3rd Grade
Language Arts YAG
Year Long Foundational Skills

3.1 **Oral Language** Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--**oral language**. The student develops **oral** language through listening, speaking, and discussion. The student is expected to:				
3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	3.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	3.1(E) develop social communication such as conversing politely in all situations

Taught All Year Reading Processes/Comprehension/Response skills	Taught All Year Responding to Text
Reading Process: Thinking Within the Text 3.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text 3.6(A) establish purpose for reading assigned and self-selected texts 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R) 3.6(B) generate questions about text before, during, and after reading to deepen under- standing and gain information 3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S) 3.6(D) create mental images to deepen understanding 3.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down **Comprehension: Thinking with the Text** 3.6(E) make connections to personal experiences, ideas in other texts, and society 3.6(F) make inferences and use evidence to support understanding ® 3.6(G) evaluate details read to determine key ideas (R) 3.6(H) synthesize information to create new understanding (R)	**Ways to Show (Response Skills)** 3.7 **Response Skills** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 3.7(A) describe personal connections to a variety of sources, including self-selected texts 3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response (R) 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (S) 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 3.7(F) respond using newly acquired vocabulary as appropriate 3.7(G) discuss specific ideas in the text that are important to the meaning **Independent Reading** 3.5 **Self-sustained reading** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently. 3.5(A) self-select text and read independently for a sustained period of time

1st 9 weeks

TRS **Unit 01: Literacy All Around Us**
TRS **Unit 02A: Author's Purpose & Craft: Examining Purpose and Message**
TRS **Unit 02B: Author's Purpose & Craft: Examining Purpose and Structure**
TRS **Unit 02C: Author's Purpose & Craft: Examining Purpose and Language**
TRS **Unit 03A: Fiction! Exploring Literary Elements**
TRS **Unit 03B: Discovering Types of Fiction in Traditional Literature**

Word Study	Reading	Writing/Conventions

Word Study

Spelling Patterns

3.2(B)(i) demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables

3.2(C) alphabetize a series of words to the third letter

Phonemic Knowledge/Decoding

3.2(A)(i) Demonstrate and apply phonetic knowledge by:decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en

3.2(A)(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables

3.2(A)(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts

3.2(A)(vii) identifying and reading high-frequency words from a research-based list

Vocabulary

3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)

3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)

Reading

Fiction: Realistic Fiction and Traditional Tales

3.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths (S)

3.10(A) explain the author's purpose and message within a text (R)

3.8(A) infer the theme of a work, distinguishing theme from topic (S)

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R)

3.8(B) explain the relationships among the major and minor characters (R)

3.8(D) explain the influence of the setting on the plot (S)

3.10(E) identify the use of literary devices, including first- or third-person point of view (S)

3.10(B) explain how the use of text structure contributes to the author's purpose (S)

3.10(C) explain the author's use of print and graphic features to achieve specific purposes (S)

3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (S)

3.10(F) discuss how the author's

Writing/Conventions

Writing Process

3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words

3.11(A) 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

3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:
(i) organizing with purposeful structure, including an introduction and a conclusion
(ii) developing an engaging idea with relevant details

3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

3.11(E) publish written work for appropriate audiences

3.12(A) compose literary texts, including personal narratives ~~and poetry~~, using genre characteristics and craft

Conventions

3.11(D)(viii) **edit drafts** using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences
3.11(D)(i) **edit drafts** using standard English conventions, including complete simple and compound

	use of language contributes to voice (S) 3.10(G) identify and explain the use of hyperbole (S)	sentences with subject‑verb agreement 3.11(D)(iii) **edit drafts** using standard English conventions, including singular, plural, common, and proper nouns 3.11(D)(ii) **edit drafts** using standard English conventions, including past, present, and future verb tense 3.11(D)(x) **edit drafts** using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series

SLAR Word Study

3.1(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate;

3.1(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., mag-net, splendid); (ii) open syllable (CV) (e.g., ve-to)

3.1(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate;

3.24(A) spell words with increased accuracy using orthographic rules, including:
and güe-, güi-, as in paragüero and agüita;
words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k,"

(vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar)

Positive Character Traits

Trustworthiness. The student understands how personal responsibility relates to being trustworthy. The student is expected to:
(A) identify and define traits of trustworthiness, including reliability and loyalty;
(B) identify and practice strategies for being honest and punctual; and
(C) define and identify examples of unethical behavior.

