

Cycle 1	27 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.
	Aug. 23 - Oct. 1, 2021	
	Guided Reading Level: M/N DRA Level: 28/30	

Cycle Overview

Cycle 1 Units:

Unit 1 August 23 – September 10	Contemporary Fiction (Realistic and Historical)
Unit 2 September 13 – October 1	Traditional Tales (Myths, Legends, Folktales, Fairy Tales, Fables)

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making connections, synthesizing information, visualizing and evaluating key ideas. As they are exposed to various texts, 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 consistently analyze and make inferences about author’s craft techniques used throughout various texts to imitate them in their own personal narratives. Students will use the writing process to plan, develop, revise, edit, and publish their narratives as they embed grammar skills such as singular, plural, common and proper nouns, correct verb tense, subject-verb agreement, and punctuation. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
Renaissance Learning 360 Screener BOY (Beginning of the Year)	August 30 – September 24
Benchmark Running Records BOY (Beginning of the Year)	August 30 – October 1
English Language Development Assessment (ELD) Progress Monitoring (recommended)	September 20 – October 15



Unit 1	Texas Essential Knowledge and Skills (TEKS)
<p>Contemporary Fiction (Realistic and Historical)</p>	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p>

Unit 1	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.3.8A Infer the theme of a work, distinguishing theme from topic. SLA.3.8B Explain the relationships among the major and minor characters. SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution. SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.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.</p>

Unit 1	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.10E Identify the use of literary devices, including first- or third-person point of view. SLA.3.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement. SLA.3.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar. SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources. SLA.3.13D Identify primary and secondary sources. SLA.3.13E Demonstrate understanding of information gathered. SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 2	Texas Essential Knowledge and Skills (TEKS)
<p>Traditional Tales (Myths, Legends, Folktales, Fairy Tales, Fables)</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. SLA.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. SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols. SLA.3.1E Develop social communication such as conversing politely in all situations.</p>

Unit 2	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.</p> <p>SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word.</p> <p>SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p>

Unit 2	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.3.8A Infer the theme of a work, distinguishing theme from topic. SLA.3.8B Explain the relationships among the major and minor characters. SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution. SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths. SLA.3.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.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.</p>

Unit 2	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.10E Identify the use of literary devices, including first- or third-person point of view. SLA.3.10F Discuss how the author’s use of language contributes to voice. SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.3.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns. SLA.3.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people. SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources. SLA.3.13D Identify primary and secondary sources. SLA.3.13E Demonstrate understanding of information gathered. SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 2	29 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.
	Oct. 5 - Nov. 12, 2021	
	Guided Reading Level: M/N DRA Level: 28/30	

Cycle Overview

Cycle 2 Units:

Unit 3 October 5 - 22	Drama
Unit 4 October 25 – November 12	Poetry

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making predictions, making personal connections, and visualizing the key details to make inferences about the elements of drama and poetry. As they are exposed to various plays, 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, while making inferences about the purpose of stage directions, dialogue, scenes and structural elements. In poetry, students will examine rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop an understanding of author’s craft techniques. During this cycle, students will develop personal narratives and correspondences requesting information using the writing process to plan, develop, revise, edit, and publish their writing. They will embed grammar skills such as correct usage of adverbs that convey time and manner, comparative and superlative adjectives, prepositions and prepositional phrase, conjunctions and punctuation. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
English Language Development Assessment (ELD) Progress Monitoring	September 20 - October 15
Ren360 Formal Progress Monitoring	October 18 - November 5
Snapshot 1	October 25 - 29



Unit 3	Texas Essential Knowledge and Skills (TEKS)
Drama	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

Unit 3	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.3.8A Infer the theme of a work, distinguishing theme from topic. SLA.3.8B Explain the relationships among the major and minor characters. SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution. SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9C Discuss elements of drama such as characters, dialogue, setting, and acts. SLA.3.9F Recognize characteristics of multimodal and digital texts.</p>

Unit 3	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.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. SLA.3.10E Identify the use of literary devices, including first- or third-person point of view. SLA.3.10F Discuss how the author’s use of language contributes to voice. SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms. SLA.3.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner. SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources. SLA.3.13D Identify primary and secondary sources. SLA.3.13E Demonstrate understanding of information gathered. SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 4	Texas Essential Knowledge and Skills (TEKS)
Poetry	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and gүй-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2Av Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and gүй-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 3

Unit 4	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.3.8A Infer the theme of a work, distinguishing theme from topic. SLA.3.8B Explain the relationships among the major and minor characters. SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution. SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9B Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.</p>



