

# SPANISH LANGUAGE ARTS

## Grade 3

### ONGOING

#### TEKS Subject: *Reading*

Vocabulary Development	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.31 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3). (M) (TEKS/SE)(3.8A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.32 Develop vocabulary through reading (2-3). (M) (TEKS/SE)(3.8B)</li> </ul>	
Comprehension	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.36 Use prior knowledge to anticipate meaning and make sense of texts (K-3). (D) (TEKS/SE)(3.9A)</li> </ul>	Gourmet Curriculum Kamico
Fluency	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.23 Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)(3). (I) (M) (TEKS/SE)(3.6A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.24 Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the <b>"typical" third grader reads 80 wpm</b>)(3). (I) (M) (TEKS/SE)(3.6B)</li> </ul>	Readers Theatre: <a href="http://www.aaronshp.com">www.aaronshp.com</a> Repeated reading of poetry SSR Buddy reading Choral reading "Read Around the Room " (walls)
<ul style="list-style-type: none"> <li>❑ 3.27 Read silently for increasing periods of time (2-3). (M) (TEKS/SE)(3.6E)</li> </ul>	
Variety of Texts	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.29 Read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3). (D) (TEKS/SE)(3.7B)</li> </ul>	See Genre List in Member Resources

## FIRST 9-WEEKS

### TEKS Subject: *Listening/Speaking*

Purposes	District Focus and Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.2 Respond appropriately and courteously to directions and questions (K-3). (M) (TEKS/SE)(3.1B)</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.4 Listen critically to interpret and evaluate (K-3). (M) (TEKS/SE)(3.1D)</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.5 Listens responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3). (M) (TEKS/SE)(3.1E)</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.6 Identify the musical elements of literary language such as its rhymes or repeated sounds, or instances of onomatopoeia (2-3). (M) (TEKS/SE)(3.1F)</li> </ul>	
Knowledge of Culture	District Focus and Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.7 Connect experiences and ideas with those of others through speaking and listening (K-3). (M) (TEKS/SE)(3.2A)</li> </ul>	
Audiences/Oral Grammar	District Focus and Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.10 Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3). (M) (TEKS/SE)(3.3B)</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.11 Ask and answer relevant questions and make contributions in small or large group discussions (K-3). (M) (TEKS/SE)(3.3C)</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.13 Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3). (M) (TEKS/SE)(3.3E)</li> </ul>	
Communication	District Focus and Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.14 Use vocabulary to describe clearly ideas, feelings, and experiences (K-3). (M) (TEKS/SE)(3.4A)</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.16 Retell a spoken message by summarizing or clarifying (K-3). (M) (TEKS/SE)(3.4C)</li> </ul>	

**TEKS Subject: Reading**

Fluency	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.25 Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)(3). (I) (M) (TEKS/SE)(3.6C)</li> </ul>	Readers' Theater <a href="http://www.ops.org/reading/fluency.htm">www.ops.org/reading/fluency.htm</a> <a href="http://www.auburn.edu/~murraba/fluency.html">www.auburn.edu/~murraba/fluency.html</a> <a href="http://www.aaronship.com">www.aaronship.com</a> Choral reading Partner reading Poetry
<ul style="list-style-type: none"> <li>❑ 3.26 Self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3). (M) (TEKS/SE)(3.6D)</li> </ul>	

Word Identification	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.17 Decode by using all letter-sound correspondences within a word (1-3). (M) (TEKS/SE)(3.5A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.18 Blend initial letter-sounds with common vowel spelling patterns to read words (1-3). (M) (TEKS/SE)(3.5B)</li> <li>❑ <b>3.18(3.5B ii SLA) decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends and stress (1-3)</b></li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.19 Identify multi-syllabic words by using common syllable patterns (1-3). (M) (TEKS/SE)(3.5C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.20 Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3). (I) (M) (TEKS/SE)(3.5D)</li> </ul>	See 9 Wk Lists in Member Resources
<ul style="list-style-type: none"> <li>❑ 3.21 Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3). (M) (TEKS/SE)(3.5E)</li> </ul>	

