

2021-2022 Third Grade Reading & Writing Units of Study YAG

Third Grade Digital Classroom Library

Dates	Cluster	UoS for Teaching Reading	UoS for Teaching Writing
8/12-9/24 6 weeks + 2 days	Cluster 1: Reading: Foundations Writing: Narrative	Grade 3: Unit 1: Building a Reading Life (19 sessions)	Grade 3: Unit 1: Crafting True Stories (20 sessions)
9/27-10/29 5 weeks	Cluster 2: Informational	Grade 3: Unit 2: Reading to Learn: Grasping Main Ideas and Text Structures (19 sessions)	Grade 3: Unit 2: The Art of Information Writing (21 sessions)
11/1-12/17 6 weeks	Cluster 3: Reading: Fiction Writing: Opinion	Grade 3: Mystery: Foundational Skills in Disguise (18 sessions)	Grade 3: Unit 3: Changing the World: Persuasive Speeches, Petitions, and Editorials (23 sessions)
1/4-2/11 6 weeks	Cluster 4: Reading: Fiction & Drama Writing: Opinion	Grade 3: Unit 3: Character Studies (19 sessions) Drama Lessons (4 sessions)	Grade 3: If...Then...Curriculum: Baby Literary Essay (19 sessions)
2/14-3/25 5 weeks	Cluster 5: Informational & Research	Grade 3: Unit 4: Research Clubs (19 sessions)	Grade 3: If...Then...Curriculum: Writing About Research (20 sessions)
3/28-4/14 3 weeks	Cluster 6: Poetry	Grade 3: If...Then...Curriculum: Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (13 sessions)	Grade 3: If...Then...Curriculum: Poetry: Writing, Thinking, and Seeing More (13 sessions)
4/19-5/20 5 weeks STAAR Reading Test: May 11	Cluster 7: Test Prep	Grade 3: Reading Testing Genre <i>Resources to Support Test Prep</i> STAAR Reading Test (Includes Writing Field Test Items): May 11	Grade 3: Writing Testing Genre <i>Resources to Support Test Prep</i>

Cluster 1: Reading: Foundations
Writing: Narrative
District Snapshot Blueprints

		Reading			Writing
Cluster 1: Reading: Foundations Writing: Narrative Suggested Pacing: 8/12-9/24 6 weeks + 2 days	Knowledge & Skills	3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		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	
	Knowledge & Skills	3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		3.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion	
		3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation		3.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
	<i>*Essential</i>	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words		3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text		3.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	

Knowledge & Skills	3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		3.11(D)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	3.6(A) establish purpose for reading assigned and self-selected text		3.11(E) publish written work for appropriate audiences
	3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	Knowledge & Skills	3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	3.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures	<i>*Essential</i>	3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
	3.6(D) create mental images to deepen understanding		
	3.6(E) make connections to personal experiences, ideas in other texts, and society		
<i>*Essential</i>	3.6(F) make inferences and use evidence to support understanding		
	3.6(G) evaluate details read to determine key ideas		
	3.6(H) synthesize information to create new understanding		
	3.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		

		3.7(A) describe personal connections to a variety of sources, including self-selected texts	
		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	
		3.7(G) discuss specific ideas in the text that are important to the meaning	
	Knowledge & Skills	3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
		3.8(A) infer the theme of a work, distinguishing theme from topic	
	<i>*Essential</i>	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	
		3.8(D) explain the influence of the setting on the plot	
	Knowledge & Skills	3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		3.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths	

Knowledge & Skills	3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
	3.1(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
Knowledge & Skills	3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	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(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
Knowledge & Skills	3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	3.13(A) generate questions 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(E) demonstrate understanding of information gathered
	3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

