

3rd Grade Writing Scope and Sequence 2019-2020

TEKS Distribution among units

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

Grading Period 1

Unit 1: Launching Writing Workshop

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

Estimated Time Frame: 22 days

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

Concepts within the Unit	TEKS
<p>Concept #1: <i>We are all writers.</i> Suggested Days: 10</p>	<p><u>Priority Standards</u> 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; and</p> <p><u>Important Standards</u> 3.10 (A) explain the author's purpose and message within a text 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> <p><u>Integrated Standards</u> 3.11D (i) complete simple and compound sentences with subject-verb agreement 3.11D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences 3.11D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series 3.11D (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>
<p>Concept #2: <i>Writers use the writing process.</i> Suggested Days: 12</p>	<p><u>Priority Standards</u> 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 3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p>

	<p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: 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 (D) edit drafts using standard English conventions, including: 3.11 (E) publish written work for appropriate audiences.</p> <p><u>Important Standards</u> 3.10 (A) explain the author's purpose and message within a text</p> <p><u>Integrated Standards</u> 3.11D (i) complete simple and compound sentences with subject-verb agreement 3.11D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences 3.11D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series 3.11D (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>
<p align="center">Unit 2: Personal Narrative: Focusing on Small Moments Estimated Date Range: 9/16/19-10/10/19 Estimated Time Frame: 18 days Note: Unit includes 4 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>When writers write personal narratives, they write about small moments in time.</i> Suggested Days: 15</p>	<p><u>Priority Standards</u> 3.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, audience using a range of strategies such as brainstorming, freewriting, and mapping; 3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion; 3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: 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 (D) edit drafts using standard English conventions, including: 3.11 (E) publish written work for appropriate audiences.</p>

	<p>3.10 (A) explain the author's purpose and message within a text 3.8 (B) explain the relationships among the major and minor characters;</p> <p><u>Important Standards</u></p> <p>3.12 (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; 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;</p> <p><u>Integrated Standards</u></p> <p>3.11D (ii) edit drafts using standard English conventions, including: past, present, and future verb tense; 3.11D (iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns; 3.11D (v) edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner; 3.11D (ix) edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places; 3.11D (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 3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; 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. 3.10 (F) discuss how the author's use of language contributes to voice; 3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>
<p>Concept #2: <i>Writers think about the message they learned from their small moment and share it with the reader.</i> Suggested Days: 3</p>	<p><u>Priority Standards</u></p> <p>3.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, audience using a range of strategies such as brainstorming, freewriting, and mapping; 3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p>

3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: 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 (D) edit drafts using standard English conventions, including:
3.11 (E) publish written work for appropriate audiences.
3.10 (A) explain the author's purpose and message within a text
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; and

Important Standards

3.12 (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
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;
3.8 (D) explain the influence of the setting on the plot.

Integrated Standards

3.11D (ii) edit drafts using standard English conventions, including: past, present, and future verb tense;
3.11D (iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;
3.11D (v) edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner;
3.11D (ix) edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places;
3.11D (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
3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;
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

	<p>3.1 (E) develop social communication such as conversing politely in all situations.</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>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>
<p>Phonics and Word Study 8/14/19-10/10/19 Estimated Time Frame: 40 days Note: Re-engagement is incorporated through regular small group instruction.</p>	
Concepts within the Unit	TEKS
<p>Spelling</p> <p>Suggested Days: 40</p>	<p><u>Integrated Standards</u></p> <p>3.2B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>3.2B (iii) spelling compound words, contractions, and abbreviations</p> <p>3.2B (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV</p>
<p>Grading Period 2</p>	
<p>Unit 2: Personal Narrative: Focusing on Small Moments Estimated Date Range: 10/15/19-10/25/19 Estimated Time Frame: 9 days Note: Unit includes 4 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #2: <i>Writers think about the message they learned from their small moment and share it with the reader.</i></p> <p>Suggested Days: 9</p>	<p><u>Priority Standards</u></p> <p>3.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>3.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>3.11 (D) edit drafts using standard English conventions, including:</p> <p>3.11 (E) publish written work for appropriate audiences.</p>

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

Important Standards

3.12 (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
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;
3.8 (D) explain the influence of the setting on the plot.