Vocabulary Development	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.35 Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)(3). (I) (M) (TEKS/SE)(3.8D)</li> </ul>	

Comprehension	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.40 Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3). (D) (TEKS/SE)(3.9B)</li> </ul>	

<ul style="list-style-type: none"> <li>❑ 3.44 Read and reread non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) recall specific complex directions and/or information presented in the text. (Alignment)</li> </ul>	
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<b>Comprehension (cont.)</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.45 Read stories and recall the setting of the story (time and place). (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.47 Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3). (D) (TEKS/SE)(3.9D)</li> <li>❑ <b>3.47 (3.9D ii SLA) Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).</b></li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.48 Draw and discuss visual images based on text descriptions (1-3). (D) (TEKS/SE)(3.9E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.56 Classify details in a paragraph by determining what the details have in common and understand that this determines the implied main idea of the paragraph. (Alignment)</li> </ul>	Thinking Maps
<ul style="list-style-type: none"> <li>❑ 3.58 Understand that the main idea is what the story is "mostly about" and is sometimes "stated" or "paraphrased" in the story and sometimes the main idea is "not stated," in the story, but implied from information in the story. (Alignment)</li> </ul>	

<b>Literary Response</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.71 Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3). (M) (TEKS/SE)(3.10A)</li> </ul>	Poetry on KidzPage <a href="http://web.aimnet.com/~veeceet/kids/kidzpage.html">http://web.aimnet.com/~veeceet/kids/kidzpage.html</a>

<b>Text Structures/Literary Concepts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.75 Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3). (M) (TEKS/SE)(3.11A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.76 Identify text as written for entertainment (narrative) or for information (expository) (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.77 Distinguish fiction from nonfiction, including fact and fantasy (K-3). (M) (TEKS/SE)(3.11B)</li> </ul>	

<ul style="list-style-type: none"> <li>❑ 3.81 Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)(3-5). (I) (TEKS/SE)(3.11E)</li> </ul>	<p>1<sup>st</sup> 9 Wks – Title, author, illustrator  4<sup>th</sup> 9 Wks – Playwright, theater, stage, act, and scene  <a href="http://www.tnellen.com/cybereng/lit_terms/">www.tnellen.com/cybereng/lit_terms/</a></p>
<ul style="list-style-type: none"> <li>❑ 3.84 Analyze characters, including their traits, feelings, relationships, and changes (1-3). (M) (TEKS/SE)(3.11H)</li> </ul>	

Inquiry/Research	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.88 Use alphabetical order to locate information (1-3). (M) (TEKS/SE)(3.12B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.92 Locate and use important areas of the library media center (2-3). (M) (TEKS/SE)(3.12F)</li> </ul>	

**TEKS Subject: *Writing***

Purposes	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.103 Write to record ideas and reflections (K-3). (D) (TEKS/SE)(3.14A)</li> </ul>	

Purposes (cont.)	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.104 Write to discover, develop, and refine ideas (1-3). (D) (TEKS/SE)(3.14B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.106 Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3). (D) (TEKS/SE)(3.14D)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.107 Develop and write stories (narrative) about yourself (personal) and others. (Alignment)</li> </ul>	

Penmanship/Capitalization/Punctuation	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.99 Gain more proficient control of all aspects of penmanship (3). (M) (TEKS/SE)(3.15A)</li> </ul>	<p>Direct instruction of all cursive letters and how to join cursive letters  <a href="http://www.abcteach.com">www.abcteach.com</a> for desk strips</p>
<ul style="list-style-type: none"> <li>❑ 3.100 Use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3). (M) (TEKS/SE)(3.15B)</li> <li>❑ <b>3.100 (3.15B ii SLA) Use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations</b></li> </ul>	

Spelling	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.133 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). (M) (TEKS/SE)(3.16A)</li> </ul>	<p>Scholastic Spelling Resource book and lessons  <a href="#">Making Words</a> and <a href="#">Making Big Words</a> by Patricia Cunningham and Dorothy Hall</p>