Responsibility. The student understands how personal choices are associated with responsibility. The student is expected to:
(A) explain what it means to be responsible for personal decisions and actions;
(B) describe positive and negative consequences of personal decisions and actions;
(C) identify and demonstrate ways to practice self-control; and
(D) describe the relationship between being responsible and being accountable.

2nd 9 weeks

Word Study	Reading	Writing/Conventions
Spelling Patterns	**Informational**	**Writing Process**
3.2(B)(i) demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	3.9(D)(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 (S)	3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words
	3.10(A) explain the author's purpose and message within a text (R)	3.11(A) 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
3.2(B)(ii) demonstrate and apply spelling knowledge by spelling homophones	3.9(D) (i) [recognize] the central idea with supporting evidence (R)	
3.2(B)(iii) demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations	3.9(D) (iii) [recognize] organizational patterns such as cause and effect and problem and solution (S)	3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details
3.2(C) alphabetize a series of words to the third letter	**Argumentative**	
	3.9(E) recognize characteristics and structures of argumentative text	
Phonemic Knowledge/Decoding		3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
3.2(A)(v) decoding words using knowledge of prefixes	3.10(A) explain the author's purpose and message within a text (R)	
3.2(A)(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	3.9(E)(i) identifying the claim (R)	3.11(E) publish written work for appropriate audiences
	3.9(E)(iii) identifying the intended audience or reader (S)	3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
Vocabulary	3.9(E)(ii) distinguishing facts from opinion (R)	
3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)	**Multimodal/Digital**	
	3.9(F) recognize characteristics of multimodal and digital texts	3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)	3.10(A) explain the author's purpose and message within a text	3.12(D) compose correspondence such as thank you notes or letters
3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (S)	**Research** *(embedded in Reading & Writing)*	**Conventions** 3.11(D)(vii) **edit drafts** using standard English conventions, including pronouns, including subjective, objective, and
3.3(D) identify, use, and explain the meaning of antonyms, synonyms,	3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The	

idioms, homophones, and homographs in a text (S)	student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. ● *3.13(A) generate questions on a topic for formal and informal inquiry* ● *3.13(B) develop and follow a research plan with adult assistance* ● *3.13(C) identify and gather relevant information from a variety of sources* ● *3.13(D) identify primary and secondary sources* ● *3.13(E) demonstrate understanding of information gathered* ● *3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials* ● *3.13(G) create a works cited page* ● *3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results*	possessive cases 3.11(D)(iii) edit drafts using standard English conventions, including singular, plural, common, and proper nouns 3.11(D)(x) edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series 3.11(D)(i) edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement 3.11(D)(ii) edit drafts using standard English conventions, including past, present, and future verb tense 3.11(D)(iv) edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms

SLAR Word Study

3.24(A) spell words with increased accuracy using orthographic rules, including (i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro; (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; HMH (4.3).

3.24(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);HMH (4.1)

3.1(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); HMH (6.1 , 6.2, 6.3).

Positive Character Traits

Citizenship. The student understands that personal responsibility is associated with citizenship. The student is expected to:
(A) describe the differences and similarities among gratitude, respect, and courtesy;
(B) compare fairness and justice, and
(C) discuss the importance of obeying laws and rules.

3rd 9 weeks

Word Study	Reading	Writing/Conventions

Spelling Patterns

3.2(B)(i) demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables

3.2(B)(iii) demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations

3.2(B)(iv) demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound‑spelling patterns

3.2(B)(vi) demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes

3.2(B) demonstrate and apply spelling knowledge by: (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants

3.2(C) alphabetize a series of words to the third letter

Phonemic Knowledge/Decoding

3.2(A)(v) decoding words using knowledge of prefixes

3.2(A)(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants

Vocabulary

3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)

Poetry

3.9(B) explain rhyme scheme, sound devices, structural elements such as stanzas in a variety of poems (S)

3.10(A) explain the author's purpose and message within a text (R)

3.8(A) infer the theme of a work, distinguishing theme from topic (S)

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R)

3.8(B) explain the relationships among the major and minor characters (R)

3.8(D) explain the influence of the setting on the plot (S)

Drama

3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts (S)

3.10(A) explain the author's purpose and message within a text (R)

3.8(A) infer the theme of a work, distinguishing theme from topic (S)

