Unit Overview: In this unit, students will Consume and Critique realistic fiction and Produce (O’Flahavan) personal narratives utilizing the literary elements found in mentor text. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will explore realistic fiction to develop their comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through Quickwrites (Rief), which will provide the seeds for composing personal narratives. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of nouns, verbs, and subject-verb agreement. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. Throughout this unit, you will integrate the instructional practices in the Unit 1 planning guide with the First 25 Days of Reading and the First 25 Day Writing Workshop which will set the foundation for guided reading routines, writing workshop and practices.

Essential Question: How can we use experiences to connect our communities?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic Fiction</td>
<td>14 lessons</td>
<td>Strand 1: Foundational Language Skills—Beginning Reading and Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.3.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV with accent shifts.</td>
</tr>
<tr>
<td>Suggested Pacing: Aug. 26 – Sept. 13</td>
<td></td>
<td>ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td>Part 1 Aug. 26-30</td>
<td></td>
<td>ELA.3.2A.ii Demonstrate and apply phonetic knowledge by identifying and reading high frequency words from a research-based list.</td>
</tr>
<tr>
<td>Labor Day Sept. 2</td>
<td></td>
<td>ELA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</td>
</tr>
<tr>
<td>Part 2 Sept. 3-6</td>
<td></td>
<td>Strand 1: Foundational Language Skills—Vocabulary</td>
</tr>
<tr>
<td>Part 3 Sept. 9-13</td>
<td></td>
<td>ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</td>
</tr>
<tr>
<td>Benchmark Running Records BOY Sept. 3-30</td>
<td></td>
<td>ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.</td>
</tr>
<tr>
<td>Renaissance Learning 360 Screener BOY Sept. 3-20</td>
<td></td>
<td>ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</td>
</tr>
</tbody>
</table>
2019-2020 Scope and Sequence
English Language Arts – Grade 3

**Cycle 1**

<table>
<thead>
<tr>
<th>38 Days</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Level: M/N</td>
<td>DRA Level: 28/30</td>
</tr>
</tbody>
</table>

**Strand 1: Foundational Language Skills—Fluency**

ELA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**

ELA.3.5A Self-select text and read independently for a sustained period of time.

**Strand 2: Comprehension Skills**

ELA.3.6A Establish purpose for reading assigned and self-selected texts.

ELA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

ELA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

ELA.3.6D Create mental images to deepen understanding.

ELA.3.6E Make connections to personal experiences, ideas in other texts, and society.

ELA.3.6F Make inferences and use evidence to support understanding.

ELA.3.6G Evaluate details read to determine key ideas.

ELA.3.6H Synthesize information to create new understanding.

ELA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.

**Strand 3: Response Skills**

ELA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.

ELA.3.7C Use text evidence to support an appropriate response.

ELA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4: Multiple Genres—Literary Elements**

ELA.3.8A Infer the theme of a work, distinguishing theme from topic.

ELA.3.8B Explain the relationships among the major and minor characters.

ELA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.

ELA.3.8D Explain the influence of the setting on the plot.

**Strand 5: Author’s Purpose and Craft**

ELA.3.10A Explain the author’s purpose and message within a text.

ELA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.

ELA.3.10D Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

ELA.3.10E Identify the use of literary devices, including first- or third-person point of view.

ELA.3.10F Discuss how the author’s use of language contributes to voice.
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 3

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>38 Days</th>
<th>Aug. 26 – Oct. 18, 2019</th>
<th>Guided Reading Level: M/N</th>
<th>DRA Level: 28/30</th>
</tr>
</thead>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Strand 6: Composition—Writing Process**

- **ELA.3.11A** Develop drafts into a focused, structured, and coherent piece of writing by plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

- **ELA.3.11B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

- **ELA.3.11B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

- **ELA.3.11C** Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

- **ELA.3.11E** Publish written work for appropriate audiences.

- **ELA.3.11D.i** Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

- **ELA.3.11D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

- **ELA.3.11D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

**Strand 6: Composition—Genres**

- **ELA.3.12A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

---

**Strand 7: Inquiry and Research**

- **ELA.3.13A** Generate questions on a topic for formal and informal inquiry.

- **ELA.3.13C** Identify and gather relevant information from a variety of sources.

- **ELA.3.13E** Demonstrate understanding of information gathered.

---

**Ongoing TEKS**
## Unit 2: Traditional Tales

**Unit Overview:** In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) traditional tales. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will explore characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support them. Students will respond to literary texts through **Quickwrites** (Rief), which will provide the seeds for composing traditional tales. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, pronouns, punctuation, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. Throughout this unit, you will integrate the instructional practices in the Unit 1 planning guide with the First 25 Days of Reading and the First 25 Day Writing Workshop which will set the foundation for guided reading routines, writing workshop and practices.

**Essential Question:** How can we use experiences to connect our communities?

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Traditional Tales** | 8 lessons | **Strand 1: Foundational Language Skills—Beginning Reading and Writing**  
ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.  
ELA.3.2A.ii Demonstrate and apply phonetic knowledge by identifying and reading high frequency words from a research-based list.  
ELA.3.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.  
ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.3.2B.ii Demonstrate and apply spelling knowledge by spelling homophones; spaces between words.  
ELA.3.2B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.  
ELA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. |
| **Suggested Pacing:**  
**Part 1**  
Sept. 16-20  
**Part 2**  
Sept. 23-27 | **Strand 1: Foundational Language Skills—Vocabulary**  
ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.  
ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.  
ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful. |
| **Early Dismissal**  
Sept. 27 | **Unit 2: Traditional Tales**  
**Number of Lessons**  
8 lessons  
| **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  
**The student will:**  
**Strand 1: Foundational Language Skills—Beginning Reading and Writing**  
ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.  
ELA.3.2A.ii Demonstrate and apply phonetic knowledge by identifying and reading high frequency words from a research-based list.  
ELA.3.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.  
ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.3.2B.ii Demonstrate and apply spelling knowledge by spelling homophones; spaces between words.  
ELA.3.2B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.  
ELA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. |

© Houston ISD Curriculum 2019-2020  
Updated: February 4, 2020
## Cycle 1

<table>
<thead>
<tr>
<th>Guided Reading Level: M/N</th>
<th>DRA Level: 28/30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>38 Days</strong></td>
<td>Aug. 26 – Oct. 18, 2019</td>
</tr>
</tbody>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

