# 3rd Grade Reading Overview
## 2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

### Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students’ understanding

- [How to Help a Child Choose a Book](#)
- [How to Encourage Higher Order Thinking](#)
- [How to Help Expand Your Child’s Vocabulary](#)
- [Children’s Books and Authors](#)-Resources to help find books and get students excited about reading

### Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.
**Interactive Read Aloud**- Teachers model and guide students to use reading strategies and notice techniques that authors use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Workshop**- During Reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will confer with the student or work with small groups.

**Writing Workshop**- During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will confer with the student or work with small groups.

**Phonics and Word Study**- During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

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### Adopted Resources

**Elementary:** [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

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### Grading Period 1

**Unit #1: Launching Reading Workshop**

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

**Unit Overview:**

This unit spotlights helping students develop active reading lives and establishing reading partners to support academic discourse across the year. This unit has 4 main focus points.

In concept 1, *Readers Have Strong Reading Habits*, the lessons will focus on the routines of setting up reading workshop.

In concept 2, *Readers Set Up the Notebook to Write About What They Read*, the lessons will focus on setting students up for success to write about their reading.

In concept 3, *Readers Read, Talk, and Learn with Other Readers*, the lessons will focus on establishing reading partnerships where students will discuss their thinking.

In concept 4, *Readers Identify the Different Characteristics of Traditional Literature*, readers will be introduced to the characteristics that define traditional literature.

In concept 5, *Readers Understand that Traditional Literature Reveals Universal Truths*, readers will begin to infer themes as they delve into traditional literature.

**Big Ideas:**

- Readers choose just right books, set goals for reading, and push themselves to read more.
- Readers think and write about their reading.
- Readers discuss their reading with others.
- Traditional literature began as oral storytelling that taught lessons and values to children.
Every culture has traditional literature and reading them helps us understand a culture and its values.

**Essential Questions**

- How do readers create reading lives for themselves?
- How do readers deepen their understanding of text?
- How do readers contribute to a reading community?
- What is traditional literature?
- Why is traditional literature important today?

<table>
<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: <em>Readers Have Strong Reading Habits</em></td>
<td>3.6B, 3.6C, 3.6D, 3.5 (A), 3.4 (A)</td>
</tr>
<tr>
<td>Concept #2: <em>Readers Set Up the Notebook to Write About What They Read</em></td>
<td>3.6 (I), 3.7 (B), 3.7 (C), 3.6 (A), 3.6 (B), 3.6 (C), 3.6 (D), 3.5 (A), 3.4 (A),</td>
</tr>
<tr>
<td>Concept #3: <em>Readers Read, Talk, and Learn with Other Readers</em></td>
<td>3.1 (A), 3.1 (C), 3.1 (D), 3.6 (E), 3.7(A), 3.5(A), 3.1 (B), 3.1 (E), 3.4 (A)</td>
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<tr>
<td>Concept #4: <em>Readers Identify the Different Characteristics of Traditional Literature</em></td>
<td>3.10 (A), 3.6 (A), 3.6 (E), 3.7 (A), 3.5(A), 3.8 (C), 3.4(A)</td>
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<tr>
<td>Concept #5: <em>Readers Understand that Traditional Literature Reveals Universal Truths</em></td>
<td>3.10(A), 3.5 (A), 3.8 (A), 3.9(A), 3.4(A)</td>
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**Unit #2: Fiction: Interpreting Characters—The Heart of the Story**

**Estimated Date Range:** 9/16/19-10/10/19

**Unit Overview:**

In Concept 1, *Readers Understand that the Genre of Fiction Follows a Certain Structure*, students will learn the purpose and structure of fiction. Students will then dive deeper into elements of fiction by thinking about major and minor characters, point of view, setting, plot elements, and word choice.

In Concept 2, *Readers Follow and Track Characters in Order to Learn about Them*, students will build on the learning in concept 1, to go deeper into learning about characters.

In concept 3, *Readers Understand that Stories and Characters Relate to Real Life*, students will begin by analyzing character’s relationships. Then students will look at how the plot events impact the character and use all this information to infer the theme of the story.

In concept 4, *Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message*, readers will learn about the elements of drama. Students will deepen their learning in concept 3, and infer the theme of drama.
### Big Ideas:
- The best stories have multiple themes that readers can connect with. Good stories have memorable characters that grow and learn. The best stories have conflict — this conflict engages the reader to want to read more.
- Good readers pay special attention to how characters relate to each other because relationships drive the plot forward and give us clues about theme.
- Great fiction authors use details from characters and plot to illustrate themes. Sometimes the setting plays an integral role and sometimes it doesn't.
- Good readers have to read between the lines when characters show action, say interesting things or think out loud. We make inferences so we can make logical predictions about plot and theme.

### Essential Questions
- What makes a good story?
- Why do readers pay attention to the relationship between characters?
- How do fiction authors illustrate theme?
- When do I infer when reading stories?

