

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

Spanish Language Arts – Grade 3

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: M/N DRA Level: 28/30	

Unit 1: Realistic Fiction

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

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

Unit 1	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Realistic Fiction	14 lessons Suggested Pacing: Aug. 26 – Sept. 13 Part 1 Aug. 26-30 <i>Labor Day</i> Sept. 2 Part 2 Sept. 3-6 Part 3 Sept. 9-13 Benchmark Running Records BOY Sept. 3-30 Renaissance Learning 360 Screener BOY Sept. 3-20	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing 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. SLA.3.2A.vi Demonstrate and apply phonetic knowledge by Decoding words with prefixes and suffixes. 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 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.</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.</p>

GLOBAL GRADUATE



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

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: M/N DRA Level: 28/30	
		<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.3.7B 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>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 5: Author’s Purpose and Craft</p> <p>SLA.3.10A Explain the author’s purpose and message within a text.</p> <p>SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</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>Strand 6: Composition—Writing Process</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.ii Edit drafts using standard Spanish conventions, including simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar.</p> <p>SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender specific articles.</p>

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: M/N DRA Level: 28/30	
		<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 Edit drafts using standard Spanish conventions.</p> <p>SLA.3.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.3.13A Generate questions on a topic for formal and informal inquiry.</p> <p>SLA.3.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>Ongoing TEKS</p>
Unit 2: Traditional Tales		
<p>Unit Overview: In this unit, students will Consume, Critique, and Produce (O’Flahavan) traditional tales. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will explore characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths to develop their comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through Quickwrites (Rief), which will provide the seeds for composing traditional tales. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, pronouns, punctuation, and subject-verb agreement. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. Throughout this unit, you will integrate the instructional practices in the Unit 1 planning guide with the First 25 Days of Reading and the First 25 Day Writing Workshop which will set the foundation for guided reading routines, writing workshop, and practices.</p> <p>Essential Question: How can we use experiences to connect our communities?</p>		

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: M/N DRA Level: 28/30	
<u>Unit 2</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Traditional Tales	<p style="text-align: center;">8 lessons</p> <p>Suggested Pacing: Sept. 16-27</p> <p style="text-align: center;">Part 1 Sept. 16-20</p> <p style="text-align: center;">Part 2 Sept. 23-27</p> <p><i>Early Dismissal</i> Sept. 27</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.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</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.x Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.</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, and homophones 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—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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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.3.6H Synthesize information to create new understanding.</p>

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: M/N DRA Level: 28/30	
		<p>Strand 3: Response Skills</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>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>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.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</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>Strand 6: Composition—Writing Process</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>SLA3.11D.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, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.3.13A Generate questions on a topic for formal and informal inquiry.</p> <p>SLA.3.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>Ongoing TEKS</p>

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: M/N DRA Level: 28/30	

[Unit 3: Poetry](#)

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

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

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>13 lessons</p> <p>Suggested Pacing: Sept. 30 – Oct. 18</p> <p>Part 1 Sept. 30 – Oct. 4</p> <p>Part 2 Oct. 7-11</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p>Part 3 Oct. 14-18</p> <p><i>Early Dismissal</i> Oct. 18</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</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.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.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> <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, and homophones in a text.</p>



Cycle 1	38 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. 26 – Oct. 18, 2019	
Guided Reading Level: M/N DRA Level: 28/30		
		<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—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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. 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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills 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.</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> <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.3.10E 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>

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: M/N DRA Level: 28/30	
		<p>Strand 6: Composition—Writing Process</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.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender specific articles.</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.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.3.13A Generate questions on a topic for formal and informal inquiry.</p> <p>SLA.3.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.3.13E Demonstrate understanding of information gathered.</p> <p>Ongoing TEKS</p>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	

Unit 4: Literary Nonfiction-Informational

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

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

<u>Unit 4</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Literary Nonfiction	<p>8 lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 1</p> <p>Part 1 Oct. 21-25</p> <p>Part 2 Oct. 28 – Nov. 1</p> <p style="background-color: #FFDAB9;">Snapshot 1 Reading and Writing Suggested Window: Oct. 28 – Nov. 1</p> <p>See Outline for TEKS Details.</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.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.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>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>