Integrated Standards

3.11D (ii) edit drafts using standard English conventions, including: past, present, and future verb tense;
3.11D (iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;
3.11D (v) edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner;
3.11D (ix) edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places;
3.11D (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
3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;
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.
3.10 (C) explain the author's use of print and graphic features to achieve specific purposes;
3.10 (F) discuss how the author's use of language contributes to voice;

Unit 3: Poetry – Crafting Structures

Estimated Date Range: 10/28/19-11/8/19

Estimated Time Frame: 10 days

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

Concepts within the Unit	TEKS
<p>Concept #1: <i>Writers analyze mentor poems to get ideas.</i> Suggested Days: 3</p>	<p><u>Priority Standards</u></p> <p>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</p> <p>3.10 (A) explain the author's purpose and message within a text</p> <p><u>Important Standards</u></p> <p>3.12 (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;</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>3.10 (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;</p> <p>3.9 (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;</p> <p><u>Integrated Standards</u></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>Concept #2: <i>Writers use craft to achieve their purpose.</i> Suggested Days: 7</p>	<p><u>Priority Standards</u></p> <p>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</p> <p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p>

	<p>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 (D) edit drafts using standard English conventions, including: 3.11 (E) publish written work for appropriate audiences. 3.10 (A) explain the author's purpose and message within a text</p> <p><u>Important Standards</u></p> <p>3.12 (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; 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 (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; 3.9 (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;</p> <p><u>Integrated Standards</u></p> <p>3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; 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. 3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>
<p style="text-align: center;">Unit 4: Informational Writing 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 Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
Concept #1: <i>When writers write informational text, they are explaining something to the reader.</i>	<p><u>Priority Standards</u></p> <p>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</p>

<p>Suggested Days: 15</p>	<p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>3.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>3.11 (D) edit drafts using standard English conventions, including:</p> <p>3.11 (E) publish written work for appropriate audiences.</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>3.9D (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><u>Important Standards</u></p> <p>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;</p> <p><u>Integrated Standards</u></p> <p>3.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement;</p> <p>3.11D (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</p> <p>3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</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>
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	<p>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</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>Concept #2: <i>In informational writing, writers add details to support their central idea</i></p> <p>Suggested Days: 9</p>	<p>Priority Standards</p> <p>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</p> <p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>3.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>3.11 (D) edit drafts using standard English conventions, including:</p> <p>3.11 (E) publish written work for appropriate audiences.</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>3.9D (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><u>Important Standards</u></p> <p>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;</p> <p><u>Integrated Standards</u></p> <p>3.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement;</p> <p>3.11D (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</p>

	<p>3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</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>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</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 style="text-align: center;">Phonics and Word Study Estimated Date Range: 10/15/19-12/19/19 Estimated Time Frame: 43 days Note: Re-engagement is incorporated through regular small group instruction.</p>	
Concepts within the Unit	TEKS
<p>Spelling</p> <p>Suggested Days: 43</p>	<p><u>Integrated Standards</u></p> <p>3.2B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>3.2B (ii) spelling homophones;</p> <p>3.2B (iii) spelling compound words, contractions, and abbreviations;</p> <p>3.2B (iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>3.2B (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV</p> <p>3.2B (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;</p>

Grading Period 3

Unit 4: Informational Writing

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 Writing Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #2: <i>In informational writing, writers add details to support their central idea.</i></p> <p>Suggested Days: 9</p>	<p><u>Priority Standards</u></p> <p>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</p> <p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>3.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>3.11 (D) edit drafts using standard English conventions, including:</p> <p>3.11 (E) publish written work for appropriate audiences.</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>3.9D (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><u>Important Standards</u></p> <p>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;</p> <p><u>Integrated Standards</u></p> <p>3.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement;</p>

	<p>3.11D (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</p> <p>3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</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>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</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 style="text-align: center;">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 Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>Researchers select and narrow a research topic.</i></p> <p>Suggested Days: 3</p>	<p>Priority Standards</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; and</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>Integrated Standards</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>Concept #2: <i>Researchers take notes as they read.</i></p> <p>Suggested Days: 10</p>	<p>Priority Standards</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; and</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><u>Important Standards</u></p> <p>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;</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; 3.1 (E) develop social communication such as conversing politely in all situations.</p>
<p>Concept #3: <i>Researchers plan their research project.</i></p> <p>Suggested Days: 6</p>	<p><u>Priority Standards</u></p> <p>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 3.1 (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; and 3.10 (A) explain the author's purpose and message within a text 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; 3.9D (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</p> <p><u>Important Standards</u></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; 3.10 (F) discuss how the author's use of language contributes to voice; and 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; 3.13 (E) demonstrate understanding of information gathered; 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><u>Integrated Standards</u></p> <p>3.11D (vii) edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases</p> <p>3.11D (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</p> <p>3.11D (xi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</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>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>
<p>Concept #4: <i>Researchers prepare their research project.</i></p> <p>Suggested Days: 8</p>	<p><u>Priority Standards</u></p> <p>3.11 (B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>3.11B (i) organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) developing an engaging idea with relevant details;</p> <p>3.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>3.11 (D) edit drafts using standard English conventions, including:</p> <p>3.11 (E) publish written work for appropriate audiences.</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; and</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>3.9D (i) 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><u>Important Standards</u></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; and</p>