### Strand 1: Foundational Language Skills—Self-Sustained Reading

**ELA.3.5A** Self-select text and read independently for a sustained period of time.

### Strand 2: Comprehension Skills

**ELA.3.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

**ELA.3.6E** Make connections to personal experiences, ideas in other texts, and society.

**ELA.3.6F** Make inferences and use evidence to support understanding.

**ELA.3.6H** Synthesize information to create new understanding.

### Strand 3: Response Skills

**ELA.3.7B** Write a response to a literary or informational text that demonstrates an understanding of a text.

**ELA.3.7C** Use text evidence to support an appropriate response.

**ELA.3.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

### Strand 4: Multiple Genres—Literary Elements

**ELA.3.8A** Infer the theme of a work, distinguishing theme from topic.

**ELA.3.8B** Explain the relationships among the major and minor characters.

**ELA.3.8C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

**ELA.3.8D** Explain the influence of the setting on the plot.

### Strand 4: Multiple Genres—Genres

**ELA.3.9A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths.

### Strand 5: Author’s Purpose and Craft

**ELA.3.10A** Explain the author’s purpose and message within a text.

**ELA.3.10C** Explain the author’s use of print and graphic features to achieve specific purposes.

**ELA.3.10D** Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

**ELA.3.10E** Identify the use of literary devices, including first- or third-person point of view.

**ELA.3.10F** Discuss how the author’s use of language contributes to voice.

### Strand 6: Composition—Writing Process

**ELA.3.11D.i** Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.
<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>38 Days</th>
<th>Aug. 26 – Oct. 18, 2019</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Guided Reading Level: M/N</td>
<td>DRA Level: 28/30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA.3.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA.3.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA.3.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and items in a series.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Strand 6: Composition—Genres</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Strand 7: Inquiry and Research</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA.3.13A Generate questions on a topic for formal and informal inquiry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA.3.13C Identify and gather relevant information from a variety of sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA.3.13E Demonstrate understanding of information gathered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Ongoing TEKS</strong></td>
</tr>
</tbody>
</table>

**GLOBAL GRADUATE**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

© Houston ISD Curriculum 2019-2020
Page 6 of 38
Updated: February 4, 2020
**Unit Overview:** In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) poetry. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will explore and explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to poetry through **Quickwrites** (Rief), which will provide the seeds for composing poetry. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, adverbs, nouns and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How can we use experiences to connect our communities?

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry</td>
<td>13 lessons</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong>&lt;br&gt;ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en. ELA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.3.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts. ELA.3.2A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list. ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.3.2B.ii Demonstrate and apply spelling knowledge by spelling homophones; spaces between words. ELA.3.2B.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns. ELA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. <strong>Strand 1: Foundational Language Skills—Vocabulary</strong>&lt;br&gt;ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words. ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.</td>
</tr>
</tbody>
</table>
2019-2020 Scope and Sequence
English Language Arts – Grade 3

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>38 Days</th>
<th>Aug. 26 – Oct. 18, 2019</th>
<th>Guided Reading Level: M/N</th>
<th>DRA Level: 28/30</th>
</tr>
</thead>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

ELA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

Strand 1: Foundational Language Skills—Self-Sustained Reading
ELA.3.5A Self-select text and read independently for a sustained period of time.

Strand 2: Comprehension Skills
ELA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
ELA.3.6E Make connections to personal experiences, ideas in other texts, and society.
ELA.3.6F Make inferences and use evidence to support understanding.
ELA.3.6H Synthesize information to create new understanding.

Strand 3: Response Skills
ELA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.
ELA.3.7C Use text evidence to support an appropriate response.
ELA.3.7D Retell and paraphrase texts in ways that maintain meaning.

Strand 4: Multiple Genres—Literary Elements
ELA.3.8A Infer the theme of a work, distinguishing theme from topic.
ELA.3.8B Explain the relationships among the major and minor characters.
ELA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.
ELA.3.8D Explain the influence of the setting on the plot.

Strand 4: Multiple Genres—Genres
ELA.3.9B Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

Strand 5: Author’s Purpose and Craft
ELA.3.10A Explain the author’s purpose and message within a text.
ELA.3.10B Explain how the use of text structure contributes to the author’s purpose.
ELA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.
ELA.3.10D Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
ELA.3.10E Identify the use of literary devices, including first- or third-person point of view.
ELA.3.10F Discuss how the author’s use of language contributes to voice.

Strand 6: Composition—Writing Process
ELA.3.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.
<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>38 Days</th>
<th>Aug. 26 – Oct. 18, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Level: M/N</td>
<td>DRA Level: 28/30</td>
<td></td>
</tr>
</tbody>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

ELA.3.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.
ELA.3.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.
ELA.3.11D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.
ELA.3.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

Strand 6: Composition—Genres
ELA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Strand 7: Inquiry and Research
ELA.3.13A Generate questions on a topic for formal and informal inquiry.
ELA.3.13C Identify and gather relevant information from a variety of sources.
ELA.3.13E Demonstrate understanding of information gathered.

Ongoing TEKS
**Unit 4: Literary Nonfiction-Informational**

**Unit Overview:** In this unit, students will **Consume and Critique** literary nonfiction and **Produce** (O’Flahavan) personal narratives utilizing the literary elements and the elements of informational text found in mentor text. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will explore the genre of **Literary Nonfiction** which is composed of biographies, autobiographies, and memoirs. While interacting with these texts, students will analyze how authors present major events in a person’s life and identify the literary language used to communicate a message or theme to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to literary nonfiction through **Quickwrites** (Rief), which will provide the seeds for composing personal narratives. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of capitalization, prepositions, and pronouns. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How have ideas from the past influenced actions of the present?

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary Nonfiction</strong></td>
<td>8 lessons</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong></td>
</tr>
<tr>
<td><strong>Suggested Pacing:</strong></td>
<td></td>
<td><strong>ELA.3.2A.i</strong> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.</td>
</tr>
<tr>
<td>Oct. 21 – Nov. 1</td>
<td></td>
<td><strong>ELA.3.2A.ii</strong> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td><strong>ELA.3.2A.iv</strong> Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV with accent shifts.</td>
</tr>
<tr>
<td>Oct. 21-25</td>
<td></td>
<td><strong>ELA.3.2A.vii</strong> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td></td>
<td><strong>ELA.3.2B.i</strong> Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td>Oct. 28 – Nov. 1</td>
<td></td>
<td><strong>ELA.3.2C</strong> Alphabetize a series of words to the third letter.</td>
</tr>
<tr>
<td><strong>Snapshot 1 Reading and Writing</strong> Suggested Window: Oct. 28 – Nov. 1</td>
<td><strong>Strand 1: Foundational Language Skills—Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td><strong>See Outline for TEKS Details.</strong></td>
<td><strong>ELA.3.3A</strong> Use print or digital resources to determine meaning, syllabication, and pronunciation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ELA.3.3B</strong> Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ELA.3.3C</strong> Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Self-Sustained Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ELA.3.5A</strong> Self-select text and read independently for a sustained period of time.</td>
<td></td>
</tr>
</tbody>
</table>
2019-2020 Scope and Sequence
English Language Arts – Grade 3

|---------|---------|------------------------|--------------------------|------------------|

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Strand 2: Comprehension Skills**
- **ELA.3.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- **ELA.3.6E** Make connections to personal experiences, ideas in other texts, and society.
- **ELA.3.6F** Make inferences and use evidence to support understanding.
- **ELA.3.6H** Synthesize information to create new understanding.

