

3rd Grade Reading Scope and Sequence 2019-2020

TEKS Distribution among units

3.8B		X	X	X		
3.8A		X	X	X		
3.7G			X	X	X	
3.7F			X	X	X	
3.7E			X	X	X	
3.7D			X	X	X	
3.7C		X	X	X	X	
3.7B		X	X	X	X	
3.7A		X	X	X	X	
3.6I		X	X	X	X	
3.6H			X	X	X	
3.6G			X	X	X	
3.6F			X	X	X	
3.6E		X	X	X	X	
3.6D		X	X	X	X	
3.6C		X	X	X	X	
3.6B		X	X	X	X	
3.6A		X	X	X	X	
3.5A		X	X	X	X	
3.4A		X	X	X	X	
3.3D						
3.3C		X	X			
3.3B		X			X	
3.3A		X	X			
3.2C		X	X		X	
3.2A(vii)		X	X			
3.2A(vi)		X	X		X	
3.2A(v)		X	X			
3.2A(iv)			X		X	
3.2A(iii)		X	X	X	X	
3.2A(ii)		X	X	X	X	
3.2A(i)		X	X	X	X	
3.1E		X	X	X	X	
3.1D		X	X	X	X	
3.1C		X	X	X	X	
3.1B		X	X	X	X	
3.1A		X	X	X	X	
	Unit 1	X	X	X	X	X
	Unit 2	X	X	X	X	X
	Unit 3	X	X	X	X	X
	Unit 4	X	X	X	X	X
	Unit 5	X	X	X	X	X
	Unit 6	X	X	X	X	X
	Unit 7	X	X	X	X	X

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**3rd Grade Reading
Scope and Sequence 2019-2020**

Grading Period 1

Unit 1: Launching Reading Workshop

Estimated Date Range: 8/14/19-9/13/19

Estimated Time Frame: 22 days

Note: Unit includes 1 day for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Have Strong Reading Habits</i> Suggested Days: 5</p>	<p><u>Important Standards</u> 3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information 3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures 3.6 (D) create mental images to deepen understanding 3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u> 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Concept #2: <i>Readers Set Up the Notebook to Write About What They Read</i> Suggested Days: 4</p>	<p><u>Priority Standards</u> 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 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</p> <p><u>Important Standards</u> 3.6 (A) establish purpose for reading assigned and self-selected text; 3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information 3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures 3.6 (D) create mental images to deepen understanding 3.5 (A) self-select text and read independently for a sustained period of time.</p>

	<p><u>Integrated Standards</u></p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Concept #3: <i>Readers Read, Talk, and Learn with Other Readers</i></p> <p>Suggested Days: 3</p>	<p><u>Priority Standards</u></p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments</p> <p>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</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society</p> <p><u>Important Standards</u></p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action</p> <p>3.1 (E) develop social communication such as conversing politely in all situations.</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Concept #4: <i>Readers Identify the Different Characteristics of Traditional Literature</i></p> <p>Suggested Days: 6</p>	<p><u>Important Standards</u></p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p>3. 6 (A) establish purpose for reading assigned and self-selected text;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p>3.8 (C) analyze plot elements, including the sequence of events, the conflict, and the resolution</p> <p>3.9 (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths</p> <p><u>Integrated Standards</u></p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>

<p>Concept #5: <i>Readers Understand that Traditional Literature Reveals Universal Truths</i></p> <p>Suggested Days: 3</p>	<p><u>Important Standards</u></p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p>3.8 (A) infer the theme of a work, distinguishing theme from topic</p> <p>3.9 (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths</p> <p><u>Integrated Standards</u></p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p style="text-align: center;">Unit 2: Fiction: Interpreting Characters—The Heart of the Story</p> <p style="text-align: center;">Estimated Date Range: 9/16/19-10/10/19</p> <p style="text-align: center;">Estimated Time Frame: 18 days</p> <p style="text-align: center;">Note: Unit includes 3 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Understand that the Genre of Fiction Follows a Certain Structure</i></p> <p>Suggested Days: 12</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.8 (C) analyze plot elements, including the sequence of events, the conflict, and the resolution</p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>3.6 (D) create mental images to deepen understanding</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6 (G) evaluate details read to determine key ideas;</p>

