sultan and the king? How are the (two characters) alike? <p><i>TAKS Note: All of the items available for analysis ask to compare/contrast elements within a single text. The emphasis is predominantly comparing characters.</i></p>	
(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:	3.13A Connect life experiences with the life experiences, language, customs, and culture of others (K-3).	<ul style="list-style-type: none"> Connecting those personal experiences with the life experiences, language, customs, and culture of others 	
(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:	3.13B Compare experiences of characters across cultures (K-3).	<ul style="list-style-type: none"> Analyzing narrative and expository text to identify the experiences of characters from other cultures and compares to his/her own experiences 	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9I Represent text information in different ways such as including an story maps, graphs, and charts (2-3).	<p>Including:</p> <ul style="list-style-type: none"> Identifying the Main Idea, Sequencing of Events Drawing Conclusions 	

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<p>(10) Reading/literary response. The student responds to various texts. The student is expected to:</p>	<p>3.10D Connect ideas and themes across texts (1-3).</p>	<p><u>Compare or Contrast Across Texts</u></p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> • "The newspaper article and Lisa’s report both tell about —" • "An idea present in both selections is —" • “One idea found in both of these stories is that people can be —“ • “An idea present in both articles is —“ <p>Compare Characters:</p> <ul style="list-style-type: none"> • "How is Sete different from his friends?" • How is the first woman who is questioned in ‘The Sultan’s Pearls’ like the first man who is questioned in ‘The King’s Gold’? <p>Compare Events:</p> <ul style="list-style-type: none"> • "According to the article, how was Douglas’s career as a journalist similar to her attending college?" <p>Compare Themes:</p> <ul style="list-style-type: none"> • "Which of these is a theme in both selections?" • “A theme found in both articles is —“ <p>and support the conclusions with text evidence [and/or personal experience]</p> <p>TAKS Note: In 3rd grade, this student expectation is <u>not</u> tested using paired text. The comparisons are <u>within</u> the text.</p> <p>Including the accurate use of reference information such as pronunciation, part of speech, multiple meanings, etc.</p>
<p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>3.9K Practice different kinds of questions and tasks <u>including test-like comprehension questions</u> (3).</p>	<p>Including analysis, evaluation, and synthesis:</p> <ul style="list-style-type: none"> • Short answer/constructed response questions • Multiple choice questions <p>Tasks that are authentic/real world product, performance, and/or demonstration</p>
<p>(17) Writing/Grammar/ Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</p>	<p>3.17A Use correct irregular plurals <u>such as sheep</u> (3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • child • man • woman • mouse

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		<ul style="list-style-type: none"> • goose • fish • sheep • deer
<p>(10) Reading/literary response. The student responds to various texts. The student is expected to:</p>	<p>3.10D Connect ideas and themes across texts (1-3).</p>	<p style="text-align: center;"><u>Compare or Contrast Across Texts</u></p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> • "The newspaper article and Lisa's report both tell about —" • "An idea present in both selections is —" • "One idea found in both of these stories is that people can be —" • "An idea present in both articles is —"

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Subject Area	English/Language Arts		Bundle #:	13
Grade/Level	3 rd Grade		Weeks:	13
Overview				
features of newsprint variety of genres review character analysis Write Traits (Word Choice) possessive nouns Required Reading: <u>Helen Keller</u>				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11A Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3).	Including: <ul style="list-style-type: none"> • features of text (such as titles, table of contents, captions, index, glossary, subtitles), • purpose of particular kinds of text (such as to inform, persuade, or entertain), and • the difference between fiction and non-fiction. Responding to questions such as: <ul style="list-style-type: none"> • Where would this article probably be found? • What is the title of this article? • Why did the author probably write this story? • The author probably wrote this article to — The reader can tell that this story — (Correct Answer: could really happen)		
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).	Including: <ul style="list-style-type: none"> • Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”). 		
(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:	3.12E Interpret and use graphs, charts, signs, captions, and other information texts to acquire and interpret information. (2-3)	(See TAKS test items samples for 3rd grade <i>Smart Teaching materials</i>)		
(11) Reading/text structures/literary concepts. The student analyzes the	3.11H Analyze characters including their traits, feelings,	How the reader knows about the character (characterization) <ul style="list-style-type: none"> • What the character says 		