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<thead>
<tr>
<th>Concepts within Unit #2</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #1: Readers Understand that the Genre of Fiction Follows a Certain Structure</strong></td>
<td><strong><a href="http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html">http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</a></strong></td>
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### Phonics and Word Study

Estimated Date Range: 08/14/19-10/10/19

- **Phonics**
  - 3.2A (i), 3.2A (ii), 3.2 (iii), 3.2A (iv), 3.2A (v), 3.2A (vi), 3.2A (vii)

- **Vocabulary**
  - 3.3(C), 3.2(C), 3.2(A)

### Grading Period 2

**Unit #2: Fiction: Interpreting Characters—The Heart of the Story**

Estimated Date Range: 10/15/19-10/25/19

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<td><strong>Concept #3: Readers Understand that Stories and Characters Relate to Real Life</strong></td>
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<td><strong>Concept #4: Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message</strong></td>
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Unit #3: Poetry – Analyzing Structures  
Estimated Date Range: 10/28/19-11/8/19

Unit Overview:  
In Concept 1, *Readers Identify a Poem’s Form, Layout, and Language*, students will immerse themselves in poetry and notice the poetic elements, including rhyme scheme, sound devices, and structural elements. Students will then learn to recognize figurative language and imagery in poems.  

In Concept 2, *Readers Analyze Craft in Poetry to Determine the Bigger Meaning*, students will build on the learning in concept 1, to analyze how the poet used craft techniques to achieve their purpose. Students will infer the poet’s purpose and point of view, mood, and theme or message of the poem.

Big Ideas:  
- Poets write poetry to tell stories and to remind people of images and feelings  
- Poets use figurative language and imagery to create sensory impressions and emotion.  
- Poets use sounds and words in order to create imagery and meaning while using as few words as possible.

Essential Questions  
- What makes a good poem?  
- How do poets make readers feel emotion when reading?  
- How do poets think about words?

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<th>Concepts within Unit #3</th>
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<tr>
<td><strong>Concept #1: Readers Identify a Poem’s Form, Layout, and Language</strong></td>
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<td><strong>Concept #2: Readers Analyze Craft in Poetry to Determine the Bigger Meaning</strong></td>
<td>3.6(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.10(A), 3.6(A), 3.6(B), 3.6(D), 3.6(E), 3.6(G), 3.7(A), 3.7(D), 3.8(A), 3.9(B), 3.10(B), 3.10(C), 3.10(D), 3.10(F), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</td>
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Unit 4: Reading to Learn – Informational Text  
Estimated Date Range: 11/11/19-12/19/19

Unit Overview:  
In Concept 1, *Readers Determine Importance When Reading Informational Text*, students will look at the role that predicting and questioning play as they preview informational text. Students will learn to determine importance when they read and then learn how text features help the reader determine what is important. Readers will use what is important in the text to help infer the central idea and support it with key details. Students will look at author’s word choice, using context clues to help identify meaning of unknown words and think about why authors use certain words.

In Concept 2, *Readers Summarize and Synthesize when Reading Informational Text*, students will learn how to synthesize new information that they read, identify the main idea of the entire passage, and use the main ideas to retell the text. Students will also make connections between multiple texts.
In Concept 3, *Readers Understand that Literary Nonfiction has Fiction and Nonfiction Elements*, students will look at different genres of informational text, including biographies and literary nonfiction. Students will learn about the specific characteristics of literary nonfiction, including text features, structure, and literary qualities.

**Big Ideas:**
- Authors write informational text to teach their audience about a topic that is important to them.
- Readers use features and structure to make meaning of informational texts.
- Readers must understand what is important versus what is interesting. Readers must determine the central idea and key details at the paragraph level and whole text level.
- Readers use context clues to determine the meaning unknown words.

**Essential Questions**
- Why do authors write informational text?
- How do I navigate nonfiction text?
- Why do I determine importance in text? How do I do this?
- How do I figure out meanings of tricky words?

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<thead>
<tr>
<th>Concepts within Unit #4</th>
<th>TEKS</th>
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<tr>
<td><strong>Concept #1: Readers Determine Importance When Reading Informational Text</strong></td>
<td>3.6(F), 3.6(I), 3.7(B), 3.7(C), 3.9D (i), 3.9D (ii), 3.10 (C), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(A), 3.7(E), 3.7(F), 3.7(G), 3.10(D), 3.10(F), 3.11(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</td>
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<tr>
<td><strong>Concept #2: Readers Summarize and Synthesize when Reading Informational Text</strong></td>
<td>3.6(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.9D (i), 3.6(A), 3.6(D), 3.6(E), 3.6(G), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(A), 3.7(E), 3.7(F), 3.7(G), 3.11(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</td>
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**Phonics and Word Study**
Estimated Date Range: 10/15/19–12/19/19

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<th>Concepts within 2nd Grading Period</th>
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<tr>
<td><strong>Phonics</strong></td>
<td>3.2A(i), 3.2A(ii), 3.2A(iii), 3.2A(iv),</td>
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<td><strong>Vocabulary</strong></td>
<td>3.3(B)</td>
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Grading Period 3

Unit 4: Reading to Learn – Informational Text
Estimated Date Range: 1/7/20-1/17/20

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<th>Concepts within Unit #4</th>
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Unit 5: Inquiry Clubs
Estimated Date Range: 1/21/20-2/28/20

Unit Overview:
In Concept 1, **Researchers Select and Narrow a Research Topic**, students will create their research notebooks and work to select their research topic.