	<p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.8 (D) explain the influence of the setting on the plot.</p> <p>3.10 (B) explain how the use of text structure contributes to the author's purpose</p> <p>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;</p> <p>3.10 (E) identify the use of literary devices, including first- or third-person point of view</p> <p>3.13 (A) generate questions on a topic for formal and informal inquiry;</p> <p>3.13 (B) develop and follow a research plan with adult assistance</p> <p>3.13 (C) identify and gather relevant information from a variety of sources;</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>3.10 (C) explain the author's use of print and graphic features to achieve specific purposes</p> <p>3.10 (F) discuss how the author's use of language contributes to voice;</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p> <p>3.1 (E) develop social communication such as conversing politely in all situations</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #2: <i>Readers Follow and Track Characters in Order to Learn about Them</i></p> <p>Suggested Days: 6</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding;</p> <p>3.6 (H) synthesize information to create new understanding;</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.8 (C) analyze plot elements, including the sequence of events, the conflict, and the resolution</p>

	<p><u>Important Standards</u></p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.13 (A) generate questions on a topic for formal and informal inquiry;</p> <p>3.13 (B) develop and follow a research plan with adult assistance</p> <p>3.13 (C) identify and gather relevant information from a variety of sources;</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p> <p>3.1 (E) develop social communication such as conversing politely in all situations</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p style="text-align: center;">Phonics and Word Study</p> <p style="text-align: center;">Estimated Date Range: 08/14/19-10/10/19</p> <p style="text-align: center;">Estimated Time Frame: 40 days</p> <p style="text-align: center;">Note: Unit includes 15 days for re-engagement In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
<p style="text-align: center;">Concepts within the Unit</p>	<p style="text-align: center;">TEKS</p>

Phonics	<u>Integrated Standards</u> 3.2A (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; 3.2A (ii) decoding multisyllabic words with closed syllables; open syllables, VCe syllables, vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables 3.2A (iii) decoding compound words, contractions, and abbreviations 3.2A (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; 3.2A (v) decoding words using knowledge of prefixes 3.2A (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; 3.2A (vii) identifying and reading high-frequency words from a research-based list
Vocabulary	<u>Important Standards</u> 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; <u>Integrated Standards</u> 3.2 (C) alphabetize a series of words to the third letter; 3.3 (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
Grading Period 2	
Unit 2: Fiction: Interpreting Characters—The Heart of the Story Estimated Date Range: 10/15/19-10/25/19 Estimated Time Frame: 9 days Note: Unit includes 3 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.	
Concepts within the Unit	TEKS
Concept #3: <i>Readers Understand that Stories and Characters Relate to Real Life</i> Suggested Days: 4	<u>Priority Standards</u> 3.6 (F) make inferences and use evidence to support understanding; 3.6 (H) synthesize information to create new understanding; 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 3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order

- 3.8 (A) infer the theme of a work, distinguishing theme from topic;
- 3.8 (B) explain the relationships among the major and minor characters
- 3.8 (C) analyze plot elements, including the sequence of events, the conflict, and the resolution
- 3.10 (A) explain the author's purpose and message within a text

Important Standards

- 3.6 (A) establish purpose for reading assigned and self-selected texts;
- 3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- 3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
- 3.6 (E) make connections to personal experiences, ideas in other texts, and society
- 3.6 (G) evaluate details read to determine key ideas;
- 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
- 3.7 (A) describe personal connections to a variety of sources, including self-selected texts;
- 3.8 (D) explain the influence of the setting on the plot.
- 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;
- 3.5 (A) self-select text and read independently for a sustained period of time.

Integrated Standards

- 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.
- 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; and
- 3.1 (E) develop social communication such as conversing politely in all situations
- 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Concept #4: *Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author's Message*

Suggested Days: 5

Priority Standards

- 3.6 (F) make inferences and use evidence to support understanding;
- 3.6 (H) synthesize information to create new understanding;
- 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
- 3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order
- 3.8 (A) infer the theme of a work, distinguishing theme from topic;
- 3.8 (B) explain the relationships among the major and minor characters
- 3.8 (C) analyze plot elements, including the sequence of events, the conflict, and the resolution
- 3.10 (A) explain the author's purpose and message within a text

Important Standards

- 3.6 (A) establish purpose for reading assigned and self-selected texts;
- 3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- 3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
- 3.6 (E) make connections to personal experiences, ideas in other texts, and society
- 3.6 (G) evaluate details read to determine key ideas;
- 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
- 3.7 (A) describe personal connections to a variety of sources, including self-selected texts;
- 3.8 (D) explain the influence of the setting on the plot.
- 3.9 (C) discuss elements of drama such as characters, dialogue, setting, and acts
- 3.10 (B) explain how the use of text structure contributes to the author's purpose
- 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;
- 3.10 (E) identify the use of literary devices, including first- or third-person point of view
- 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;
- 3.5 (A) self-select text and read independently for a sustained period of time.