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<p>characteristics of various types of texts. The student is expected to:</p>	<p>relationships, and changes (1-3).</p>	<ul style="list-style-type: none"> • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations) • Other characters’ reactions to the character • Reader’s own experience (warning: this cannot be used on TAKS) <p>Analyzes Relationships</p> <ul style="list-style-type: none"> • Between/among other characters • With self • With nature/ environment
<p>(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:</p>	<p>3.17B Use singular and plural forms of regular nouns and adjust verbs for agreement (3).</p>	<p>Including: possessive nouns</p>
<p>(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:</p>	<p>3.17D Compose sentences with interesting, elaborated subjects (2-3).</p>	<p>Including: From “universe of grammar,” particularly sentence variety, adjectives, and adverbs</p>

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Subject Area	English/Language Arts	Bundle #:	14
Grade/Level	3 rd Grade	Weeks:	14
Overview			
Review sequencing cause/effect musical elements of literary elements Write Traits (Word Choice and begin Sentence Fluency) Required Reading: <u>Sacajawea</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:	3.1F Identify the musical elements of literary language		
(9)Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9C Retell or act out the order of important events in stories (K-3).	<p>At every grade level students will read increasingly complex and sophisticated narrative and expository texts in all of the following ways:</p> <p>Including:</p> <ul style="list-style-type: none"> • Recalls literal details found explicitly in the text (sequence events that detail major events in history) • Identifies Main Idea of Entire Expository Passage (e.g., what the passage is mainly/about?) • Identifies Main Idea of a Single or Multiple Paragraph(s) in Narrative and Expository Text • Supports A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <p><i>TAKS Note: The vast majority of questions that give a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions 11 question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea</i></p>	

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		<i>have been cause/effect questions. The question cites a significant event in the plot and then asks, "Why did this happen?"</i>
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9I Represent text information in different ways, such as including story maps, graphs, and charts (2-3).	<p>Including:</p> <ul style="list-style-type: none"> • Identifying the Main Idea, • Sequencing of Events. <p>And using:</p> <ul style="list-style-type: none"> • Diagram/Chart--Sequence of Events • Diagram/Chart: Main Idea (missing main idea or missing supporting detail) • Diagram/Chart: Cause/Effect Relationships <p>NOTE: See sample TAKS test items from <i>Smart Teaching materials</i>.</p>
(16) Writing/spelling. The student spells proficiently. The student is expected to:	3.16E Write with more proficient spelling of contractions, compounds, and homonyms	

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Subject Area	English/Language Arts	Bundle #:	15
Grade/Level	3 rd Grade	Weeks:	15
Overview			
text features author's purpose point of view Review summarization Write Traits (Sentence Fluency) Action words and state of being (e.g. is, are, be, etc.)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11A Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3).	Including: <ul style="list-style-type: none"> • features of text (such as titles, table of contents, captions, index, glossary, subtitles), • purpose of particular kinds of text (such as to inform, persuade, or entertain), and • the difference between fiction and non-fiction. Responding to questions such as: <ul style="list-style-type: none"> • Where would this article probably be found? • What is the title of this article? • Why did the author probably write this story? • The author probably wrote this article to — The reader can tell that this story — (Correct Answer: could really happen)	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).	Including: <ul style="list-style-type: none"> • Author's Purpose (e.g., "Why does Roberto most likely write this journal entry?"). 	
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	3.9H Produce summaries of text selections (2-3).	Including writing and identifying best summary that includes all of the following: <ul style="list-style-type: none"> • 2-4 sentences • the main idea of the passage, • multiple, important, accurate details that support the main idea, and • details that come from the beginning, middle, and end 	

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		<p>of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</p> <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>(17) Writing/Grammar/Usage. The student composes meaningful texts by applying knowledge of grammar and usage</p>	<p>3.17E Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Action words • State of being (e.g. is, are, be, etc.) • Helping verbs