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	
		<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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. 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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills 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.</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.3.9D.i Recognize characteristics and structures of informational text including the central idea with supporting evidence. SLA.3.9D.ii Recognize characteristics and structures of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</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.3.10E 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.3.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	
		<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.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns, geographical names and places, historical periods, and official titles of people.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>SLA.3.12D Compose correspondence such as thank you notes or letters.</p> <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.3.13G 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> <p>Ongoing TEKS</p>

Unit 5: Informational Text

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

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

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	13 lessons Suggested Pacing: Nov. 4-22	<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>



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	
	<p>Part 1 Nov. 4-8 <i>Early Dismissal</i> Nov. 8</p> <p>Part 2 Nov. 11-15</p> <p>Part 3 Nov. 18-22 <i>Thanksgiving Holiday</i> Nov. 25-29</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.iv Demonstrate and apply spelling knowledge by 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 in simple and imperfect past, perfect, conditional, and future tenses.</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.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</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, and homophones 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—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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</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>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	
		<p>Strand 4: Multiple Genres—Genres</p> <p>SLA.3.9D.i Recognize characteristics and structures of informational text including the central idea with supporting evidence.</p> <p>SLA.3.9D.ii Recognize characteristics and structures of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.3.9D.iii Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution.</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.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</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>Strand 6: Composition—Writing Process</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.ii Edit drafts using standard Spanish conventions, including simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar.</p> <p>SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>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</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.3.13G Create a works cited page.</p>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	

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

[Ongoing TEKS](#)

Unit 6: Argumentative Text

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

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

<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative Text	<p style="text-align: center;">13 lessons</p> <p style="text-align: center;">Suggested Pacing: Dec. 2-19</p> <p style="text-align: center;"><u>Part 1</u> Dec. 2-6</p> <p style="text-align: center;"><u>Part 2</u> Dec. 9-13</p> <p style="text-align: center;"><u>District-Level Assessment Reading/Writing Suggested Window:</u> Dec. 9-13</p> <p style="text-align: center;">See Blueprint for TEKS Details.</p> <p style="text-align: center;"><u>Part 3</u> Dec. 16-19</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.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</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>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>



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	
	<p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</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>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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. 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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills 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.</p> <p>Strand 4: Multiple Genres—Genres SLA.3.9D.i Recognize characteristics and structures of informational text including the central idea with supporting evidence. SLA.3.9D.ii Recognize characteristics and structures of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding. SLA.3.9D.iii Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution. SLA.3.9E.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 and structures of argumentative text by recognizing 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.</p>



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: N/O DRA Level: 30/34	
		<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.3.11D.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.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner.</p> <p>SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <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.3.13G 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> <p>Ongoing TEKS</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: O/P/Q DRA Level: 34/38/40	