**Strand 3: Response Skills**
- **ELA.3.7B** Write a response to a literary or informational text that demonstrates an understanding of a text.
- **ELA.3.7C** Use text evidence to support an appropriate response.
- **ELA.3.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4: Multiple Genres—Literary Elements**
- **ELA.3.8A** Infer the theme of a work, distinguishing theme from topic.
- **ELA.3.8B** Explain the relationships among the major and minor characters.
- **ELA.3.8C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.
- **ELA.3.8D** Explain the influence of the setting on the plot.

**Strand 4: Multiple Genres—Genres**
- **ELA.3.9D.i** Recognize characteristics of informational text including the central idea with supporting evidence.
- **ELA.3.9D.ii** Recognize characteristics of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

**Strand 5: Author’s Purpose and Craft**
- **ELA.3.10A** Explain the author’s purpose and message within a text.
- **ELA.3.10B** Explain how the use of text structure contributes to the author’s purpose.
- **ELA.3.10C** Explain the author’s use of print and graphic features to achieve specific purposes.
- **ELA.3.10D** Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
- **ELA.3.10E** Identify the use of literary devices, including first- or third-person point of view.
- **ELA.3.10F** Discuss how the author’s use of language contributes to voice.

**Strand 6: Composition—Writing Process**
- **ELA.3.11D.ix** Edit drafts using standard English conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people.
- **ELA.3.11D.vi** Edit drafts using standard English conventions, including prepositions and prepositional phrases.
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 3

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Level: N/O</td>
<td>DRA Level: 30/34</td>
<td></td>
</tr>
</tbody>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

### Strand 6: Composition—Genres
- **ELA.3.12A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.
- **ELA.3.12D** Compose correspondence such as thank you notes or letters.

### Strand 7: Inquiry and Research
- **ELA.3.13A** Generate questions on a topic for formal and informal inquiry.
- **ELA.3.13B** Develop and follow a research plan with adult assistance.
- **ELA.3.13C** Identify and gather relevant information from a variety of sources.
- **ELA.3.13D** Identify primary and secondary sources.
- **ELA.3.13E** Demonstrate understanding of information gathered.
- **ELA.3.13G** Create a works cited page.
- **ELA.3.13H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Ongoing TEKS**
Unit 5: Informational Text

Unit Overview: In this genre study, students will Consume, Critique, and Produce (O’Flahavan) informational texts. Students will explore and recognize characteristics and structures of informational text including central idea and features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding reading comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will respond to informational texts through Quickwrites (Rief), which will provide the seeds for composing informational texts. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own informational texts. The teacher will model this process by writing alongside the students highlighting their use of verbs, conjunctions, punctuation, and subject-verb agreement. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How have ideas from the past influenced actions of the present?

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informational Text</strong></td>
<td>13 lessons</td>
<td>Strand 1: Foundational Language Skills—Beginning Reading and Writing&lt;br&gt;ELA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.&lt;br&gt;ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.&lt;br&gt;ELA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.&lt;br&gt;ELA.3.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV with accent shifts.&lt;br&gt;ELA.3.2A.vii Demonstrate and apply phonetic knowledge by decoding identifying and reading high-frequency words from a research-based list.&lt;br&gt;ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.&lt;br&gt;ELA.3.2C Alphabetize a series of words to the third letter.</td>
</tr>
<tr>
<td><strong>Suggested Pacing:</strong></td>
<td>13 lessons</td>
<td>Strand 1: Foundational Language Skills—Vocabulary&lt;br&gt;ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.&lt;br&gt;ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.&lt;br&gt;ELA.3.3C Identify the meaning of and use words with affixes such as im-(into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.</td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td>Nov. 4-8 Early Dismissal Nov. 8</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td>Nov. 11-15</td>
<td></td>
</tr>
<tr>
<td><strong>Part 3</strong></td>
<td>Nov. 18-22 Thanksgiving Holiday Nov. 25-29</td>
<td></td>
</tr>
</tbody>
</table>
## Cycle 2

**39 Days**
Oct. 21 – Dec. 19, 2019
Guided Reading Level: N/O
DRA Level: 30/34

<table>
<thead>
<tr>
<th><strong>Strand 1: Foundational Language Skills—Self-Sustained Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.3.5A</strong> Self-select text and read independently for a sustained period of time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strand 2: Comprehension Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.3.6C</strong> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</td>
</tr>
<tr>
<td><strong>ELA.3.6E</strong> Make connections to personal experiences, ideas in other texts, and society.</td>
</tr>
<tr>
<td><strong>ELA.3.6F</strong> Make inferences and use evidence to support understanding.</td>
</tr>
<tr>
<td><strong>ELA.3.6H</strong> Synthesize information to create new understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strand 3: Response Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.3.7B</strong> Write a response to a literary or informational text that demonstrates an understanding of a text.</td>
</tr>
<tr>
<td><strong>ELA.3.7C</strong> Use text evidence to support an appropriate response.</td>
</tr>
<tr>
<td><strong>ELA.3.7D</strong> Retell and paraphrase texts in ways that maintain meaning and logical order.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strand 4: Multiple Genres—Genres</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.3.9D.i</strong> Recognize characteristics of informational text including the central idea with supporting evidence.</td>
</tr>
<tr>
<td><strong>ELA.3.9D.ii</strong> Recognize characteristics of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</td>
</tr>
<tr>
<td><strong>ELA.3.9D.iii</strong> Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strand 5: Author’s Purpose and Craft</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.3.10A</strong> Explain the author’s purpose and message within a text.</td>
</tr>
<tr>
<td><strong>ELA.3.10B</strong> Explain how the use of text structure contributes to the author’s purpose.</td>
</tr>
<tr>
<td><strong>ELA.3.10C</strong> Explain the author’s use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>ELA.3.10D</strong> Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.</td>
</tr>
<tr>
<td><strong>ELA.3.10E</strong> Identify the use of literary devices, including first- or third-person point of view.</td>
</tr>
<tr>
<td><strong>ELA.3.10F</strong> Discuss how the author’s use of language contributes to voice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strand 6: Composition—Writing Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.3.11D.i</strong> Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.</td>
</tr>
</tbody>
</table>
## Cycle 2