**Cluster 2: Informational
District Snapshot Blueprints**

		Reading			Writing
Cluster 2: Informational Suggested Pacing: 9/27-10/29 5 weeks	Knowledge & Skills	3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		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	
	Knowledge & Skills	3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		3.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion	
		3.6(A) establish purpose for reading assigned and self-selected text		3.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
		3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	Knowledge & Skills	3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
		3.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures	<i>*Essential</i>	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	

		3.6(E) make connections to personal experiences, ideas in other texts, and society	
	<i>*Essential</i>	3.6(F) make inferences and use evidence to support understanding	
		3.6(G) evaluate details read to determine key ideas	
		3.6(H) synthesize information to create new understanding	
		3.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
	Knowledge & Skills	3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
		3.7(C) use text evidence to support an appropriate response	
		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	
	Knowledge & Skills	3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
		3.8(A) infer the theme of a work, distinguishing theme from topic	

	<i>*Essential</i>	3.8(B) explain the relationships among the major and minor characters	
	<i>*Essential</i>	3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	
Knowledge & Skills		3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts	
	<i>*Essential</i>	3.9(D)(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence	
	<i>*Essential</i>	3.9(D)(ii) recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	
		3.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution	
		3.9(F) recognize characteristics of multimodal and digital texts	
Knowledge & Skills		3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
		3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	

	3.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
	3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols
	3.1(E) develop social communication such as conversing politely in all situations
Knowledge & Skills	3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	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(F) discuss how the author's use of language contributes to voice
Knowledge & Skills	3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	3.13(A) generate questions 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(E) demonstrate understanding of information gathered
	3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cluster 3: Reading: Fiction
Writing: Opinion
District Snapshot Blueprints

		Reading			Writing
Cluster 3: Reading: Fiction Writing: Opinion	Knowledge & Skills	3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Suggested Pacing: 11/1-12/17 6 weeks	Knowledge & Skills <i>*Essential</i>	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		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
	Knowledge & Skills	3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		3.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion	
		3.6(A) establish purpose for reading assigned and self-selected text		3.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
		3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		3.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		3.11(E) publish written work for appropriate audiences	
		3.6(E) make connections to personal experiences, ideas in other texts, and society	Knowledge & Skills	3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre	

				characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		3.6(G) evaluate details read to determine key ideas	<i>*Essential</i>	3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
		3.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
	Knowledge & Skills	3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
		3.7(A) describe personal connections to a variety of sources, including self-selected texts		
		3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text		
		3.7(C) use text evidence to support an appropriate response		
		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(G) discuss specific ideas in the text that are important to the meaning		
	Knowledge & Skills	3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
	<i>*Essential</i>	3.8(B) explain the relationships among the major and minor characters		

	<i>*Essential</i>	3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	
	Knowledge & Skills	3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts	
		3.9(E)(i) recognize characteristics and structures of argumentative text by: identifying the claim	
		3.9(E)(ii) recognize characteristics and structures of argumentative text by: distinguishing facts from opinion	
		3.9(E)(iii) recognize characteristics and structures of argumentative text by: identifying the intended audience	
	Knowledge & Skills	3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	
	Knowledge & Skills	3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
		3.13(A) generate questions 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(E) demonstrate understanding of information gathered	
		3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

Cluster 4: Reading: Fiction & Drama
Writing: Opinion
 District Snapshot Blueprints

		Reading			Writing
Cluster 4: Reading: Fiction & Drama Writing: Opinion Suggested Pacing: 1/4-2/11 6 weeks	Knowledge & Skills	3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		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	
	Knowledge & Skills	3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		3.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion	
		3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		3.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
		3.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		3.11(D)(ix) edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places	
		3.6(D) create mental images to deepen understanding		3.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	