<ul style="list-style-type: none"> <li>❑ <b>3.133 (3.16A ii SLA) write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using q/c/k, b/v, r/rr, y/ll, c/h/g or ch, g/j, j/x, i/y, and s/c/z (2-3)</b></li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.134 Spell multi-syllabic words using regularly spelled phonogram patterns (3). (I) (M) (TEKS/SE)(3.16B))</li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.135 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). (I) (M) (TEKS/SE)(3.16C)</li> <li>❑ <b>3.135 (3.16C ii SLA) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as apis-lápices</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.136 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). (I) (M) (TEKS/SE)(3.16D)</li> <li>❑ <b>3.136 (3.16D ii SLA) Write with more proficient use of orthographic patterns and rules such as qu together, using n before v, m before b, and m before p changing z to c when adding -es</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.137 Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3). (I) (M) (TEKS/SE)(3.16E))</li> <li>❑ <b>3.137 (3.16E ii SLA) Write with more proficient spelling of contractions, compounds, and homonyms such as casar- cazar and cocer- coser (3)</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.140 Use resources to find correct spellings, synonyms, and replacement words (1-3). (M) (TEKS/SE)(3.16H))</li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall <a href="http://www.Dictionary.com">www.Dictionary.com</a>

<b>Grammar/Usage</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.143 Compose complete, elaborated sentences in written texts and use the appropriate end punctuation (3). (I) (M) (TEKS/SE)(3.17C))</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.144 Compose sentences with interesting, elaborated subjects (2-3). (M) (TEKS/SE)(3.17D))</li> </ul>	

<b>Processes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.114 Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3). (I) (TEKS/SE)(3.18A)</li> </ul>	Venn diagrams Thinking maps Picture stories
<ul style="list-style-type: none"> <li>❑ 3.118 Use developing vocabulary to connect ideas across subject areas and themes. (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.121 Develop drafts (1-3). (D) (TEKS/SE)(3.18B)</li> </ul>	Thinking Maps

<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.152 Write or dictate questions for investigating (2-3). (M) (TEKS/SE)(3.20A)</li> </ul>	

## SECOND 9-WEEKS

### TEKS Subject: *Listening/Speaking*

Purposes	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.1 Determine purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3). (M) (TEKS/SE)(3.1A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.3 Participate in rhymes, songs, conversations, and discussions (K-3). (M) (TEKS/SE)(3.1C)</li> </ul>	

Knowledge of Culture	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.8 Compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3). (M) (TEKS/SE)(3.2B)</li> </ul>	<a href="http://www.intac.com/~booklink/mb.htm">www.intac.com/~booklink/mb.htm</a> (lists of multicultural books)

Audiences	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.9 Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3). (M) (TEKS/SE)(3.3A)</li> </ul>	

### TEKS Subject: *Reading*

Variety of Texts	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.30 Read to accomplish various purposes, both assigned and self-selected (2-3). (M) (TEKS/SE)(3.7C)</li> </ul>	

Vocabulary Development	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.34 Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3). (M) (TEKS/SE)(3.8C)</li> <li>❑ <b>3.34 (3.8C ii SLA) Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3)</b></li> </ul>	The Reading Teacher's Book of Lists
<ul style="list-style-type: none"> <li>❑ 3.35 Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)(3). (I) (M) (TEKS/SE)(3.8D)</li> </ul>	

Comprehension	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.41 Retell or act out the order of important events in stories (K-3). (D) (TEKS/SE)(3.9C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.42 Recall the sequence of events or steps, including what happened first and what happened last in narrative and informative text. (Alignment)</li> </ul>	