Unit 4	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes. SLA.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. SLA.3.10F Discuss how the author’s use of language contributes to voice. SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12D Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources. SLA.3.13D Identify primary and secondary sources. SLA.3.13E Demonstrate understanding of information gathered. SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
	Guided Reading Level: N/O DRA Level: 30/34	

Cycle Overview

Cycle 3 Units:

Unit 5 November 15 – December 17	Informational
Unit 6 January 3 –14	Argumentative

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Argumentative texts are a type of informational text written to influence or convince the reader of something by using evidence and reasoning to express a point of view and provide a truth for the reader. Examples of these texts can be found in magazines, journals.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore informational and argumentative texts through determining importance, making and confirming predictions using text features, and synthesizing information. In informational texts, they will identify the central idea and details that support it and make inferences about graphic and text features as well as organizational structures. In argumentative texts, students will identify claims and structures to make inferences about facts and opinions presented while determining the author’s argument. Students will analyze author’s craft moves to imitate them in their responses and informational compositions. Students will use the writing process to plan, develop, revise, edit, and publish their writing as they embed grammar skills such as correct usage of subject-verb agreement, comparative and superlative adjectives, adverbs, singular/plural and common/proper nouns, and correct verb tense. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
GT Enrolled/Non-Enrolled Special Requests- CogAT/Iowa-Logramos – PAPER ONLY	November 29 – December 11
GT Enrolled/Non-Enrolled Applicants- CogAT/Iowa-Logramos – ONLINE ONLY	November 29 – December 18
English Language Development Assessment (ELD) Progress Monitoring	November 29 – January 28
DLA (Grade 3 -12 STAAR subjects)	December 6 – 17
(Fall) HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)	December 6 – January 14
Ren360 MOY	January 10 – February 11



Unit 5	Texas Essential Knowledge and Skills (TEKS) The student will:
Informational	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

Unit 5	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9D.i Recognize characteristics of informational text including the central idea with supporting evidence. SLA.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. SLA.3.9D.iii Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution. SLA.3.9F Recognize characteristics of multimodal and digital texts.</p>

Unit 5	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes. SLA.3.10E Identify the use of literary devices, including first- or third-person point of view.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement. SLA.3.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar. SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources. SLA.3.13D Identify primary and secondary sources. SLA.3.13E Demonstrate understanding of information gathered. SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 6	Texas Essential Knowledge and Skills (TEKS) The student will:
Argumentative	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

Unit 6	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9E.i Recognize characteristics and structures of argumentative text by identifying the claim. SLA.3.9E.ii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion. SLA.3.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader. SLA.3.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text.</p>

Unit 6	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes. SLA.3.10E Identify the use of literary devices, including first- or third-person point of view. SLA.3.10F Discuss how the author’s use of language contributes to voice. SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms. SLA.3.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources. SLA.3.13D Identify primary and secondary sources. SLA.3.13E Demonstrate understanding of information gathered. SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 4	27 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. 19 - Feb. 25, 2022	
	Guided Reading Level: N/O DRA Level: 30/34	

Cycle Overview

Cycle 4 Units:

Unit 7 January 19 – February 4	Contemporary Fiction (Realistic and Historical)
Unit 8 February 7 – 25	Traditional Tales

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making connections, synthesizing information, visualizing and evaluating key ideas. As they are exposed to various texts, 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 consistently analyze and make inferences about author's craft techniques used throughout various texts. Students will use the writing process to plan, develop, revise, edit, and publish their own informational and argumentative compositions as they embed previously taught grammar skills. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
(MOY) Ren360	January 14 – February 11
(MOY) Benchmark Running Records	January 18 – February 18
TELPAS Grades K-12 Listening, Speaking, Reading and Writing TELPAS Alternate Grades 2-12 Listening, Speaking, Reading and Writing	February 21 – April 1



Unit 7	Texas Essential Knowledge and Skills (TEKS)
<p>Realistic and Historical Fiction</p>	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

Unit 7	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.3.8A Infer the theme of a work, distinguishing theme from topic. SLA.3.8B Explain the relationships among the major and minor characters. SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution. SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9F Recognize characteristics of multimodal and digital texts.</p>

Unit 7	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.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. SLA.3.10E Identify the use of literary devices, including first- or third-person point of view. SLA.3.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement. SLA.3.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar. SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.3.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms. SLA.3.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner. SLA.3.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.3.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns. SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. SLA.3.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people. SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance.</p>