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R)

3.8(B) explain the relationships among the major and minor characters (R)

3.8(D) explain the influence of the setting on the plot (S)

Writing Process

3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words

3.11(A) 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

3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:
(i) organizing with purposeful structure, including an introduction and a conclusion
(ii) developing an engaging idea with relevant details

3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

3.11(E) publish written work for appropriate audiences

3.12(A) compose literary texts, including ~~personal narratives and~~ poetry, using genre characteristics and craft

Conventions

3.11(D)(ii) **edit drafts** using standard English conventions, including past, present, and future verb tense

3.11(D)(v) **edit drafts** using standard English conventions, including adverbs that convey time and adverbs that convey manner

3.11(D)(iv) **edit drafts** using standard English conventions,

3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R) 3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (S) 3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (S)		including adjectives, including their comparative and superlative forms 3.11(D)(vii) **edit drafts** using standard English conventions, including pronouns, including subjective, objective, and possessive cases 3.11(D)(i) **edit drafts** using standard English conventions, including complete simple and compound sentences with subject-verb agreement 3.2(A)(iii) demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations 3.2(B)(iii) demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations

SLAR Word Study

3.24(A) spell words with increased accuracy using orthographic rules, including: (iii) words that use syllables with silent "h," (e.g., ahora, almohada); HMM (7.3)

3.1(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas); (7.1)

3.1(E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);HMH (8.2)

3.1(F) identify the syllable that is stressed (sílaba tónica);

3.24(C) spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raíces). HMH (8.3)
3.1(A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio); HMH (9.3, 9.4).

Positive Character Traits

Caring. The student understands how personal actions demonstrate characteristics of caring. The student is expected to:
(A) describe how feelings impact decision-making and behaviors;
(B) explain how one can show patience, consideration, and compassion; and
(C) define empathy and discuss the connection between empathy and charity.

4th 9 weeks

Word Study	Reading	Writing/Conventions
Spelling Patterns 3.2(B)(i) demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables 3.2(B)(v) demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV 3.2(C) alphabetize a series of words to the third letter **Phonemic Knowledge/Decoding** 3.2(A)(v)Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes 3.2(A)(vi) Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants **Vocabulary** 3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S) 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R) 3.3(C) identify the meaning of and use words with affixes such as im-(into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (S) 3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and	*****Spiral All-Genre Review***** **(based on tested TEKS)** **TEKS Across all genres** 3.10(A) explain the author's purpose and message within a text (R) 3.10(C) explain the author's use of print and graphic features to achieve specific purposes (S) 3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (S) (**NOT Informational/ Argumentative**) **Fiction** 3.8(A) infer the theme of a work, distinguishing theme from topic (S) 3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R) 3.8(B) explain the relationships among the major and minor characters (R) **Poetry** 3.8(A) infer the theme of a work, distinguishing theme from topic (S) 3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R) 3.8(B) explain the relationships among the major and minor characters (R) 3.9(B) explain rhyme scheme, sound devices, structural elements such as stanzas in a variety of poems (S)	**Writing Process** 3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words 3.11(A) 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 3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details 3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11(E) publish written work for appropriate audiences 3.12(D) compose correspondence such as thank you notes or letters **Conventions** 3.11(D)(x) **edit drafts** using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series 3.11(D) **edit drafts** using standard English conventions, including (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner

| homographs in a text (S) | **Drama**
3.8(A) infer the theme of a work, distinguishing theme from topic (S)

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R)

3.8(B) explain the relationships among the major and minor characters (R)

Informational
3.9(D) recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (S)

3.9(D)(i) [recognize] the central idea with supporting evidence (R)

3.9(D)(iii) [recognize] organizational patterns such as cause and effect and problem and solution (S) | 3.11(D)(vii) **edit drafts** using standard English conventions, including pronouns, including subjective, objective, and possessive cases

3.11(D)(xi) **edit drafts** using standard English conventions, including correct spelling of words with grade‑appropriate orthographic patterns and rules and high‑frequency words

3.11(D)(i,ii,iii,iv,v,vi,vii,viii,ix,x,xi) |

SLAR Word Study

3.1(C) decode words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita; HMH (10.2, 10.3).

3.24(G) become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., le-er, rí-o; quie-ro, vio); HMH (10.1)

3.24(J) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); HMH (12.1)