Comprehension (cont.)	District Focus and Resources
<input type="checkbox"/> 3.43 Answer comprehension questions such as who?, what? where? and when? About details in the different types of text. (Alignment)	
<input type="checkbox"/> 3.44 Read and reread non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) recall specific complex directions and/or information presented in the text. (Alignment)	
<input type="checkbox"/> 3.45 Read stories and recall the setting of the story (time and place). (Alignment)	
<input type="checkbox"/> 3.46 Predict what will happen next (future outcome) in narrative and informative text read aloud with predictions based on a) creative reading requiring prior knowledge and experiences and b) technical reading using clues and evidence in the text. (Technical Reading-Alignment)	
<input type="checkbox"/> 3.48 Draw and discuss visual images based on text descriptions (1-3). (D) (TEKS/SE)(3.9E)	
<input type="checkbox"/> 3.49 Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3). (D) (TEKS/SE)(3.9F)	
<input type="checkbox"/> 3.50 Determine stated causes and effects based on clues and evidence in narrative and informative text and answer "Why?" and "Because" questions. (Alignment)	
<input type="checkbox"/> 3.52 Produce summaries of text selections (2-3). (I) (TEKS/SE)(3.9H)	
<input type="checkbox"/> 3.53 Understand the difference between detail and summary statements. (Alignment)	
<input type="checkbox"/> 3.55 Classify simple words into categories determined by what the words have in common. (Alignment)	
<input type="checkbox"/> 3.56 Classify details in a paragraph by determining what the details have in common and understand that this determines the implied main idea of the paragraph. (Alignment)	Thinking Maps
<input type="checkbox"/> 3.59 Retell a story read aloud by summarizing the details. (Alignment)	
<input type="checkbox"/> 3.61 Determine the most complete summary statement of a paragraph or a passage when provided with 2 or more summary statements. (Alignment)	
<input type="checkbox"/> 3.63 Make and explain inferences from narrative and informative text selections including the feelings and emotions of characters. (Alignment)	

<b>Comprehension (cont.)</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.65 Draw logical conclusions from data presented in statistical representations (graphics) such as graphs and charts in narrative and informative text. (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.67 Determine the author's purpose in writing a specific reading selection. (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.68 Represent text information in different ways, including story maps, graphs, and charts (2-3). (I) (TEKS/SE)(3.9I)</li> </ul>	

<b>Literary Response</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.71 Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3). (M) (TEKS/SE)(3.10A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.74 Connect ideas and themes across texts (1-3). (M) (TEKS/SE)(3.10D)</li> </ul>	

<b>Text Structures/Literary Concepts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.77 Distinguish fiction from nonfiction, including fact and fantasy (K-3). (M) (TEKS/SE)(3.11B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.79 Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3). (M) (TEKS/SE)(3.11C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.84 Analyze characters, including their traits, feelings, relationships, and changes (1-3). (M) (TEKS/SE)(3.11H)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.85 Identify the importance of the setting to a story's meaning (1-3). (M) (TEKS/SE)(3.11I)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.86 Recognize the story problem(s) or plot (1-3). (M) (TEKS/SE)(3.11J)</li> </ul>	

<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.89 Recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3). (M) (TEKS/SE)(3.12C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.90 Use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3). (M) (TEKS/SE)(3.12D)</li> </ul>	

<ul style="list-style-type: none"> <li>❑ 3.91 Use graphs, charts, signs, captions, and other information texts to acquire and interpret information. (D) (TEKS/SE)(3.12E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.96 Draw conclusions from information gathered (K-3). (D) (TEKS/SE)(3.12J)</li> </ul>	

**TEKS Subject: *Writing***

<b>Penmanship/Capitalization/Punctuation</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.100 Use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can t and possessives such as Robin s, quotation marks, proper nouns, and abbreviations with increasing accuracy (3). (M) (TEKS/SE)(3.15B)</li> <li>❑ <b>3.100 (3.15B ii SLA) Use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations</b></li> </ul>	

<b>Spelling</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.134 Spell multi-syllabic words using regularly spelled phonogram patterns (3). (I) (M) (TEKS/SE)(3.16B))</li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.135 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). (I) (M) (TEKS/SE)(3.16C)</li> <li>❑ <b>3.135 (3.16C ii SLA) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as apis-lápices</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.136 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). (I) (M) (TEKS/SE)(3.16D))</li> <li>❑ <b>3.136 (3.16D ii SLA) Write with more proficient use of orthographic patterns and rules such as qu together, using n before v, m before b, and m before p changing z to c when adding -es</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.137 Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3). (I) (M) (TEKS/SE)(3.16E))</li> <li>❑ <b>3.137 (3.16E ii SLA) Write with more proficient spelling of contractions, compounds, and homonyms such as casar- cazar and cocer- coser (3)</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.140 Use resources to find correct spellings, synonyms, and replacement words (1-3). (M) (TEKS/SE)(3.16H))</li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy

	Hall
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<b>Grammar/Usage</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.143 Compose complete, elaborated sentences in written texts and use the appropriate end punctuation (3). (I) (M) (TEKS/SE)(3.17C))	
<input type="checkbox"/> 3.144 Compose sentences with interesting, elaborated subjects (2-3). (M) (TEKS/SE)(3.17D))	

<b>Evaluation</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.150 Use published pieces as models for writing (2-3). (M) (TEKS/SE)(3.19D))	

## THIRD 9-WEEKS

### TEKS Subject: *Listening/Speaking*

Communication	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.15 Clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3). (M) (TEKS/SE)(3.4B)</li> </ul>	

### TEKS Subject: *Reading*

Variety of Texts	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.28 Read classic and contemporary works (2-8). (D) (TEKS/SE)(3.7A)</li> </ul>	

Vocabulary Development	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.35 Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)(3). (I) (M) (TEKS/SE)(3.8D)</li> </ul>	

Comprehension	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.44 Read and reread non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) recall specific complex directions and/or information presented in the text. (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.45 Read stories and recall the setting of the story (time and place). (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.48 Draw and discuss visual images based on text descriptions (1-3). (D) (TEKS/SE)(3.9E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.51 Identify similarities and differences across texts such as in topics, characters, and problems (3). (D) (TEKS/SE)(3.9G)</li> </ul>	Paired readings
<ul style="list-style-type: none"> <li>❑ 3.56 Classify details in a paragraph by determining what the details have in common and understand that this determines the implied main idea of the paragraph. (Alignment)</li> </ul>	Thinking Maps
<ul style="list-style-type: none"> <li>❑ 3.69 Distinguish fact from opinion in various texts, including news stories and advertisements (3). (I) (M) (TEKS/SE)(3.9J)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.70 Practice different kinds of questions and tasks, including test-like comprehension questions (3). (I) (M) (TEKS/SE)(3.9K)</li> </ul>	

<b>Literary Response</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.71 Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3). (M) (TEKS/SE)(3.10A)</li> </ul>	<a href="http://www.pmpoetry.com">www.pmpoetry.com</a>
<ul style="list-style-type: none"> <li>❑ 3.73 Support interpretations or conclusions with examples drawn from text (2-3). (M) (TEKS/SE)(3.10C)</li> </ul>	

<b>Text Structures/Literary Concepts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.84 Analyze characters, including their traits, feelings, relationships, and changes (1-3). (M) (TEKS/SE)(3.11H)</li> </ul>	

<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.93 Organize information in systematic ways, including notes, charts, and labels (3). (I) (M) (TEKS/SE)(3.12G)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.94 Demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3). (M) (TEKS/SE)(3.12H)</li> </ul>	3 <sup>rd</sup> 9 Wks – Production as murals and written/oral reports 4 <sup>th</sup> 9 Wks -- Dramatizations

<b>Culture</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.97 Connect life experiences with the life experiences, language, customs, and culture of others (K-3). (M)(TEKS/SE)(3.13A)</li> </ul>	

### **TEKS Subject: *Writing***

<b>Penmanship/Capitalization/Punctuation</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.100 Use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3). (M) (TEKS/SE)(3.15B)</li> <li>❑ <b>3.100 (3.15B ii SLA) Use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations</b></li> </ul>	

<b>Purposes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.105 Write to communicate with a variety of audiences (1-3). (D) (TEKS/SE)(3.14C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.111 Write to influence such as to persuade, argue and request. (Alignment)</li> </ul>	