<table>
<thead>
<tr>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Level: N/O</td>
<td>DRA Level: 30/34</td>
<td></td>
</tr>
</tbody>
</table>

**Strand 6: Composition—Genres**

**ELA.3.11D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

**ELA.3.11D.viii** Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

**ELA.3.11D.x** Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

**Strand 7: Inquiry and Research**

**ELA.3.13A** Generate questions on a topic for formal and informal inquiry.

**ELA.3.13B** Develop and follow a research plan with adult assistance.

**ELA.3.13C** Identify and gather relevant information from a variety of sources.

**ELA.3.13D** Identify primary and secondary sources.

**ELA.3.13E** Demonstrate understanding of information gathered.

**ELA.3.13G** Create a works cited page.

**ELA.3.13H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Ongoing TEKS**
Unit Overview: In this genre study, students will Consume, Critique, and Produce (O’Flahavan) argumentative texts (opinion essays). Students will explore and recognize characteristics and structures of argumentative text identifying the claim, distinguishing facts from opinions, analyzing the intended audience, and recognizing characteristics of multimodal and digital texts to support understanding reading comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will respond to argumentative texts through Quickwrites (Rief), which will provide the seeds for composing argumentative texts (opinion essays). As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own argumentative texts. The teacher will model this process by writing alongside the students highlighting their use of adjectives, adverbs, conjunctions, punctuation and subject-verb agreement. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How have ideas from the past influenced actions of the present?

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Argumentative Text** | 13 lessons | **Strand 1: Foundational Language Skills—Beginning Reading and Writing**  
ELA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.  
ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.  
ELA.3.2A.ii Demonstrate and apply phonetic knowledge by identifying and reading high frequency words from a research-based list.  
ELA.3.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.  
ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.3.2B.ii Demonstrate and apply spelling knowledge by spelling homophones. |
| **Suggested Pacing:**  
Part 1 | Dec. 2-19 |  
Part 2 | Dec. 9-13 |
| **District-Level Assessment**  
**Reading/Writing**  
**Suggested Window:**  
Dec. 9-13 | See Blueprint for TEKS Details. |
| **Part 3**  
Dec. 16-19 | Benchmark Running Records  
MOY  
Dec. 9 – Jan. 17 |
| **Strand 1: Foundational Language Skills—Vocabulary**  
ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.  
ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.  
ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.  
ELA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. |
<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>39 Days</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct. 21 – Dec. 19, 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guided Reading Level: N/O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DRA Level: 30/34</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Preparation Day**
Dec. 20

**Winter Break**
Dec. 23 – Jan. 3

<table>
<thead>
<tr>
<th>Strand 1: Foundational Language Skills—Self-Sustained Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.3.5A Self-select text and read independently for a sustained period of time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 2: Comprehension Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</td>
</tr>
<tr>
<td>ELA.3.6E Make connections to personal experiences, ideas in other texts, and society.</td>
</tr>
<tr>
<td>ELA.3.6F Make inferences and use evidence to support understanding.</td>
</tr>
<tr>
<td>ELA.3.6H Synthesize information to create new understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 3: Response Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.</td>
</tr>
<tr>
<td>ELA.3.7C Use text evidence to support an appropriate response.</td>
</tr>
<tr>
<td>ELA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 4: Multiple Genres—Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.3.9D.i Recognize characteristics and structures of informational text including the central idea with supporting evidence.</td>
</tr>
<tr>
<td>ELA.3.9D.ii Recognize characteristics and structures of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</td>
</tr>
<tr>
<td>ELA.3.9D.iii Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution.</td>
</tr>
<tr>
<td>ELA.3.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.</td>
</tr>
<tr>
<td>ELA.3.9E.ii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.</td>
</tr>
<tr>
<td>ELA.3.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</td>
</tr>
<tr>
<td>ELA.3.9F Recognize characteristics and structures of argumentative text by recognizing characteristics of multimodal and digital texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 5: Author’s Purpose and Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.3.10A Explain the author’s purpose and message within a text.</td>
</tr>
<tr>
<td>ELA.3.10B Explain how the use of text structure contributes to the author’s purpose.</td>
</tr>
<tr>
<td>ELA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td>ELA.3.10D Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.</td>
</tr>
<tr>
<td>ELA.3.10E Identify the use of literary devices, including first- or third-person point of view.</td>
</tr>
<tr>
<td>ELA.3.10F Discuss how the author’s use of language contributes to voice.</td>
</tr>
</tbody>
</table>
### Cycle 2

<table>
<thead>
<tr>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided Reading Level:</strong> N/O</td>
<td><strong>DRA Level:</strong> 30/34</td>
</tr>
</tbody>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

#### Strand 6: Composition—Writing Process

- **ELA.3.10G** Identify and explain the use of hyperbole.

| Ela.3.11D.i | Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement. |
| Ela.3.11D.iv | Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms. |
| Ela.3.11D.v | Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner. |
| Ela.3.11D.viii | Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. |
| Ela.3.11D.x | Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series. |

#### Strand 6: Composition—Genres

- **ELA.3.12C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

#### Strand 7: Inquiry and Research

- **ELA.3.13A** Generate questions on a topic for formal and informal inquiry.
- **ELA.3.13B** Develop and follow a research plan with adult assistance.
- **ELA.3.13C** Identify and gather relevant information from a variety of sources.
- **ELA.3.13D** Identify primary and secondary sources.
- **ELA.3.13E** Demonstrate understanding of information gathered.
- **ELA.3.13G** Create a works cited page.
- **ELA.3.13H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### Ongoing TEKS

**1. Foundational Language Skills**
**2. Comprehension Skills**
**3. Response Skills**
**4. Multiple Genres**
**5. Author’s Purpose and Craft**
**6. Composition**
**7. Inquiry and Research**

© Houston ISD Curriculum 2019-2020
Page 18 of 38
Updated: February 4, 2020
Unit Overview: In this unit, students will Consume, Critique, and Produce (O’Flahavan) drama (plays). As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will explore elements of drama such as characters, dialogue, setting, and acts to develop their comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to dramas through Quickwrites (Rief), which will provide the seeds for composing dramas. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, pronouns, punctuation and subject-verb agreement. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we impact our world through expression?