Unit 7: Drama

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

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

Unit 7	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p style="text-align: center;">13 lessons</p> <p>Suggested Pacing: Jan. 6-24</p> <p style="text-align: center;"><u>Part 1</u> Jan. 6-10</p> <p style="text-align: center;"><u>Part 2</u> Jan. 13-17</p> <p style="text-align: center;"><i>Early Dismissal</i> Jan. 17</p> <p style="text-align: center;"><i>MLK Jr. Day</i> Jan. 20</p> <p style="text-align: center;"><u>Part 3</u> Jan. 21-24</p> <p style="text-align: center;">Renaissance Learning 360 Screener MOY Jan. 6-24</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.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</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>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, and homophones 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—Self-Sustained Reading</p> <p>SLA.3.5A Self-select text and read independently for a sustained period of time.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: O/P/Q DRA Level: 34/38/40		
		<p>Strand 2: Comprehension Skills</p> <p>SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</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>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.3.9C Discuss elements of drama such as characters, dialogue, setting, and acts.</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.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</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>Strand 6: Composition—Writing Process</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.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns.</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: O/P/Q DRA Level: 34/38/40	
		<p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</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.3.13G Create a works cited page. SLA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
<u>Unit 8: Poetry</u>		
<p>Unit Overview: In this unit, students will Consume, Critique, and Produce (O’Flahavan) poetry. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will explore and explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop their comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will respond to poetry through Quickwrites (Rief), which will provide the seeds for composing poetry. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, adverbs, nouns, punctuation and subject-verb agreement. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How can we impact our world through expression?</p>		
<u>Unit 8</u>	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>13 lessons</p> <p>Suggested Pacing: Jan. 27 – Feb. 14</p> <p>Part 1 Jan. 27-31</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.3.2A.i Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent. 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. 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. SLA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: O/P/Q DRA Level: 34/38/40		
	<p>Snapshot 2 Reading and Writing Suggested Window: Jan. 27-31</p> <p>See Outline for TEKS Details.</p> <p>Part 2 Feb. 3-7</p> <p>Part 3 Feb. 10-14</p> <p><i>Early Dismissal</i> Feb. 14</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.xi Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.</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, and homophones 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—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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</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>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>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>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: O/P/Q DRA Level: 34/38/40		
		<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.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</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>Strand 6: Composition—Writing Process</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.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender specific articles.</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.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <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.3.13G 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> <p>Ongoing TEKS</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: O/P/Q DRA Level: 34/38/40	

[Unit 9: Informational](#)

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

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

<u>Unit 9</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational	<p>17 lessons</p> <p>Suggested Pacing: Feb. 17 – Mar. 13</p> <p>Part 1 Feb. 17-21</p> <p>Part 2 Feb. 24-28</p> <p>Part 3 Mar. 2-6</p> <p>Part 4 Mar. 9-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.3.2A.i Decoding words with a prosodic or orthographic accent.</p> <p>SLA.3.2A.ii 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.iv Becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.</p> <p>SLA.3.2A.v Decoding and differentiating meaning of a word based on a diacritical accent.</p> <p>SLA.3.2A.vi Decoding words with prefixes and suffixes.</p> <p>SLA.3.2B.iii Spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.</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.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homophones 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—Self-Sustained Reading</p> <p>SLA.3.5A Self-select text and read independently for a sustained period of time.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: O/P/Q DRA Level: 34/38/40		
		<p>Strand 2: Comprehension Skills</p> <p>SLA.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</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>Strand 4: Multiple Genres—Genres</p> <p>SLA.3.9D.i Recognize characteristics and structures of informational text including the central idea with supporting evidence.</p> <p>SLA.3.9D.ii Recognize characteristics and structures of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.3.9D.iii Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution.</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.3.10C Explain the author’s use of print and graphic features to achieve 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>Strand 6: Composition—Writing Process</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.ii Edit drafts using standard Spanish conventions, including simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar.</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.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: O/P/Q DRA Level: 34/38/40	
		<p>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.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>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</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.3.13G 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> <p>Ongoing TEKS</p>

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	

Unit 10: Fiction and Traditional Tales

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

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

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fiction and Traditional Tales	<p style="text-align: center;">13 lessons</p> <p>Suggested Pacing: Mar. 23 – Apr. 9</p> <p style="text-align: center;"><u>Part 1</u> Mar. 23-27</p> <p style="text-align: center;">Snapshot 3 Writing Suggested Window: Mar. 23-27</p> <p style="text-align: center;">See Outline for TEKS Details.</p> <p style="text-align: center;">STAAR-Released Assessment Reading Suggested Window: Mar. 23-27</p> <p style="text-align: center;">2018 Released Assessment</p> <p style="text-align: center;"><i>Chávez/Huerta Day</i></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.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>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	
	<p style="text-align: center;"><i>Mar. 30</i></p> <p style="text-align: center;">Part 2 Mar. 31 – Apr. 3</p> <p style="text-align: center;">Part 3 Apr. 6-9</p> <p style="text-align: center;"><i>Spring Holiday</i> <i>Apr. 10</i></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>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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. 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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills 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.</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.</p> <p>Strand 5: Author’s Purpose and Craft SLA.3.10A Explain the author’s purpose and message within a text. 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.3.10E 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>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	
		<p>Strand 6: Composition—Writing Process</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.3.11E Publish written work for appropriate audiences.</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.ii Edit drafts using standard Spanish conventions, including simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar.</p> <p>SLA.3.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender specific articles.</p> <p>SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <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.3.13G 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> <p>Ongoing TEKS</p>

