

Grade: 3rd Grade			Designated Six Weeks: ongoing		
Unit:			Days to teach:		
TEKS	Spanish TEKS	Assessment & Specificity	Vocabulary	Instructional Strategies	Resources/ Weblinks

<p>Figure 19. Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>					
(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;	Why do you think we read ___? How did this story make you feel? What do you like best in ___? What did you learn from reading this article? Which of these 2 selections do you think you would enjoy reading the most?	Purpose	K-W-L Probable passage Anticipation guide DRTA	Reading across content areas
(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	What happened when__did ___? What did the author mean by this sentence_? Which way did _express his anger best? Which of the following two sentences help you the most to understand the information?	Literal Interpretative evaluative	Metacognitive questioning Self-initiated reading queries	
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	Reread to find out why ___is important.	Background knowledge Sensory images	Metacognitive modeling and monitoring Think-Alouds Describe mental images	
(D) make inferences about text using textual evidence to support understanding; (Readiness) -Fiction	(D) make inferences about text using textual evidence to support understanding;	You can tell from the story___ Which sentence in the story tells you that___ What information in this	Inference Textual evidence Inductive Deductive		

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(Supporting)-Literary Nonfiction, Poetry		article supports the conclusion that--? What can you conclude about __? One conclusion that can be made about __is__			
(E) summarize information in text, maintaining meaning and logical order; (Readiness) -Fiction (Supporting) -Literary Nonfiction, Poetry	(E) summarize information in text, maintaining meaning and logical order;	Which is the most complete summary of this information? Summarize the 3 (4) most important facts in the order the facts were presented.	Summarize Paraphrase Synthesize texts Logical order Sequence	Utilize summarizing frameworks and graphic organizers to show how ideas relate	
(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	What is the major idea found in both selections? An idea presented in both the article and the biography is__ The story and the article both present ideas about__ Why was __mentioned in both the newspaper article and the story with the journal? What is a theme in both selections?	Thematic links Author analysis Literary texts Informational texts Textual evidence	Text to self Text to text Text to world	
(1)Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:					
(E) monitor accuracy in decoding	(I) monitor accuracy in decoding words that have same sound represented by different letters	Students new to district need to have a current DRA/Rigby within the 1 st six weeks.	fluency, decoding, consonants, blends, word attack, site words, high frequency words		DRA, Read Naturally, Rigby, fluency probes, STAR, AR, book boxes, literacy library
(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to					
read aloud grade-level	read aloud grade-level	(M.I.S.D) Students	(above)		literacy library, Reading

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appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	exiting third grade should be reading 120 WPM near DRA level 40.			A-Z, basal and corresponding leveled readers, small group/ guided reading, Reader's Theater, fairy tales
(19) Writing. Students write about their own experiences. Students are expected					
to write about important personal experiences	to write about important personal experiences		personal narrative, journal entry, voice, details, flow,edit		student writing journals, M.I.S.D Writing Prompts, friendly letters, Writing Academy, Six Traits Writing
(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:					
(A) create brief compositions that (i) establish a central idea in a topic sentence	(A) create brief compositions that (i) establish a central idea in a topic sentence		paragraph, transitional words, introduction, body, details, flow, conclusion, plagiarism, resource, edit, topic, main idea		writing journals, MLA format (vertical alignment with upper grades), Writing Academy, Six Traits Writing
(A)(ii) include supporting sentences with simple facts, details, and explanations	(A)(ii) include supporting sentences with simple facts, details, and explanations		(above)		(see 20Ai)
(A)(iii) contain a concluding statement	(A)(iii) contain a concluding statement		(above)		(see 20Ai)
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:					
(C) spell high-frequency and compound words from a commonly used list	<i>M.I.S.D. spell high-frequency from a commonly used list</i>		high frequency words, compound words		word wall words, Dolch word lists, The 1,500 Most Common Misspelled Words, National Reading Vocabulary
(G) use print and electronic resources to find and check correct	(K) use print and electronic resources to find and check correct		dictionary, spell check, thesaurus		dictionaries, spell check, on line dictionaries, writing folders, word

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spellings	spellings				walls, thesaurus
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:					
(A) listen attentively to speakers, ask relevant questions, and make pertinent comments	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments		audience, speaker, manners, appropriate questioning, note taking, Bloom's Taxonomy		daily procedures and routines, guest speakers, mystery readers, Bloom's Taxonomy, field trips
(B) follow, restate, and give oral instructions that involve a series of related sequences of action	(B) follow, restate, and give oral instructions that involve a series of related sequences of action		(above)		(above)
(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to					
Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.		Volume, rate, enunciation, stance, eye contact, presentation, visual aids	Sample rubric provided in link. Modify as needed.	All About Me Bag/Me Box, biography reports, book reports, journal shares, student museums, independent research projects, Science Fair Projects, book discussions Rubric
(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to					
Participate in teacher and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Participate in teacher and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.		team, collaborate, discussion	Create a T-chart. What does good teamwork look like/sound like? Sample rubric provided in link. Modify as needed.	listening response sheets, book discussions, classroom projects Rubric