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>13 lessons</td>
<td>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en. ELA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.3.2A.vii Demonstrate and apply phonetic knowledge by Identifying and reading high-frequency words from a research-based list. ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.3.2B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.</td>
</tr>
<tr>
<td></td>
<td>Suggested Pacing:</td>
<td>Jan. 6-24 Part 1 Jan. 6-10 Part 2 Jan. 13-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strand 1: Foundational Language Skills—Vocabulary ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words. ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful. ELA.3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.3.5A Self-select text and read independently for a sustained period of time.</td>
</tr>
</tbody>
</table>
### Cycle 3

**49 Days**  
Jan. 6 – Mar. 13, 2020  
Guided Reading Level: O/P/Q  
DRA Level: 34/38/40

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Strand 2: Comprehension Skills**

ELA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  
ELA.3.6E Make connections to personal experiences, ideas in other texts, and society.  
ELA.3.6F Make inferences and use evidence to support understanding.  
ELA.3.6H Synthesize information to create new understanding.

**Strand 3: Response Skills**

ELA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.  
ELA.3.7C Use text evidence to support an appropriate response.  
ELA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4: Multiple Genres—Literary Elements**

ELA.3.8A Infer the theme of a work, distinguishing theme from topic.  
ELA.3.8B Explain the relationships among the major and minor characters.  
ELA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.  
ELA.3.8D Explain the influence of the setting on the plot.

**Strand 4: Multiple Genres—Genres**

ELA.3.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths.  
ELA.3.9C Discuss elements of drama such as characters, dialogue, setting, and acts.

**Strand 5: Author’s Purpose and Craft**

ELA.3.10A Explain the author’s purpose and message within a text.  
ELA.3.10B Explain how the use of text structure contributes to the author’s purpose.  
ELA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.  
ELA.3.10D Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.  
ELA.3.10E Identify the use of literary devices, including first- or third-person point of view.

**Strand 6: Composition—Writing Process**

ELA.3.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.  
ELA.3.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.  
ELA.3.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
# Elementary Curriculum and Development

## 2019-2020 Scope and Sequence

### English Language Arts – Grade 3

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
<tr>
<td>Guided Reading Level: O/P/Q</td>
<td>DRA Level: 34/38/40</td>
<td></td>
</tr>
</tbody>
</table>

**Strand 6: Composition—Genres**

ELA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

**Strand 7: Inquiry and Research**

ELA.3.13A Generate questions on a topic for formal and informal inquiry.
ELA.3.13B Develop and follow a research plan with adult assistance.
ELA.3.13C Identify and gather relevant information from a variety of sources.
ELA.3.13D Identify primary and secondary sources.
ELA.3.13E Demonstrate understanding of information gathered.
ELA.3.13G Create a works cited page.
ELA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Ongoing TEKS**

ELA.3.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.
# Unit 8: Poetry

**Unit Overview:** In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) poetry. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will explore and explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to poetry through **Quickwrites** (Rief), which will provide the seeds for composing poetry. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, adverbs, nouns, punctuation, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How can we impact our world through expression?

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Suggested Pacing</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Poetry | 13 lessons       | **Strand 1: Foundational Language Skills—Beginning Reading and Writing**  
ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.  
ELA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
ELA.3.2A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.
ELA.3.2B.i Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
ELA.3.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.
ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.
**Strand 1: Foundational Language Skills—Vocabulary**  
ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.  
ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.  
ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.  
ELA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. |

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Jan. 27 – Feb. 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2</td>
<td>Feb. 3-7</td>
</tr>
<tr>
<td>Part 3</td>
<td>Feb. 10-14</td>
</tr>
<tr>
<td>Early Dismissal</td>
<td>Feb. 14</td>
</tr>
</tbody>
</table>

**Suggested Pacing:**

- Jan. 27 – Feb. 14
- Part 1: Jan. 27-31
- Part 2: Feb. 3-7
- Part 3: Feb. 10-14
- Early Dismissal: Feb. 14

**Snapshot 2:**

**Reading and Writing**

**Suggested Window:**

- Jan. 27-31

See [Outline for TEKS Details](#).
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 3

**Cycle 3**

<table>
<thead>
<tr>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
</table>

**Guided Reading Level:** O/P/Q  
**DRA Level:** 34/38/40  

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

---

**Strand 1: Foundational Language Skills—Self-Sustained Reading**  
**ELA.3.5A** Self-select text and read independently for a sustained period of time.

**Strand 2: Comprehension Skills**  
**ELA.3.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  
**ELA.3.6E** Make connections to personal experiences, ideas in other texts, and society.  
**ELA.3.6F** Make inferences and use evidence to support understanding.  
**ELA.3.6H** Synthesize information to create new understanding.

**Strand 3: Response Skills**  
**ELA.3.7B** Write a response to a literary or informational text that demonstrates an understanding of a text.  
**ELA.3.7C** Use text evidence to support an appropriate response.  
**ELA.3.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4: Multiple Genres—Literary Elements**  
**ELA.3.8A** Infer the theme of a work, distinguishing theme from topic.  
**ELA.3.8B** Explain the relationships among the major and minor characters.  
**ELA.3.8C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

**Strand 4: Multiple Genres—Genres**  
**ELA.3.9B** Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

**Strand 5: Author’s Purpose and Craft**  
**ELA.3.10A** Explain the author’s purpose and message within a text.  
**ELA.3.10B** Explain how the use of text structure contributes to the author’s purpose.  
**ELA.3.10C** Explain the author’s use of print and graphic features to achieve specific purposes.  
**ELA.3.10D** Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.  
**ELA.3.10E** Identify the use of literary devices, including first- or third-person point of view.  
**ELA.3.10F** Discuss how the author’s use of language contributes to voice.

**Strand 6: Composition—Writing Process**  
**ELA.3.11A** Develop drafts into a focused, structured, and coherent piece of writing by plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
## Cycle 3

| 49 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| Jan. 6 – Mar. 13, 2020 | |
| Guided Reading Level: O/P/Q | |
| DRA Level: 34/38/40 | |

**Strand 6: Composition—Genres**

**ELA.3.11B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

**ELA.3.11B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

**ELA.3.11C** Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

**ELA.3.11E** Publish written work for appropriate audiences.

**ELA.3.11D.i** Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

**ELA.3.11D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

**ELA.3.11D.iv** Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

**ELA.3.11D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

**ELA.3.11D.x** Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

**Strand 7: Inquiry and Research**

**ELA.3.13A** Generate questions on a topic for formal and informal inquiry.

**ELA.3.13B** Develop and follow a research plan with adult assistance.

**ELA.3.13C** Identify and gather relevant information from a variety of sources.

**ELA.3.13D** Identify primary and secondary sources.

**ELA.3.13E** Demonstrate understanding of information gathered.

**ELA.3.13G** Create a works cited page.

**ELA.3.13H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Ongoing TEKS**
**Unit 9: Informational**

**Unit Overview:** In this genre study, students will **Consume, Critique, and Produce** (O’Flahavan) informational texts. Students will explore and recognize characteristics and structures of informational text including central idea and features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to informational texts through **Quickwrites** (Rief), which will provide the seeds for composing informational texts. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own informational texts. The teacher will model this process by writing alongside the students highlighting their use of verbs, conjunctions, punctuation, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How can we impact our world through expression?