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Subject Area	English/Language Arts	Bundle #:	16
Grade/Level	3 rd Grade	Weeks:	16
Overview			
Review fact/opinion Tall Tales Required Reading: <u>John Henry</u> Write to express and reflect Write Traits (Sentence Fluency)/Begin 2 nd composition regular plural verbs (s, es)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).	Including: <ul style="list-style-type: none"> • Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”). 	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11D Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story] or comparing story variants (2-8).	Including answering questions to: <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes within a single text. <p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p> <p>Note: Bracketed TEKS are expectations for student learning but they are not assessed on TAKS.</p>	
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11F Understand literary forms by recognizing and distinguishing among Including tall tales (3-7)		

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<p>9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>3.9J Distinguish fact from opinion in various texts, including news stories and advertisements (3).</p>	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> • A “fact statement” contains <u>no value language</u>. • An “opinion statement” contains <u>value language</u> (e.g., good, difficult, easy, beautiful, should, etc.) <p>Fact/opinion analysis is appropriate ONLY for expository text.</p> <p>Note: Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its <u>truth</u>). <i>Do not teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.”</i> There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”</p>
<p>(17) Writing/Grammar/Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</p>	<p>3.17B Use singular and plural forms of regular nouns and adjust verbs for agreement (3).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Regular plural verbs (s, es)
<p>(16) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>3.16G Spell words ending in -tion and -sion such as station and procession (3).</p>	

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Subject Area	English/Language Arts	Bundle #:	17
Grade/Level	3 rd Grade	Weeks:	17
Overview			
<p>Review analyze/draw conclusions with text evidence</p> <p>Review themes across text</p> <p>Review: recognize and analyze story, plot, setting, problem resolution, analyze plot elements (including plot elements)</p> <p>Write Traits (Sentence Fluency)/revise composition</p> <p>plural verbs changing y to i, add es</p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:	3.1F Identify the musical elements of literary language		
(10) Reading/literary response. The student responds to various texts. The student is expected to:	3.10C Support interpretations or conclusions with examples drawn from text (2-3).	<p>Including:</p> <p>Identifying accurate, connected text evidence to:</p> <ul style="list-style-type: none"> • Analyze and Draw Conclusions About Characters/Motivation • Analyze and Draw Conclusions About Characters/Traits • Analyze and Draw Conclusions about Characters/Conflict • Analyze and Draw Conclusions About Characters/Changes They Undergo • Analyze and Draw Conclusions About Setting • Analyze and explain cause/effect relationships • Compare/Contrast literary elements such as characters <p>TAKS Note: Release test items generally asked “which idea/sentence shows that...” And support those responses with accurate, connected text evidence.</p> <p>TAKS Note:</p> <ul style="list-style-type: none"> • Multiple Choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion 	

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		<p>with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question)</p> <ul style="list-style-type: none"> • open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text
<p>(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p>	<p>3.11I Identify the importance of the setting to a story's meaning (1-3).</p>	<p>Recognize Setting of a Text or Portion of a Text</p> <ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ historical time/period ○ calendar/clock time • Place <ul style="list-style-type: none"> ○ real ○ imaginary <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> • to establish or develop a unique plot line
<p>(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p>	<p>3.11J Recognize the story problem(s) or plot (1-3).</p>	<p>Including:</p> <p style="text-align: center;">PLOT</p> <p>Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> • Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view) • Narrative Hook (inciting incident; introduction of the conflict or the story problem) • Rising Action (events leading up to climax) • Climax (highest point of interest or the turning point) • Falling Action (leading down to the resolution of the story problem/line) • Resolution (conclusion or end) <p>including analyzing text in order to determine:</p>