	<p><u>Integrated Standards</u></p> <p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>3.10 (C) explain the author's use of print and graphic features to achieve specific purposes</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p> <p>3.1 (E) develop social communication such as conversing politely in all situations</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Unit 3: Poetry – Analyzing Structures</p> <p>Estimated Date Range: 10/28/19-11/8/19</p> <p>Estimated Time Frame: 10 days</p> <p>Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Identify a Poem's Form, Layout, and Language</i></p> <p>Suggested Days: 5</p>	<p><u>Priority Standards</u></p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p>

	<p>3.9 (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; 3.10 (B) explain how the use of text structure contributes to the author's purpose 3.10 (C) explain the author's use of print and graphic features to achieve specific purposes; 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 3.10(F) discuss how the author's use of language contributes to voice; 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; 3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>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 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 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #2: <i>Readers Analyze Craft in Poetry to Determine the Bigger Meaning</i> Suggested Days: 4</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding 3.6 (H) synthesize information to create new understanding 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down 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 3.10 (A) explain the author's purpose and message within a text</p> <p><u>Important Standards</u></p>

3.6 (A) establish purpose for reading assigned and self-selected texts
 3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 3.6 (D) create mental images to deepen understanding;
 3.6 (E) make connections to personal experiences, ideas in other texts, and society
 3.6 (G) evaluate details read to determine key ideas;
 3.7 (A) describe personal connections to a variety of sources, including self-selected texts;
 3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order
 3.8 (A) infer the theme of a work, distinguishing theme from topic;
 3.9 (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
 3.10 (B) explain how the use of text structure contributes to the author's purpose
 3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;
 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
 3.10(F) discuss how the author's use of language contributes to voice;
 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;
 3.5 (A) self-select text and read independently for a sustained period of time.

Integrated Standards

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
 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
 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Unit 4: Reading to Learn – Informational Text

Estimated Date Range: 11/11/19-12/19/19

Estimated Time Frame: 24 days

Note: Unit includes 5 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Determine Importance When Reading Informational Text</i> Suggested Days: 10</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding; 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down 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 3.9D (i) the central idea with supporting evidence; 3.9D (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; 3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts; 3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures 3.6 (D) create mental images to deepen understanding; 3.6 (E) make connections to personal experiences, ideas in other texts, and society 3.6 (G) evaluate details read to determine key ideas; 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 3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p>

	<p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>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;</p> <p>3.10(F) discuss how the author's use of language contributes to voice;</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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;</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols;</p> <p>3.1 (E) develop social communication such as conversing politely in all situations</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #2: <i>Readers Summarize and Synthesize when Reading Informational Text</i></p> <p>Suggested Days: 14</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding;</p> <p>3.6 (H) synthesize information to create new understanding;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.9D (i) the central idea with supporting evidence;</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.13 (A) generate questions on a topic for formal and informal inquiry;</p> <p>3.13 (B) develop and follow a research plan with adult assistance;</p> <p>3.13 (C) identify and gather relevant information from a variety of sources</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p>

	<p><u>Integrated Standards</u></p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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;</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols;</p> <p>3.1 (E) develop social communication such as conversing politely in all situations</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Phonics and Word Study</p> <p>Estimated Date Range: 10/15/19-12/19/19</p> <p>Estimated Time Frame: 43 days</p> <p>Note: Unit includes 18 days for re-engagement In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
Concepts within the Unit	TEKS
Phonics	<p><u>Integrated Standards</u></p> <p>3.2A (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</p> <p>3.2A (ii) decoding multisyllabic words with closed syllables; open syllables, VCe syllables, vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>3.2A (iii) decoding compound words, contractions, and abbreviations</p> <p>3.2A (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p>
Vocabulary	<p><u>Priority Standards</u></p> <p>3.3 (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p>
Grading Period 3	