Spelling	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.134 Spell multi-syllabic words using regularly spelled phonogram patterns (3). (I) (M) (TEKS/SE)(3.16B))</li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.135 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). (I) (M) (TEKS/SE)(3.16C)</li> <li>❑ <b>3.135 (3.16C ii SLA) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as <i>apis-lápices</i></b></li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.136 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). (I) (M) (TEKS/SE)(3.16D))</li> <li>❑ <b>3.136 (3.16D ii SLA) Write with more proficient use of orthographic patterns and rules such as <i>qu together, using n before v, m before b, and m before p changing z to c when adding -es</i></b></li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.137 Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3). (I) (M) (TEKS/SE)(3.16E))</li> <li>❑ <b>3.137 (3.16E ii SLA) Write with more proficient spelling of contractions, compounds, and homonyms such as <i>casar- cazar and cocer- coser (3)</i></b></li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.139 Spell words ending in -tion and -sion such as station and procession (3). (I) (M) (TEKS/SE)(3.16G)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.140 Use resources to find correct spellings, synonyms, and replacement words (1-3). (M) (TEKS/SE)(3.16H))</li> </ul>	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall

Grammar/Usage	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.141 Use correct irregular plurals such as sheep (3). (I) (M) (TEKS/SE)(3.17A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.142 Use singular and plural forms of regular nouns and adjust verbs for agreement (3). (I) (M) (TEKS/SE)(3.17B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.143 Compose complete, elaborated sentences in written texts and use the appropriate end punctuation (3). (I) (M) (TEKS/SE)(3.17C))</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.144 Compose sentences with interesting, elaborated subjects (2-3). (M) (TEKS/SE)(3.17D))</li> </ul>	

Processes	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.130 Use available technology for aspects of writing, including word processing, spell checking, and printing (2-3). (I) (TEKS/SE)(3.18E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.131 Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3). (I) (TEKS/SE)(3.18F)</li> </ul>	
Evaluation	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.148 Respond constructively to others writing (1-3). (M) (TEKS/SE)(3.19B)</li> </ul>	

## FOURTH 9-WEEKS

### TEKS Subject: *Listening/Speaking*

Audiences	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.12 Present dramatic interpretations of experiences, stories, poems, or plays (K-3). (M) (TEKS/SE)(3.3D)</li> </ul>	

### TEKS Subject: *Reading*

Word Identification	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.22 Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3). (M) (TEKS/SE)(3.5F)</li> <li>❑ <b>3.22 (3.5F ii SLA) develop automatic recognition of words that use specific spelling patterns such as q/c/k, b/v, s/c/z, y/ll, g/j, x/j, /y, r/rr, h, ch, gue, and gui) (1-3)</b></li> </ul>	

Fluency	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.24 Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the <b>"typical" third grader reads 80 wpm</b>)(3). (I) (M) (TEKS/SE)(3.6B)</li> </ul>	Readers Theatre: <a href="http://www.aaronshp.com">www.aaronshp.com</a> Repeated reading of poetry SSR Buddy reading Choral reading "Read Around the Room " (walls)

Vocabulary Development	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.35 Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)(3). (I) (M) (TEKS/SE)(3.8D)</li> </ul>	

Comprehension	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.44 Read and reread non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) recall specific complex directions and/or information presented in the text. (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.45 Read stories and recall the setting of the story (time and place). (Alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.48 Draw and discuss visual images based on text descriptions (1-3). (D) (TEKS/SE)(3.9E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.56 Classify details in a paragraph by determining what the details have in common and understand that this determines the implied main idea of the paragraph. (Alignment)</li> </ul>	Thinking Maps

<b>Literary Response</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.71 Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3). (M) (TEKS/SE)(3.10A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.72 Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3). (M) (TEKS/SE)(3.10B)</li> </ul>	

<b>Text Structure/Literary Concepts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.80 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). (D) (TEKS/SE)(3.11D)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.81 Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)(3-5). (I) (TEKS/SE)(3.11E)</li> </ul>	<p>1<sup>st</sup> 9 Wks – Title, author, illustrator  4<sup>th</sup> 9 Wks – Playwright, theater, stage, act, and scene</p>
<ul style="list-style-type: none"> <li>❑ 3.82 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7). (I) (TEKS/SE)(3.11F)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.83 Compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3). (I) (M) (TEKS/SE)(3.11G)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.84 Analyze characters, including their traits, feelings, relationships, and changes (1-3). (M) (TEKS/SE)(3.11H)</li> </ul>	