<table>
<thead>
<tr>
<th><strong>Unit 9</strong></th>
<th><strong>Number of Lessons</strong></th>
<th><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational</td>
<td>17 lessons</td>
<td>Strand 1: <strong>Foundational Language Skills—Beginning Reading and Writing</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2A.i</strong> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2A.ii</strong> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2A.viii</strong> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2A.iv</strong> Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2B.i</strong> Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2B.iv</strong> Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2B.v</strong> Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.2B.vii</strong> Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strand 1: <strong>Foundational Language Skills—Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.3.3A</strong> Use print or digital resources to determine meaning, syllabication, and pronunciation.</td>
</tr>
</tbody>
</table>
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 3

**Cycle 3**

<table>
<thead>
<tr>
<th>49 Days</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 6 – Mar. 13, 2020</td>
<td>Guided Reading Level: O/P/Q, DRA Level: 34/38/40</td>
</tr>
</tbody>
</table>

**ELA.3.3B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.

**ELA.3.3C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**

**ELA.3.5A** Self-select text and read independently for a sustained period of time.

**Strand 2: Comprehension Skills**

**ELA.3.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

**ELA.3.6E** Make connections to personal experiences, ideas in other texts, and society.

**ELA.3.6F** Make inferences and use evidence to support understanding.

**ELA.3.6H** Synthesize information to create new understanding.

**Strand 3: Response Skills**

**ELA.3.7B** Write a response to a literary or informational text that demonstrates an understanding of a text.

**ELA.3.7C** Use text evidence to support an appropriate response.

**ELA.3.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4: Multiple Genres—Genres**

**ELA.3.9D.i** Recognize characteristics of informational text including the central idea with supporting evidence.

**ELA.3.9D.ii** Recognize characteristics of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

**ELA.3.9D.iii** Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution.

**Strand 5: Author’s Purpose and Craft**

**ELA.3.10A** Explain the author’s purpose and message within a text.

**ELA.3.10B** Explain how the use of text structure contributes to the author’s purpose.

**ELA.3.10C** Explain the author’s use of print and graphic features to achieve specific purposes.

**ELA.3.10E** Identify the use of literary devices, including first- or third-person point of view.

**ELA.3.10F** Discuss how the author’s use of language contributes to voice.

**Strand 6: Composition—Writing Process**

**ELA.3.11A** Develop drafts into a focused, structured, and coherent piece of writing by plan a first draft by selecting a genre for a particular topic, purpose,
Strand 6: Composition—Genres
ELA.3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Strand 7: Inquiry and Research
ELA.3.13A Generate questions on a topic for formal and informal inquiry.
ELA.3.13B Develop and follow a research plan with adult assistance.
ELA.3.13C Identify and gather relevant information from a variety of sources.
ELA.3.13D Identify primary and secondary sources.
ELA.3.13E Demonstrate understanding of information gathered.
ELA.3.13G Create a works cited page.
ELA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Ongoing TEKS
Unit Overview: In this unit, students will Consume, Critique, and Produce (O’Flahavan) personal essays. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will explore realistic fiction and traditional tales to develop their comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through Quickwrites (Rief), which will provide the seeds for composing personal narratives. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of nouns, verbs, punctuation, and subject-verb agreement. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can reflecting on the past help us to appreciate change?

<table>
<thead>
<tr>
<th>Unit 10</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Fiction and Traditional Tales | 13 lessons | Strand 1: Foundational Language Skills—Beginning Reading and Writing  
ELA.3A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.  
ELA.3A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.  
ELA.3A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.  
ELA.3B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCE syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.3B.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.  
ELA.3B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.  
ELA.3B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.  
ELA.3B.vii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.  
Strand 1: Foundational Language Skills—Vocabulary  
ELA.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.  
ELA.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.  
ELA.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful. |

Suggested Pacing:  
Mar. 23 – Apr. 9  
Part 1  
Mar. 23-27  
Snapshot 3  
Writing  
Suggested Window:  
Mar. 23-27  
See Outline for TEKS Details.
# 2019-2020 Scope and Sequence
## English Language Arts – Grade 3

<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>47 Days</th>
<th>Mar. 23 – May 29, 2020</th>
</tr>
</thead>
</table>

**Guided Reading Level:** Q/R/S  
**DRA Level:** 38/40/50

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.

Complete instructional planning information and support are in the HISD Curriculum documents.

---

**Mar. 30**

**Part 2**  
Mar. 31 – Apr. 3

**Part 3**  
Apr. 6-9

**Spring Holiday**  
Apr. 10

**ELA.3.3D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

**Strand 1:** Foundational Language Skills—Self-Sustained Reading  
**ELA.3.5A** Self-select text and read independently for a sustained period of time.

**Strand 2:** Comprehension Skills  
**ELA.3.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  
**ELA.3.6E** Make connections to personal experiences, ideas in other texts, and society.  
**ELA.3.6F** Make inferences and use evidence to support understanding.  
**ELA.3.6H** Synthesize information to create new understanding.

**Strand 3:** Response Skills  
**ELA.3.7B** Write a response to a literary or informational text that demonstrates an understanding of a text.  
**ELA.3.7C** Use text evidence to support an appropriate response.  
**ELA.3.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4:** Multiple Genres—Literary  
**ELA.3.8A** Infer the theme of a work, distinguishing theme from topic.  
**ELA.3.8B** Explain the relationships among the major and minor characters.  
**ELA.3.8C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.  
**ELA.3.8D** Explain the influence of the setting on the plot.

**Strand 5:** Author’s Purpose and Craft  
**ELA.3.10A** Explain the author’s purpose and message within a text.  
**ELA.3.10B** Explain how the use of text structure contributes to the author’s purpose.  
**ELA.3.10C** Explain the author’s use of print and graphic features to achieve specific purposes.  
**ELA.3.10D** Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.  
**ELA.3.10E** Identify the use of literary devices, including first- or third-person point of view.  
**ELA.3.10F** Discuss how the author’s use of language contributes to voice.