	3.6(E) make connections to personal experiences, ideas in other texts, and society		3.11(D)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
<i>*Essential</i>	3.6(F) make inferences and use evidence to support understanding		
	3.6(G) evaluate details read to determine key ideas	Knowledge & Skills	3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	3.6(H) synthesize information to create new understanding	<i>*Essential</i>	3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
	3.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		3.12(D) compose correspondence such as thank you notes or letters
Knowledge & Skills	3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	3.7(A) describe personal connections to a variety of sources, including self-selected texts		
	3.7(C) use text evidence to support an appropriate response		
	3.7(G) discuss specific ideas in the text that are important to the meaning		
Knowledge & Skills	3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
	3.8(A) infer the theme of a work, distinguishing theme from topic		

	<i>*Essential</i>	3.8(B) explain the relationships among the major and minor characters	
	<i>*Essential</i>	3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	
		3.8(D) explain the influence of the setting on the plot	
Knowledge & Skills		3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		3.1(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	
Knowledge & Skills		3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		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(F) discuss how the author's use of language contributes to voice	
Knowledge & Skills		3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
		3.13(A) generate questions 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(E) demonstrate understanding of information gathered	

Cluster 5: Informational & Research
District Snapshot Blueprints

		Reading			Writing
Cluster 5: Informational & Research Suggested Pacing: 2/14-3/25 5 weeks	Knowledge & Skills	3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		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	
	Knowledge & Skills	3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		3.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion	
	<i>*Essential</i>	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words		3.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
	Knowledge & Skills	3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		3.6(A) establish purpose for reading assigned and self-selected text		3.11(D)(i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement	

	3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		3.11(D)(vii) edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases
	3.6(E) make connections to personal experiences, ideas in other texts, and society		3.11(D)(ix) edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places
<i>*Essential</i>	3.6(F) make inferences and use evidence to support understanding		3.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series
	3.6(G) evaluate details read to determine key ideas		3.11(D)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	3.6(H) synthesize information to create new understanding		3.11(E) publish written work for appropriate audiences
	3.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	Knowledge & Skills	3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
Knowledge & Skills	3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	<i>*Essential</i>	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
	3.7(C) use text evidence to support an appropriate response		
	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		

Knowledge & Skills	3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
<i>*Essential</i>	3.9(D)(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence	
<i>*Essential</i>	3.9(D)(ii) recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	
Knowledge & Skills	3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	
	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	
Knowledge & Skills	3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
	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	
	3.10(F) discuss how the author's use of language contributes to voice	
Knowledge & Skills	3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
	3.13(A) generate questions for formal and informal inquiry	

	3.13(B) develop and follow a research plan with adult assistance
	3.13(C) identify and gather relevant information from a variety of sources
	3.13(D) identify primary and secondary sources
	3.13(E) demonstrate understanding of information gathered
	3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
	3.13(G) create a works cited page
	3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cluster 6: Poetry
District Snapshot Blueprints

		Reading			Writing
Cluster 6: Poetry Suggested Pacing: 3/28-4/14 3 weeks	Knowledge & Skills	3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		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	
	Knowledge & Skills	3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		3.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion	
		3.7(A) describe personal connections to a variety of sources, including self-selected texts		3.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
		3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text		3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		3.7(C) use text evidence to support an appropriate response		3.11(E) publish written work for appropriate audiences	
		3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	Knowledge & Skills	3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	

	3.7(G) discuss specific ideas in the text that are important to the meaning	<i>*Essential</i>	3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
Knowledge & Skills	3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
	3.9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems		
Knowledge & Skills	3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
	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		
	3.10(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		
	3.10(G) identify and explain the use of hyperbole		

**Cluster 7: Test Prep
District Snapshot Blueprints**

		Reading			Writing
Cluster 7: Test Prep Suggested Pacing: 4/19-5/20 5 weeks STAAR Reading Test: May 11	Knowledge & Skills <i>*Essential</i>	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
				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: (i) complete simple and compound sentences with subject-verb agreement (ii) past, present, and future verb tense (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey time and adverbs that convey manner (vi) prepositions and prepositional phrases (vii) pronouns, including subjective, objective, and possessive cases (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of official titles of people, holidays, and geographical names and places (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series