

**3rd Grade English Language Arts
Bundle 2**

Reading	Writing
Focus: Fiction/Questioning/Character	Focus: Narrative
Vocabulary	Composition
<p>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p style="text-align: center;">READINESS</p> <p>3.4 (A) identify the meaning of common prefixes (e.g., mis,) and suffixes (e.g., full, less), and know how they change the meaning of roots</p> <p style="text-align: center;">SUPPORTING</p> <p>3.4 (C) identify and use antonyms, synonyms, homographs, and homophones</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>3.17 (A) 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>3.17 (B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p><i>Lesson: TSW choose one entry to develop Narrative draft (yellow paper)</i></p>
Comprehension	Grammar
<p>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>Draw and Support Conclusions With and Without Text Evidence A statement about persons, places, things, or events that is supported by accurate information [Note: On STAAR, that information <u>must</u> come from the text.]</p> <ul style="list-style-type: none"> • statement about an individual person, place, thing, or event; • statement/conclusion about the future = prediction; and • statement/conclusion about why something happened = cause/effect <p>Best summary of <u>Narrative/Literary Passages</u> as a plot summary:</p> <ul style="list-style-type: none"> • 2-4 sentences • Story problem or central conflict (BEGINNING) • Significant detail from the rising action (MIDDLE) • Climax (MIDDLE OR END) <p>Solution of the story problem/resolution of the central conflict (END)</p>	<p>22) Oral and Written Conventions/ Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>3.22 (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> 3.22 (A) (ii) nouns (singular/plural, common/proper); 3.22 (A) (vii) coordinating conjunctions (e.g., and, or, but); <p>23) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>3.23 (B) use capitalization for:</p> <ul style="list-style-type: none"> 3.23 (B) (i) geographical names and places; 3.23 (B) (ii) historical periods; and 3.23 (B) (iii) official titles of people; 3.23 (D) use correct mechanics including paragraph indentations.

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READINESS

3.8 (B) describe the interaction of characters including their relationships and the changes they undergo

Analyzing Traits of Characters

- Physical Traits
- Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)

Analyzing Feelings/Emotions of Characters

Analyzing Motivation of Characters (for decisions, actions, and changes)

Analyzing Relationships

- Between/among other characters
- With self
- With society
- *With* nature/ environment

Analyzing Change

- Change from beginning to end
- Change before an event and after an event in the plot

Analyzing Types of Characters

Major/Minor

(13) Reading/Comprehension of Informational Text/Expository Text.

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

READINESS

3.13 (A) identify the details or facts that support the main idea

Best summary of Expository Passages

- 2-4 sentences
- A/The main idea of the passage
- Multiple, accurate details that support that main idea
- Supporting details come from the beginning, middle, and end of the passage

READINESS

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<p>3.13 (B) draw conclusions from the facts presented in text and support those assertions with textual evidence</p> <p align="center">READINESS</p> <p>3.13 (C) identify explicit cause and effect relationships among ideas in texts</p> <p align="center">READINESS</p> <p>3.13 (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions</p> <p>16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p align="center">SUPPORTING</p> <p>3.16 (A) understand how communication changes when moving from one genre of media to another; <i>Lesson: Tumble Books-Pop's Bridge or Enemy Pie</i></p> <p align="center">SUPPORTING</p> <p>3.16 (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound)</p> <p align="center">SUPPORTING</p> <p>3.16 (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a <i>Lesson: Email vs. Web News Article-Target Reading Wk 12</i></p>	
<p>Figure 19:</p> <p>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:</p> <p align="center">(A) establish purposes for reading selected texts based upon own</p>	<p>Spelling:</p> <p>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>3.24 (G) use print and electronic resources to find and check correct spellings.</p>

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Readiness (Fiction)	
Supporting (Literary Nonfiction, Poetry)	
(B) ask literal, interpretive, and evaluative questions of text; <i>Lessons: Questioning Strategies using reading strategy ladder</i>	
On-Going Process Skills	
<p>(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p> <p>3.1 (A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:</p> <p>3.1 (E) monitor accuracy in decoding.</p> <p>(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p style="text-align: center;">SUPPORTING</p> <p>3.2 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;</p> <p>3.2 (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</p> <p>3.2 (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p> <p>(3) Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>3.3 (A) Students are expected to read aloud grade-level appropriate</p>	<p>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>3.24 (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;</p> <p>(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>3.29 (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p> <p>3.29 (B) follow, restate, and give oral instructions that involve a series of related sequences of action.</p>

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text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. 11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. 3.11 (A) Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).			
Resources			
Instructional Resources / Textbook Correlations			
Suggested: Target Reading, (Week 12 Email vs. Web News Article) Journeys: Destiney’s Gift, Roberto Clemente, Pop’s Bridge (Tumble Books-Pop’s Bridge and Enemy Pie), Write Source-Narrative Writing, CAFE			
Web Links / Other Resources			
Academic Language / Language of Instruction			
Assessments			
Formative	Summative	Formative	Summative
Other Curricular Connection (ELA, Math, SS)			
Exemplar Lessons			
Character			