	<p>3.10 (F) discuss how the author's use of language contributes to voice; and</p> <p>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;</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><u>Integrated Standards</u></p> <p>3.11D (vii) edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases</p> <p>3.11D (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</p> <p>3.11D (xi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</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>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>
<p>Unit 6: Argumentative Writing</p> <p>Estimated Date Range: 03/02/20-03/06/20</p> <p>Estimated Time Frame: 5 days</p> <p>Note: Unit includes 4 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	Concepts within the Unit
<p>Concept #1: <i>Writers craft argumentative essays.</i></p> <p>Suggested Days: 5</p>	<p>Priority Standards</p> <p>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;</p> <p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>3.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>3.11 (D) edit drafts using standard English conventions, including:</p>

	<p>3.11 (E) publish written work for appropriate audiences.</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>3.12 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>3.12(D) compose correspondence such as thank you notes or letters.</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; and</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; and</p> <p>3.9(F) recognize characteristics of multimodal and digital texts.</p> <p><u>Integrated Standards</u></p> <p>3.11D (iv) edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms;</p> <p>3.11D (vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases;</p> <p>3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</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>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>
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Phonics and Word Study

Estimated Date Range: 1/7/20-3/16/20

Estimated Time Frame: 41 days

Note: Re-engagement is incorporated through regular small group instruction.

Concepts within the Unit	TEKS
<p>Spelling</p> <p>Suggested Days: 41</p>	<p><u>Integrated Standards</u></p> <p>3.2B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>3.2B (iii) spelling compound words, contractions, and abbreviations;</p> <p>3.2B (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV</p> <p>3.2B (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;</p>

Grading Period 4

Unit 6: Argumentative Writing

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 Writing Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Writers craft argumentative essays.</i></p> <p>Suggested Days: 19</p>	<p><u>Priority Standards</u></p> <p>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;</p> <p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>3.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>3.11 (D) edit drafts using standard English conventions, including:</p> <p>3.11 (E) publish written work for appropriate audiences.</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>3.12 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>3.12(D) compose correspondence such as thank you notes or letters.</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; and</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; and</p> <p>3.9(F) recognize characteristics of multimodal and digital texts.</p> <p><u>Integrated Standards</u></p> <p>3.11D (iv) edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms;</p> <p>3.11D (vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases;</p> <p>3.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</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>3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>
<p style="text-align: center;">Unit 7: Imaginative Writing Estimated Date Range: 04/14/20-05/28/20 Estimated Time Frame: 32 days Note: Unit includes 5 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>Writers craft stories and characters for imaginative writing.</i></p> <p>Suggested Days: 32</p>	<p><u>Priority Standards</u></p> <p>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;</p> <p>3.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p>

3.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: 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 (D) edit drafts using standard English conventions, including:
3.11 (E) publish written work for appropriate audiences.
3.10 (A) explain the author's purpose and message within a text
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; and
3.8 (D) explain the influence of the setting on the plot.

Important Standards

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

Integrated Standards

3.11D (vii) edit drafts using standard English conventions, including:
pronouns, including subjective, objective, and possessive cases;
3.11D (xi) edit drafts using standard English conventions, including:
correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
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.
3.2 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.
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.

Phonics and Word Study

Estimated Date Range: 3/18/20-5/24/20

Estimated Time Frame: 48 days

Note: Re-engagement is incorporated through regular small group instruction.

Concepts within the Unit	TEKS
<p>Spelling</p> <p>Suggested Days: 48</p>	<p><u>Integrated Standards</u></p> <p>3.2B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>3.2B (iii) spelling compound words, contractions, and abbreviations;</p> <p>3.2B (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;</p>