Unit 4: Reading to Learn – Informational Text

Estimated Date Range: 1/7/20-1/17/20

Estimated Time Frame: 9 days

Note: Unit includes 5 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #3 - <i>Readers Understand that Literary Nonfiction has Fiction and Nonfiction Elements</i></p> <p>Suggested Days: 9</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding;</p> <p>3.6 (H) synthesize information to create new understanding;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.9D (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding;</p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p>3.10 (B) explain how the use of text structure contributes to the author's purpose</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.9D (iii) organizational patterns such as cause and effect and problem and solution</p> <p>3.13 (A) generate questions on a topic for formal and informal inquiry;</p> <p>3.13 (B) develop and follow a research plan with adult assistance;</p> <p>3.13 (C) identify and gather relevant information from a variety of sources</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p>

	<p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>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;</p> <p>3.10(F) discuss how the author's use of language contributes to voice;</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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;</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols;</p> <p>3.1 (E) develop social communication such as conversing politely in all situations</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
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Unit 5: Inquiry Clubs

Estimated Date Range: 1/21/20-2/28/20

Estimated Time Frame: 27 days

Note: Unit includes 3 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Researchers Select and Narrow a Research Topic</i> Suggested Days: 3</p>	<p>Priority Standards</p> <p>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 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; 3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 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;</p> <p>Important Standards</p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts; 3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 3.6 (D) create mental images to deepen understanding; 3.6 (E) make connections to personal experiences, ideas in other texts, and society; 3.6 (G) evaluate details read to determine key ideas; 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 3.5 (A) self-select text and read independently for a sustained period of time.</p> <p>Integrated Standards</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts; 3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 3.1 (E) develop social communication such as conversing politely in all situations.</p>

	3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text
<p>Concept #2: <i>Researchers Take Notes as They Read</i></p> <p>Suggested Days: 10</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding;</p> <p>3.6 (H) synthesize information to create new understanding;</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence;</p> <p>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>3.9D (iii) recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution;</p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p>3.10 (B) explain how the use of text structure contributes to the author's purpose</p> <p>3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;</p> <p>3.13 (B) develop and follow a research plan with adult assistance;</p> <p>3.13 (C) identify and gather relevant information from a variety of sources;</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>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</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols;</p> <p>3.3 (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>

	<p>3.6 (D) create mental images to deepen understanding; 3.6 (E) make connections to personal experiences, ideas in other texts, and society; 3.6 (G) evaluate details read to determine key ideas; 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 3.9(F) recognize characteristics of multimodal and digital texts. 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; 3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u> 3.7 (A) describe personal connections to a variety of sources, including self-selected texts; 3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order 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 3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 3.1 (E) develop social communication such as conversing politely in all situations. 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #3: <i>Researchers Plan Their Research Project</i> Suggested Days: 6</p>	<p><u>Priority Standards</u> 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 3.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence; 3.13 (B) develop and follow a research plan with adult assistance; 3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 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;</p> <p><u>Important Standards</u></p>

	<p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>3.13 (E) demonstrate understanding of information gathered;</p> <p>3.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>3.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>3.1 (E) develop social communication such as conversing politely in all situations.</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #4: <i>Researchers Prepare Their Research Project</i></p> <p>Suggested Days: 8</p>	<p><u>Priority Standards</u></p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence;</p> <p>3.9D (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding</p> <p>3.9D (iii) organizational patterns such as cause and effect and problem and solution;</p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p>3.10 (B) explain how the use of text structure contributes to the author's purpose</p> <p>3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;</p> <p>3.13 (B) develop and follow a research plan with adult assistance;</p>

	<p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>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</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols;</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>3.13 (E) demonstrate understanding of information gathered;</p> <p>3.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>3.13 (G) create a works cited page;</p> <p>3.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p>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;</p> <p>3.10 (F) discuss how the author's use of language contributes to voice;</p> <p><u>Integrated Standards</u></p> <p>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>3.1 (E) develop social communication such as conversing politely in all situations.</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
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Unit 6: Argumentative Text