Unit 7	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.3.13D Identify primary and secondary sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.3.13G Create a works cited page.</p> <p>SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 8	Texas Essential Knowledge and Skills (TEKS)
Traditional Tales	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p>

Unit 8	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r. SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p. SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas. SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es. SLA.3.2C Alphabetize a series of words to the third letter. SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate.</p>

Unit 8	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.3.8A Infer the theme of a work, distinguishing theme from topic.</p> <p>SLA.3.8B Explain the relationships among the major and minor characters.</p> <p>SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.</p> <p>SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.3.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths.</p> <p>SLA.3.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.3.10A Explain the author’s purpose and message within a text.</p> <p>SLA.3.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.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.</p> <p>SLA.3.10E Identify the use of literary devices, including first- or third-person point of view.</p> <p>SLA.3.10F Discuss how the author’s use of language contributes to voice.</p> <p>SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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.</p> <p>SLA.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.</p> <p>SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.3.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement.</p> <p>SLA.3.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</p> <p>SLA.3.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.3.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations.</p> <p>SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 3

Unit 8	Texas Essential Knowledge and Skills (TEKS) The student will:
	<p>Strand 7: Inquiry and Research</p> <p>SLA.3.13A Generate questions on a topic for formal and informal inquiry.</p> <p>SLA.3.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.3.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.3.13D Identify primary and secondary sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.3.13G Create a works cited page.</p> <p>SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 3

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
	Guided Reading Level: O/P DRA Level: 34/38	

Cycle Overview

Cycle 5 Units:

Unit 9 February 28 – March 25	Drama
Unit 10 March 29 – April 22	Poetry

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and deeply comprehend the genres within this cycle by making predictions, making personal connections, and visualizing the key details to make inferences about the elements of drama and poetry. As they are exposed to various plays, 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, while making inferences about the purpose of stage directions, dialogue, scenes and structural elements. In poetry, students will examine rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop an understanding of author's craft techniques. During this cycle, students will develop argumentative compositions and correspondences requesting information using the writing process to plan, develop, revise, edit, and publish their writing. They will embed previously taught grammar skills. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
TELPAS Grades K-12 Listening, Speaking, Reading and Writing TELPAS Alternate Grades 2-12 Listening, Speaking, Reading and Writing	February 21 – April 1
Snapshot 2 Reading and Writing	February 28 – March 4
STAAR Alternate 2 Preview Window	March 14 – April 29
STAAR Alternate 2	March 28 – April 29
Ren360 Progress Monitoring 2	April 1 – 14
HISD STAAR Release	April 4 – 22



Unit 9	Texas Essential Knowledge and Skills (TEKS)
Drama	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

Unit 9	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.3.8A Infer the theme of a work, distinguishing theme from topic. SLA.3.8B Explain the relationships among the major and minor characters. SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution. SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9C Discuss elements of drama such as characters, dialogue, setting, and acts. SLA.3.9F Recognize characteristics of multimodal and digital texts.</p>

Unit 9	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.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. SLA.3.10E Identify the use of literary devices, including first- or third-person point of view. SLA.3.10F Discuss how the author’s use of language contributes to voice. SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement. SLA.3.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar. SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.3.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms. SLA.3.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner. SLA.3.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.3.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns. SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. SLA.3.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people. SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p>

Unit 9	Texas Essential Knowledge and Skills (TEKS) The student will:
	<p>Strand 7: Inquiry and Research</p> <p>SLA.3.13A Generate questions on a topic for formal and informal inquiry.</p> <p>SLA.3.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.3.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.3.13D Identify primary and secondary sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.3.13G Create a works cited page.</p> <p>SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 10	Texas Essential Knowledge and Skills (TEKS) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.</p>

Unit 10	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word.</p> <p>SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> <p>SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.3.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.3.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.3.6D Create mental images to deepen understanding.</p> <p>SLA.3.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.3.6F Make inferences and use evidence to support understanding.</p> <p>SLA.3.6G Evaluate details read to determine key ideas.</p> <p>SLA.3.6H Synthesize information to create new understanding.</p> <p>SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.</p> <p>SLA.3.7C Use text evidence to support an appropriate response.</p> <p>SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.3.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.3.8A Infer the theme of a work, distinguishing theme from topic.</p> <p>SLA.3.8B Explain the relationships among the major and minor characters.</p> <p>SLA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.</p> <p>SLA.3.8D Explain the influence of the setting on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.3.9B Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.</p> <p>SLA.3.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.3.10A Explain the author’s purpose and message within a text.</p>