**Strand 6:** Composition—Writing Process  
**ELA.3.11A** Develop drafts into a focused, structured, and coherent piece of writing by plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 3

**Cycle 4**

<table>
<thead>
<tr>
<th>47 Days</th>
<th>Mar. 23 – May 29, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Level: Q/R/S</td>
<td></td>
</tr>
<tr>
<td>DRA Level: 38/40/50</td>
<td></td>
</tr>
</tbody>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Guided Reading Level: Q/R/S**

### Ongoing TEKS

**Strand 6: Composition—Genres**

- ELA.3.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.
- ELA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- ELA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
- ELA.3.11E Publish written work for appropriate audiences.
- ELA.3.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.
- ELA.3.11D.ii Edit drafts using standard English conventions, including past, present, and future verb tense.
- ELA.3.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.
- ELA.3.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

**Strand 7: Inquiry and Research**

- ELA.3.13A Generate questions on a topic for formal and informal inquiry.
- ELA.3.13B Develop and follow a research plan with adult assistance.
- ELA.3.13C Identify and gather relevant information from a variety of sources.
- ELA.3.13D Identify primary and secondary sources.
- ELA.3.13E Demonstrate understanding of information gathered.
- ELA.3.13G Create a works cited page.
- ELA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Global Graduate**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

© Houston ISD Curriculum 2019-2020
Page 30 of 38
Updated: February 4, 2020
## Unit Overview:
In this genre study, students will **Consume, Critique, and Produce** (O’Flahavan) argumentative texts (opinion essays). Students will explore and recognize characteristics and structures of argumentative text identifying the claim, distinguishing facts from opinions, analyzing the intended audience, and recognizing characteristics of multimodal and digital texts to support understanding reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to argumentative texts through **Quickwrites** (Rief), which will provide the seeds for composing argumentative texts (opinion essays). As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own argumentative texts. The teacher will model this process by writing alongside the students highlighting their use of adjectives, adverbs, conjunctions, punctuation and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. **Essential Question:** How can reflecting on the past help us to appreciate change?

<table>
<thead>
<tr>
<th>Unit 11</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Argumentative | 13 lessons | **Strand 1: Foundational Language Skills—Beginning Reading and Writing**  
ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.  
ELA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.3.2A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.  
ELA.3.2B.i Demonstrate and apply phonetic knowledge by dспelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
ELA.3.2B.iv Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.  
ELA.3.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.  
**Strand 1: Foundational Language Skills—Vocabulary**  
ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.  
ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.  
ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.  
ELA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. |
| **Suggested Pacing:** | |  
Part 1 | Apr. 13-17 |
Part 2 | Apr. 20-24 |
Part 3 | Apr. 27 – May 1 |
| Renaissance Learning 360 Screener EOY | | Apr. 20 – May 22 |

Updated: February 4, 2020
# HISD Elementary Curriculum and Development

## 2019-2020 Scope and Sequence

### English Language Arts – Grade 3

<table>
<thead>
<tr>
<th>Cycle 4</th>
<th></th>
<th>47 Days</th>
<th>Mar. 23 – May 29, 2020</th>
</tr>
</thead>
</table>

Guided Reading Level: Q/R/S

DRA Level: 38/40/50

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.

Complete instructional planning information and support are in the HISD Curriculum documents.

### Strand 1: Foundational Language Skills—Self-Sustained Reading

**ELA.3.5A** Self-select text and read independently for a sustained period of time.

### Strand 2: Comprehension Skills

**ELA.3.6C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

**ELA.3.6E** Make connections to personal experiences, ideas in other texts, and society.

**ELA.3.6F** Make inferences and use evidence to support understanding.

**ELA.3.6H** Synthesize information to create new understanding.

### Strand 3: Response Skills

**ELA.3.7B** Write a response to a literary or informational text that demonstrates an understanding of a text.

**ELA.3.7C** Use text evidence to support an appropriate response.

**ELA.3.7D** Retell and paraphrase texts in ways that maintain meaning and logical order.

### Strand 4: Multiple Genres—Genres

**ELA.3.9D.i** Recognize characteristics and structures of informational text including the central idea with supporting evidence.

**ELA.3.9D.ii** Recognize characteristics and structures of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

**ELA.3.9D.iii** Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution.

**ELA.3.9E.i** Recognize characteristics and structures of argumentative text by identifying the claim.

**ELA.3.9E.ii** Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.

**ELA.3.9E.iii** Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

**ELA.3.9F** Recognize characteristics and structures of argumentative text by recognizing characteristics of multimodal and digital texts.

### Strand 5: Author’s Purpose and Craft

**ELA.3.10A** Explain the author’s purpose and message within a text.

**ELA.3.10B** Explain how the use of text structure contributes to the author’s purpose.

**ELA.3.10C** Explain the author’s use of print and graphic features to achieve specific purposes.

**ELA.3.10D** Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

**ELA.3.10E** Identify the use of literary devices, including first- or third-person point of view.
Cycle 4

47 Days
Mar. 23 – May 29, 2020
Guided Reading Level: Q/R/S
DRA Level: 38/40/50

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

| 1. Foundational Language Skills |
| 2. Comprehension Skills |
| 3. Response Skills |
| 4. Multiple Genres |
| 5. Author’s Purpose and Craft |
| 6. Composition |
| 7. Inquiry and Research |

**ELA.3.10F** Discuss how the author’s use of language contributes to voice.

**ELA.3.10G** Identify and explain the use of hyperbole.

**Strand 6: Composition—Writing Process**

**ELA.3.11D.i** Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

**ELA.3.11D.iv** Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

**ELA.3.11D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

**ELA.3.11D.viii** Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

**ELA.3.11D.x** Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

**Strand 6: Composition—Genres**

**ELA.3.12B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

**ELA.3.12C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

**Strand 7: Inquiry and Research**

**ELA.3.13A** Generate questions on a topic for formal and informal inquiry.

**ELA.3.13B** Develop and follow a research plan with adult assistance.

**ELA.3.13C** Identify and gather relevant information from a variety of sources.

**ELA.3.13D** Identify primary and secondary sources.

**ELA.3.13E** Demonstrate understanding of information gathered.

**ELA.3.13G** Create a works cited page.

**ELA.3.13H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Ongoing TEKS**
## Unit 12: Thematic Unit

**Unit Overview:** In this unit, students will explore a thematic unit of study. Students analyze multiple genres and make connections between texts through that allow them to reflect upon the theme-based focus of this unit. Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary and informational texts through *Quickwrites* (Rief), which will provide the seeds for composing poetry, personal narratives and informational essays. As students consume texts in the genres, they will *Notice and Name* (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, conjunctions, adverbs, punctuation, and subject-verb agreement. *Foundational Language Skills* such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