Estimated Date Range: 03/02/20-03/06/20

Estimated Time Frame: 5 days

Note: Unit includes 4 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Understand the Characteristics of Argumentative Text</i></p> <p>Suggested Days: 5</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p>3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;</p> <p>3.13 (E) demonstrate understanding of information gathered;</p> <p>3.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>3.3 (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.9 E(i) recognize characteristics and structures of argumentative text by identifying the claim;</p> <p>3.9E(ii) recognize characteristics and structures of argumentative text by distinguishing facts from opinion; and</p> <p>3.9E(iii) recognize characteristics and structures of argumentative text by identifying the intended audience or reader</p>

	<p>3.9(F) recognize characteristics of multimodal and digital texts.</p> <p>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;)</p> <p>3.10 (F) discuss how the author's use of language contributes to voice;</p> <p>3.13 (A) generate questions on a topic for formal and informal inquiry;</p> <p>3.13 (B) develop and follow a research plan with adult assistance;</p> <p>3.13 (C) identify and gather relevant information from a variety of sources;</p> <p>3.13 (D) identify primary and secondary sources;</p> <p>3.13 (G) create a works cited page; and</p> <p>3.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate; and</p> <p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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;</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p> <p>3.1 (E) develop social communication such as conversing politely in all situations.</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Phonics and Word Study Estimated Date Range: 1/7/20-3/6/20 Estimated Time Frame: 41 days</p> <p>Note: Unit includes 16 days for re-engagement In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
Concepts within the Unit	TEKS

Phonics	<u>Integrated Standards</u> 3.2A (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; 3.2A (ii) decoding multisyllabic words with closed syllables; open syllables, VCe syllables, vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables 3.2A (iii) decoding compound words, contractions, and abbreviations 3.2A (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts 3.2A (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	<u>Priority Standards</u> 3.3 (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; <u>Integrated Standards</u> 3.2 (C) alphabetize a series of words to their third letter
Grading Period 4	
Unit 6: Argumentative Text Estimated Date Range: 03/16/20-04/09/20 Estimated Time Frame: 19 days Note: Unit includes 4 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.	
Concepts within the Unit	TEKS
Concept #1: <i>Readers Understand the Characteristics of Argumentative Text</i> Suggested Days: 5	<u>Priority Standards</u> 3.6 (F) make inferences and use evidence to support understanding; 3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down 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 3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order 3.10 (A) explain the author's purpose and message within a text 3.10 (C) explain the author's use of print and graphic features to achieve specific purposes; 3.13 (E) demonstrate understanding of information gathered;

	<p>3.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>3.3 (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.9 E(i) recognize characteristics and structures of argumentative text by identifying the claim;</p> <p>3.9E(ii) recognize characteristics and structures of argumentative text by distinguishing facts from opinion; and</p> <p>3.9E(iii) recognize characteristics and structures of argumentative text by identifying the intended audience or reader</p> <p>3.9(F) recognize characteristics of multimodal and digital texts.</p> <p>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;)</p> <p>3.10 (F) discuss how the author's use of language contributes to voice;</p> <p>3.13 (A) generate questions on a topic for formal and informal inquiry;</p> <p>3.13 (B) develop and follow a research plan with adult assistance;</p> <p>3.13 (C) identify and gather relevant information from a variety of sources;</p> <p>3.13 (D) identify primary and secondary sources;</p> <p>3.13 (G) create a works cited page; and</p> <p>3.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>3.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>3.7 (F) respond using newly acquired vocabulary as appropriate; and</p>
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	<p>3.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>3.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>3.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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;</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p> <p>3.1 (E) develop social communication such as conversing politely in all situations.</p> <p>3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #2: <i>Readers Evaluate Argumentative Text</i></p> <p>Suggested Days: 14</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding;</p> <p>3.6 (H) synthesize information to create new understanding;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.10 (B) explain how the use of text structure contributes to the author's purpose</p> <p>3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;</p> <p>3.13 (E) demonstrate understanding of information gathered;</p> <p>3.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>3.3 (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p>

	<p>3.9 E(i) recognize characteristics and structures of argumentative text by: identifying the claim; 3.9E(ii) recognize characteristics and structures of argumentative text by: distinguishing facts from opinion; and 3.9E(iii) recognize characteristics and structures of argumentative text by: identifying the intended audience or reader; and 3.9(F) recognize characteristics of multimodal and digital texts. 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; 3.10 (F) discuss how the author's use of language contributes to voice; 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 (G) create a works cited page; and 3.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>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; and 3.7 (G) discuss specific ideas in the text that are important to the meaning. 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; and 3.1 (E) develop social communication such as conversing politely in all situations. 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p align="center">Unit 7: Analyzing Realistic Fiction Estimated Date Range: 04/14/20-05/28/20 Estimated Time Frame: 32 days</p> <p align="center">Note: Unit includes 5 days for re-engagement and 1 day for testing. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
Concepts within the Unit	TEKS