<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.87 Identify relevant questions for inquiry (K-3). (M) (TEKS/SE)(3.12A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.94 Demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3). (M) (TEKS/SE)(3.12H)</li> </ul>	<p>3<sup>rd</sup> 9 Wks – Production as murals and written/oral reports  4<sup>th</sup> 9 Wks -- Dramatizations</p>
<ul style="list-style-type: none"> <li>❑ 3.95 Use compiled information in systematic ways, including notes, charts, and labels (3). (I) (M) (TEKS/SE)(3.12I)</li> </ul>	

<b>Culture</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.98 Compare experiences of characters across cultures (K-3). (M) (TEKS/SE)(3.13B)</li> </ul>	

**TEKS Subject: *Writing***

Penmanship/Capitalization/Punctuation	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.100 Use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3). (M) (TEKS/SE)(3.15B)</li> <li>❑ <b>3.100 (3.15B ii SLA) Use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations</b></li> </ul>	
Purposes	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.108 Exhibit an identifiable voice in personal narratives. (Alignment)</li> </ul>	
Processes	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.125 Revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3). (D) (TEKS/SE)(3.18C)</li> </ul>	
Spelling	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.134 Spell multi-syllabic words using regularly spelled phonogram patterns (3). (I) (M) (TEKS/SE)(3.16B))</li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.135 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). (I) (M) (TEKS/SE)(3.16C)</li> <li>❑ <b>3.135 (3.16C ii SLA) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as apis-lápices</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.136 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). (I) (M) (TEKS/SE)(3.16D))</li> <li>❑ <b>3.136 (3.16D ii SLA) Write with more proficient use of orthographic patterns and rules such as qu together, using n before v, m before b, and m before p changing z to c when adding -es</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall
<ul style="list-style-type: none"> <li>❑ 3.137 Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3). (I) (M) (TEKS/SE)(3.16E))</li> <li>❑ <b>3.137 (3.16E ii SLA) Write with more proficient spelling of contractions, compounds, and homonyms such as casar- cazar and cocer- coser (3)</b></li> </ul>	Scholastic Spelling Resource book <u>Making Words and Making Big Words</u> by Patricia Cunningham and Dorothy Hall

<input type="checkbox"/> 3.138 Write with accurate spelling of syllable constructions such as closed, open, and consonant before -le, and syllable boundary patterns (3-6). (I) (TEKS/SE)(3.16F)	
<input type="checkbox"/> 3.140 Use resources to find correct spellings, synonyms, and replacement words (1-3). (M) (TEKS/SE)(3.16H))	Scholastic Spelling Resource book <u>Making Words</u> and <u>Making Big Words</u> by Patricia Cunningham and Dorothy Hall

<b>Grammar/Usage</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.143 Compose complete, elaborated sentences in written texts and use the appropriate end punctuation (3). (I) (M) (TEKS/SE)(3.17C))	

<b>Grammar/Usage (cont.)</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.144 Compose sentences with interesting, elaborated subjects (2-3). (M) (TEKS/SE)(3.17D))	
<input type="checkbox"/> 3.145 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). (M) (TEKS/SE)(3.17E) <input type="checkbox"/> <b>3.145 (3.17E ii SLA) Edit writing toward standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses and articles</b>	
<input type="checkbox"/> <b>No Oasis number – use verb tenses such as present, preterite, and future appropriately and consistently</b>	

<b>Evaluation</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.146 Identify the most effective features of a piece of writing with criteria generated by the teacher and class (1-3). (M) (TEKS/SE)(3.19A)	
<input type="checkbox"/> 3.149 Determine how his/her own writing achieves its purposes (1-3). (M) (TEKS/SE)(3.19C)	
<input type="checkbox"/> 3.151 Review a collection of his/her own written work to monitor growth as a writer (2-3). (M) (TEKS/SE)(3.19E)	

<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.153 Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3). (M) (TEKS/SE)(3.20B)	

<ul style="list-style-type: none"> <li>❑ 3.154 Take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3). (M) (TEKS/SE)(3.20C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 3.155 Compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3). (M) (TEKS/SE)(3.20D)</li> </ul>	