**Essential Question:** How can reflecting on the past help us to appreciate change?

<table>
<thead>
<tr>
<th>Unit 12</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Thematic Unit | 17 lessons | **Strand 1:** *Foundational Language Skills—Beginning Reading and Writing*  
**ELA.3.2A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
**ELA.3.2A.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.  
**ELA.3.2A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.  
**ELA.3.2B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.  
**ELA.3.2B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV. |
| Suggested Pacing: | May 4-29 | **Strand 1:** *Foundational Language Skills—Vocabulary*  
**ELA.3.3A** Use print or digital resources to determine meaning, syllabication, and pronunciation.  
**ELA.3.3B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.  
**ELA.3.3C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful. |
| Part 1 | May 4-8 | **Strand 1:** *Foundational Language Skills—Self-Sustained Reading*  
**ELA.3.5A** Self-select text and read independently for a sustained period of time. |
| Part 2 | May 11-15 | |
| Part 3 | May 18-22 | |
| Memorial Day | May 25 | |
| Part 4 | May 26-29 | |
| Benchmark Running Records |  
EOY | May 1-29 | |
| STAAR Reading |  
May 13 | |

**Updated:** February 4, 2020
<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>47 Days</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mar. 23 – May 29, 2020</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guided Reading Level: Q/R/S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DRA Level: 38/40/50</td>
<td></td>
</tr>
</tbody>
</table>

**Strand 2: Comprehension Skills**

ELA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

ELA.3.6E Make connections to personal experiences, ideas in other texts, and society.

ELA.3.6F Make inferences and use evidence to support understanding.

ELA.3.6H Synthesize information to create new understanding.

**Strand 3: Response Skills**

ELA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.

ELA.3.7C Use text evidence to support an appropriate response.

ELA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.

**Strand 4: Multiple Genres—Literary**

ELA.3.8A Infer the theme of a work, distinguishing theme from topic.

ELA.3.8B Explain the relationships among the major and minor characters.

ELA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.

ELA.3.8D Explain the influence of the setting on the plot.

**Strand 4: Multiple Genres—Genres**

ELA.3.9B Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

ELA.3.9D.i Recognize characteristics of informational text including the central idea with supporting evidence.

ELA.3.9D.ii Recognize characteristics of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

**Strand 5: Author’s Purpose and Craft**

ELA.3.10A Explain the author’s purpose and message within a text.

ELA.3.10B Explain how the use of text structure contributes to the author’s purpose.

ELA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.

ELA.3.10D Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

ELA.3.10E Identify the use of literary devices, including first- or third-person point of view.

ELA.3.10F Discuss how the author’s use of language contributes to voice.

**Strand 6: Composition—Writing Process**

ELA.3.11A Develop drafts into a focused, structured, and coherent piece of writing by plan a first draft by selecting a genre for a particular topic, purpose,
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 3

<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>47 Days</th>
<th>Mar. 23 – May 29, 2020</th>
<th>Guided Reading Level: Q/R/S</th>
<th>DRA Level: 38/40/50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
<td>and audience using a range of strategies such as brainstorming, freewriting, and mapping. <strong>ELA.3.11B.i</strong> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion. <strong>ELA.3.11B.ii</strong> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. <strong>ELA.3.11C</strong> Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. <strong>ELA.3.11E</strong> Publish written work for appropriate audiences. <strong>ELA.3.11D.i</strong> Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement. <strong>ELA.3.11D.iv</strong> Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms. <strong>ELA.3.11D.v</strong> Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner. <strong>ELA.3.11D.viii</strong> Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. <strong>ELA.3.11D.x</strong> Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series. <strong>Strand 6: Composition—Genres</strong></td>
<td><strong>ELA.3.12A</strong> Compose literary texts, including personal narratives and poetry, using genre characteristics and craft. <strong>ELA.3.12B</strong> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. <strong>ELA.3.12D</strong> Compose correspondence such as thank you notes or letters. <strong>Strand 7: Inquiry and Research</strong></td>
</tr>
</tbody>
</table>

© Houston ISD Curriculum 2019-2020

Page 36 of 38

Updated: February 4, 2020
Ongoing TEKS: Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.

*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

Embedding ongoing TEKS throughout all units of study supports students’ development of reading proficiency.

Strand 1: **Foundational Language Skills—Beginning Reading and Writing**
- ELA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- ELA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.
- ELA.3.1C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- ELA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.
- ELA.3.1E Develop social communication such as conversing politely in all situations.
- ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.
- ELA.3.2A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.
- ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- ELA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Strand 1: **Foundational Language Skills—Vocabulary**
- ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.
- ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.
- ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
- ELA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Strand 1: **Foundational Language Skills—Fluency**
- ELA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Strand 1: **Foundational Language Skills—Self-Sustained Reading**
- ELA.3.5A Self-select text and read independently for a sustained period of time.

Strand 2: **Comprehension Skills**
- ELA.3.6A Establish purpose for reading assigned and self-selected texts.
- ELA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.
- ELA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- ELA.3.6D Create mental images to deepen understanding.
- ELA.3.6E Make connections to personal experiences, ideas in other texts, and society.
- ELA.3.6F Make inferences and use evidence to support understanding.
- ELA.3.6G Evaluate details read to determine key ideas.
- ELA.3.6H Synthesize information to create new understanding.
- ELA.3.6I monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.

Strand 3: **Response Skills**
- ELA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.
- ELA.3.7C Use text evidence to support an appropriate response.
- ELA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.
- ELA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
Ongoing TEKS: Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.
*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.
Embedding ongoing TEKS throughout all units of study supports students’ development of reading proficiency.

ELA.3.7F Respond using newly acquired vocabulary as appropriate.
ELA.3.7G Discuss specific ideas in the text that are important to the meaning.

Strand 5: Author’s Purpose and Craft
ELA.3.10A explain the author’s purpose and message within a text.

Strand 6: Composition—Writing Process
ELA.3.11Di Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.
ELA.3.11D.i Edit drafts using standard English conventions, including edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.
ELA.3.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

ELA.3.11A Develop drafts into a focused, structured, and coherent piece of writing by plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
ELA.3.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.
ELA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
ELA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
ELA.3.11E Publish written work for appropriate audiences.

Strand 7: Inquiry and Research
ELA.3.13A Generate questions on a topic for formal and informal inquiry.
ELA.3.13B Develop and follow a research plan with adult assistance.
ELA.3.13C Identify and gather relevant information from a variety of sources.
ELA.3.13D Identify primary and secondary sources.
ELA.3.13E Demonstrate understanding of information gathered.
ELA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.
ELA.3.13G Create a works cited page.
ELA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.