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	

[Unit 11: Argumentative](#)

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

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

<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative	<p style="text-align: center;">13 lessons</p> <p>Suggested Pacing: Apr. 13 – May 1</p> <p style="text-align: center;"><u>Part 1</u> Apr. 13-17</p> <p style="text-align: center;"><u>Part 2</u> Apr. 20-24</p> <p style="text-align: center;"><u>Part 3</u> Apr. 27 – May 1</p> <p style="text-align: center;">Renaissance Learning 360 Screener EOY Apr. 20 – May 22</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.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</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>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	
		<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, and homophones 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—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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</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>Strand 4: Multiple Genres—Genres</p> <p>SLA.3.9D.i Recognize characteristics and structures of informational text including the central idea with supporting evidence.</p> <p>SLA.3.9D.ii Recognize characteristics and structures of informational text including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.3.9D.iii Recognize characteristics and structures of informational text including organizational patterns such as cause and effect and problem and solution.</p> <p>SLA.3.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p>SLA.3.9E.ii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.</p> <p>SLA.3.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p>SLA.3.9F Recognize characteristics and structures of argumentative text by recognizing 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>



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	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	
		<p>SLA.3.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</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.3.11D.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.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner.</p> <p>SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>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>SLA.3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <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.3.13G 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> <p>Ongoing TEKS</p>

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	

[Unit 12: Thematic Unit](#)

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

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

<u>Unit 12</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Thematic Unit	<p>17 lessons</p> <p>Suggested Pacing: May 4-29</p> <p><u>Part 1</u> May 4-8</p> <p><u>Part 2</u> May 11-15</p> <p><u>Part 3</u> May 18-22</p> <p><i>Memorial Day</i> May 25</p> <p><u>Part 4</u> May 26-29</p> <p>Benchmark Running Records EOY May 1-29</p> <div style="background-color: yellow; padding: 5px; text-align: center;"> <p>STAAR Reading May 13</p> </div>	<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.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 by 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 in simple and imperfect past, perfect, conditional, and future tenses.</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>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	
		<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, and homophones 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—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.3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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.3.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</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>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.3.9D.i Recognize characteristics of informational text including the central idea with supporting evidence.</p> <p>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.</p>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: Q/R/S DRA Level: 38/40/50	
		<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.3.10C Explain the author’s use of print and graphic features to achieve specific purposes.</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>Strand 6: Composition—Writing Process</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.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner.</p> <p>SLA.3.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.3.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in a series and dates, and correct mechanics, including indentations.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p>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>SLA.3.12D Compose correspondence such as thank you notes or letters.</p> <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.3.13G 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> <p>Ongoing TEKS</p>

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

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

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

Strand 1: Foundational Language Skills—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.

Strand 1: Foundational Language Skills—Beginning Reading and Writing

SLA.3.2A.i Decoding words with a prosodic or orthographic accent.

SLA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

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, and homophones 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.

Strand 1: Foundational Language Skills—Fluency

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

Strand 1: Foundational Language Skills—Self-Sustained Reading

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

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.

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.



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

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

Strand 5: Author's Purpose and Craft

SLA.3.10A Explain the author's purpose and message within a text.

Strand 6: Composition—Writing Process

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

SLA.3.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.

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.

ELA.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 Edit drafts using standard Spanish conventions.

SLA.3.11E Publish written work for appropriate audiences.

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.3.13G Create a works cited page.

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