Unit 10	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes. SLA.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. SLA.3.10F Discuss how the author’s use of language contributes to voice. SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement. SLA.3.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar. SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.3.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms. SLA.3.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner. SLA.3.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.3.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns. SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. SLA.3.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people. SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft. SLA.3.12D Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry.</p>

Unit 10	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.3.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.3.13D Identify primary and secondary sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.3.13G Create a works cited page.</p> <p>SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 3

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	

Cycle Overview

Cycle 6 Units:

Unit 11 April 25 - May 13	Informational
Unit 12 May 16 - June 7	Argumentative

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Argumentative texts are a type of informational text written to influence or convince the reader of something by using evidence and reasoning to express a point of view and provide a truth for the reader. Examples of these texts can be found in magazines, journals.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore informational and argumentative texts through determining importance, making and confirming predictions using text features, and synthesizing information. In informational texts, they will identify the central idea and details that support it and make inferences about graphic and text features as well as organizational structures. In argumentative texts, students will identify claims and structures to make inferences about facts and opinions presented while determining the author's argument. Students will analyze author's craft moves to imitate them in their responses and informational and argumentative compositions. Students will use the writing process to plan, develop, revise, edit, and publish their writing as they embed previously taught grammar skills. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
(EOY) Ren360	April 28 – June 1
(EOY) Benchmark Running Records	May 2 – 27
HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)	May 2 – 27
STAAR Reading Paper Administration	May 5-13
STAAR Online Administration	May 10 - 20



Unit 11	Texas Essential Knowledge and Skills (TEKS)
Informational	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and gүй-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and gүй-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 3

Unit 11	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5 Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9D.i Recognize characteristics of informational text including the central idea with supporting evidence. SLA.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. SLA.3.9D.iii Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution. SLA.3.9F Recognize characteristics of multimodal and digital texts.</p>



Unit 11	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes. SLA.3.10E Identify the use of literary devices, including first- or third-person point of view</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement. SLA.3.11D.ii Edit drafts using standard English conventions, including past, present, and future verb tense. SLA.3.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases. SLA.3.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases. SLA.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. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources. SLA.3.13D Identify primary and secondary sources. SLA.3.13E Demonstrate understanding of information gathered. SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 12	Texas Essential Knowledge and Skills (TEKS) The student will:
Argumentative	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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.</p> <p>SLA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p> <p>SLA.3.1E Develop social communication such as conversing politely in all situations.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2A.iv Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).</p> <p>SLA.3.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</p> <p>SLA.3.2B.iv Demonstrate and apply spelling knowledge using accents on words commonly used in questions and exclamations.</p> <p>SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.</p> <p>SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.</p> <p>SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.</p> <p>SLA.3.2B.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</p> <p>SLA.3.2B.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</p> <p>SLA.3.2B.xii Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.</p> <p>SLA.3.2C Alphabetize a series of words to the third letter.</p> <p>SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>

Unit 12	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. SLA.3.3C Identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word. SLA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. SLA.3.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.3.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.3.6A Establish purpose for reading assigned and self-selected texts. SLA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.3.6D Create mental images to deepen understanding. SLA.3.6E Make connections to personal experiences, ideas in other texts, and society. SLA.3.6F Make inferences and use evidence to support understanding. SLA.3.6G Evaluate details read to determine key ideas. SLA.3.6H Synthesize information to create new understanding. SLA.3.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.3.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SLA.3.7C Use text evidence to support an appropriate response. SLA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. SLA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.3.7F Respond using newly acquired vocabulary as appropriate. SLA.3.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9E.i Recognize characteristics and structures of argumentative text by identifying the claim. SLA.3.9E.ii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion. SLA.3.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader. SLA.3.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text.</p>

Unit 12	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.10B Explain how the use of text structure contributes to the author’s purpose. SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes. SLA.3.10E Identify the use of literary devices, including first- or third-person point of view. SLA.3.10F Discuss how the author’s use of language contributes to voice. SLA.3.10G Identify and explain the use of hyperbole.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.3.11C Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.3.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement. SLA.3.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar. SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles. SLA.3.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms. SLA.3.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner. SLA.3.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.3.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns. SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. SLA.3.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people. SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations. SLA.3.11D.xi Edit drafts using standard Spanish conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.3.13A Generate questions on a topic for formal and informal inquiry. SLA.3.13B Develop and follow a research plan with adult assistance. SLA.3.13C Identify and gather relevant information from a variety of sources.</p>

Unit 12	Texas Essential Knowledge and Skills (TEKS)
	<p>The student will:</p> <p>SLA.3.13D Identify primary and secondary sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>SLA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p>