<p>Concept #1: <i>Readers Analyze the Characteristics of Realistic Fiction</i></p> <p>Suggested Days: 32</p> <p>*Concepts in this unit are taught simultaneously based on student need.</p>	<p><u>Priority Standards</u></p> <p>3.6 (F) make inferences and use evidence to support understanding;</p> <p>3.6 (H) synthesize information to create new understanding; and</p> <p>3.7 (B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>3.7 (C) use text evidence to support an appropriate response</p> <p>3.7 (D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>3.8 (A) infer the theme of a work, distinguishing theme from topic;</p> <p>3.8 (B) explain the relationships among the major and minor characters;</p> <p>3.8 (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p>3.10 (B) explain how the use of text structure contributes to the author's purpose;</p> <p>3.10 (C) explain the author's use of print and graphic features to achieve specific purposes</p> <p><u>Important Standards</u></p> <p>3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>3.6 (D) create mental images to deepen understanding;</p> <p>3.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>3.6 (G) evaluate details read to determine key ideas;</p> <p>3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>3.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>3.7 (D) explain the influence of the setting on the plot.</p> <p>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;</p> <p>3.10 (E) identify the use of literary devices, including first- or third-person point of view;</p> <p>3.10 (F) discuss how the author's use of language contributes to voice; and</p> <p>3.10 (G) identify and explain the use of hyperbole</p> <p>3.13 (A) generate questions on a topic for formal and informal inquiry;</p>
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	<p>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; 3.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>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; and 3.7 (G) discuss specific ideas in the text that are important to the meaning. 3.10 (C) explain the author's use of print and graphic features to achieve specific purposes; 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; and 3.1 (E) develop social communication such as conversing politely in all situations. 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Concept #2: <i>Readers Analyze Text and Support Their Thinking with Text Evidence</i> Suggested Days: 32 *Concepts in this unit are taught simultaneously based on student need.</p>	<p><u>Priority Standards</u></p> <p>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; 3.3 (B) – use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; 3.5 (A) – paraphrase the themes and supporting details of fables, legends, myths, or stories; 3.8 (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and 3.8 (B) explain the relationships among the major and minor characters 3.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence; 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; 3.9D (iii) recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution 3.6 (F) make inferences and use evidence to support understanding</p>

3.6 (H) synthesize information to create new understanding
3.7 (D) retell and paraphrase texts in ways
3.10 (A) explain the author's purpose and message within a text
3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;

Important Standards:

3.3 (D) – identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text
3.9 (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktails, fables, fairy tales, legends, and myths
3.9 (B) – explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems
3.6 (A) establish purpose for reading assigned and self-selected texts;
3.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
3.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
3.6 (D) create mental images to deepen understanding;
3.6 (E) make connections to personal experiences, ideas in other texts, and society;
3.6 (G) evaluate details read to determine key ideas;
3.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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;
3.10 (E) identify the use of literary devices, including first- or third-person point of view;
3.10 (F) discuss how the author's use of language contributes to voice; and
3.10 (G) identify and explain the use of hyperbole

Integrated Standards:

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;

	<p>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;</p> <p>3.1 (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p> <p>3.1 (E) develop social communication such as conversing politely in all situations.</p>
<p>Phonics and Word Study Estimated Date Range: 3/16/20-5/28-20 Estimated Time Frame: 51 days Note: Re-engagement is incorporated through regular small group instruction.</p>	
Concepts within the Unit	TEKS
Phonics	<p><u>Integrated Standards</u></p> <p>3.2A (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</p> <p>3.2A (ii) decoding multisyllabic words with closed syllables; open syllables, VCe syllables, vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>3.2A (iii) decoding compound words, contractions, and abbreviations</p> <p>3.2A (v) decoding words using knowledge of prefixes</p> <p>3.2A (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;</p> <p>3.2A (vii) identifying and reading high-frequency words from a research-based list</p>

Vocabulary	<p><u>Priority Standards</u></p> <p>3.3 (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p>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;</p> <ul style="list-style-type: none">• 3.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
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