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		<ul style="list-style-type: none"> • how the author builds suspense • the story problem? • when the story problem begins • how the author develops (the plot) of the passage • how the point of view influences the reader’s understanding of a character • the cause of the conflict(s) • how place and time influence the story meaning
(17) Writing/Grammar/ Usage. The student composes meaningful texts by applying knowledge of grammar and usage.	3.17B Use singular and plural forms of regular nouns and adjust verbs for agreement (3).	<p>Including: Plural verbs changing <i>y</i> to <i>i</i>, add <i>es</i></p>
(10) Reading/literary response. The student responds to various texts. The student is expected to:	3.10D Connect ideas and themes across texts (1-3).	<p><u>Make Connections Across Texts</u></p> <p>Connect Ideas:</p> <ul style="list-style-type: none"> • "In this selection, in what way does Grandpa Delgado feel connected to the old barn?" • "Why was the Inuit bear hunter mentioned in both the announcement and the story?" • “A common idea throughout this article is the importance of —“ <p>Connect sign/message to plot:</p> <ul style="list-style-type: none"> • "Read the four protest signs below." And then "Which of these signs would most likely have been carried by a member of the Friends of the Everglades?"

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Subject Area	English/Language Arts	Bundle #:	18
Grade/Level	3 rd Grade	Weeks:	18
Overview			
<p>Fables</p> <p>Review: analyze/draw conclusions with text evidence</p> <p>Review: themes across texts</p> <p>Review: recognize and analyze story, plot, setting, problem resolution, analyze plot elements</p> <p>publish 2nd composition</p> <p>irregular plural verbs (eat, write, sing, drive, win, go, see, sing, grow, bring, buy)</p>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:	3.1F Identify the musical elements of literary language		
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11F Understand literary forms by recognizing and distinguishing among <ul style="list-style-type: none"> • types of text such as including, fables 		
(10) Reading/literary response. The student responds to various texts. The student is expected to:	3.10C Support interpretations or conclusions with examples drawn from text (2-3).	<p style="color: red;">Including:</p> <p style="color: red;">Identifying accurate, connected text evidence to:</p> <ul style="list-style-type: none"> • Analyze and Draw Conclusions About Characters/Motivation • Analyze and Draw Conclusions About Characters/Traits • Analyze and Draw Conclusions about Characters/Conflict • Analyze and Draw Conclusions About Characters/Changes They Undergo • Analyze and Draw Conclusions About Setting • Analyze and explain cause/effect relationships • Compare/Contrast literary elements such as characters <p style="color: red;">TAKS Note: Release test items generally asked “which idea/sentence shows that...”</p> <p style="color: red;">And support those responses with accurate, connected text evidence.</p>	

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		<p>TAKS Note:</p> <ul style="list-style-type: none"> Multiple Choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question) open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text
(10) Reading/literary response. The student responds to various texts. The student is expected to:	3.10D Connect ideas and themes across texts (1-3).	<p><u>Make Connections Across Texts</u> Connect sign/message to plot:</p> <ul style="list-style-type: none"> "Read the four protest signs below." And then "Which of these signs would most likely have been carried by a member of the Friends of the Everglades?"
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11I Identify the importance of the setting to a story's meaning (1-3).	<p><u>Recognize Setting of a Text or Portion of a Text</u></p> <ul style="list-style-type: none"> Time <ul style="list-style-type: none"> historical time/period calendar/clock time Place <ul style="list-style-type: none"> real imaginary <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> to establish or develop a unique plot line
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	3.11J Recognize the story problem(s) or plot (1-3).	<p>Including:</p> <p style="text-align: center;">PLOT</p> <p>Recognizes Plot as the "careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer's deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces."</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view) Narrative Hook (inciting incident; introduction of the

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		<p>conflict or the story problem)</p> <ul style="list-style-type: none"> • Rising Action (events leading up to climax) • Climax (highest point of interest or the turning point) • Falling Action (leading down to the resolution of the story problem/line) • Resolution (conclusion or end) <p>including analyzing text in order to determine:</p> <ul style="list-style-type: none"> • how the author builds suspense • the story problem? • when the story problem begins • how the author develops (the plot) of the passage • how the point of view influences the reader’s understanding of a character • the cause of the conflict(s) • how place and time influence the story meaning
<p>(17) Writing/Grammar/Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</p>	<p>3.17E Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).</p>	<p>Including:</p> <p>Irregular plural verbs</p> <ul style="list-style-type: none"> • eat • write • sing • drive • win • go • see • sing • grow • bring • buy
<p>(16) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>3.16B Spell multi-syllabic words using regularly spelled phonogram patterns (3).</p>	