In Concept 2, **Researchers Take Notes as They Read**, students will learn about primary and secondary sources, learn how to paraphrase to take notes in their own words, and learn how to organize their research. To help engage in understanding what is read, students will learn how to use context clues to understand new/unfamiliar words. As students select texts to use in their research, they will identify the author’s specific purpose for writing the text. Students will also learn about the different types of text structures that authors craft.

In Concept 3, **Researchers Plan Their Research Project**, students will decide how they will present their information to others. Students will choose a purpose then a project that helps them to achieve their purpose. Then students will plan their research project.

In Concept 4, **Researchers Prepare Their Research Project**, students will work to create their research project. Students will learn how to cite their sources and will prepare to present their project.

At the end of the unit, each group will present their research project to the class. It’s important that students have a strong foundation on formal research after this unit. In unit 6, students will use this knowledge to do their own research as they write argumentative essays.

Big Ideas:
- Readers jot down interesting ideas that they want to learn more about and questions they have when they read informational texts and consider these ideas and questions as possible research topics.
- Readers use essential questions to guide research.

Essential Questions
- How do readers of informational text generate potential research questions?
- How do researchers stay focused?
- How do readers compile their research?

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<tr>
<th>Concepts within Unit #5</th>
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<tbody>
<tr>
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## Unit 6: Argumentative Text

**Unit Overview:**
In this unit, readers will read and analyze argumentative text.

In concept 1, *Readers Understand the Characteristics of Argumentative Text*, readers will learn the purpose of argumentative text, how to identify the claim, and the persuasive language authors use.

In concept 2, *Readers Evaluate the Author’s Claim and Arguments*, readers will analyze the facts, relationships among ideas, and take a stance based on the author’s arguments.

### Big Ideas:
- Argumentative text calls readers to action or gives a proposed solution to a problem.
- Readers evaluate the author’s arguments when reading argumentative text.

### Essential Questions
- What is argumentative text?
- How do readers determine what is important when reading argumentative text?

### Concepts within Unit #6

<table>
<thead>
<tr>
<th>Concept #1: Readers Understand the Characteristics of Argumentative Text</th>
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### Phonics and Word Study

**Estimated Date Range:** 1/18/19-3/8/19

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**Phonics**
- 3.2A(i), 3.2A(ii), 3.2A(iii), 3.2A(iv), e.2A(vi)

**Vocabulary**
- 3.3(B), 3.2(C)
## Grading Period 4

### Unit 6: Argumentative Text

**Estimated Date Range:** 03/16/20-04/09/20

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| Concept #2: Readers Evaluate Argumentative Text | 3.3(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.10(B), 3.10(C), 3.13(E), 3.13(F), 3.3(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.7(A), 3.9E(i), 3.9E(ii), 3.9E(iii), 3.9(F), 3.10(D), 3.10(F), 3.13(A), 3.13(B), 3.13(D), 3.13(G), 3.13(H), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A) |

### Unit 7: Analyzing Realistic Fiction

**Estimated Date Range:** 04/14/20-05/28/20

**Unit Overview:**

In concept 1, *Readers Analyze the Characteristics of Realistic Fiction*, readers will participate in book clubs and analyze the characteristics of realistic fiction text.

In concept 2, *Readers Analyze Text and Support Their Thinking with Text Evidence*, students will make inferences and analyze elements of literary and informational text and support their thinking with text evidence.

**Big Ideas:**

- Readers support their thinking with text evidence.
- Readers make text-to-text connections to link ideas and deepen understanding.

**Essential Questions**

- How do readers make and support their analysis and inferences?
- How can readers deepen their understanding?

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<th>Concepts within Unit #7</th>
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<tr>
<td><strong>Concept #1: Readers Analyze the Characteristics of Realistic Fiction</strong></td>
<td>3.6(F), 3.6(H), 3.7(B), 3.7(C), 3.7(D), 3.8(A), 3.8(B), 3.8(C), 3.10(A), 3.10(B), 3.10(C), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.7(A), 3.7(D), 3.10(D), 3.10(E), 3.10(F), 3.10(G), 3.13(A), 3.13(B), 3.13(C), 3.13(D), 3.13(G), 3.13(H), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</td>
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| Concept #2: Readers Analyze Text and Support Their Thinking with Text Evidence | 3.3(C), 3.3(B), 3.5(A), 3.8(C), 3.8(B), 3.9D(i), 3.9D(ii), 3.9D(iii), 3.6(F), 3.6(H), 3.7(D), 3.10(A), 3.10(C), 3.3(D), 3.9(A), 3.9(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.10(D), 3.10(E), 3.10(F), 3.10(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E) |
## Phonics and Word Study

**Estimated Date Range:** 3/16/20-5/28/20

<table>
<thead>
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<th>Concepts within 4th Grading Period</th>
<th>TEKS</th>
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<td>Phonics</td>
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<td>Vocabulary</td>
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