

# Dickinson ISD ELAR Year at a Glance

## 3rd Grade- 1st Nine Weeks

### Reading TEKS

#### Genre: Realistic Fiction

**R3.8** understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding

**R3.8A** sequence and summarize the plot's main events and explain their influence on future events **Include F19D & E**

**S3.16** use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. **Include F19D**

**R3.4A** - identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g. -full, -less), and know how they change the meaning of roots

**R3.4B** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

#### Genre: Fantasy

**R3.8B** describe the interaction of characters including their relationships and the changes they undergo **Include F19D & E**

**S3.8C** identify whether the narrator or speaker of a story is first or third person

#### Genre: Expository

**R3.13C** identify explicit cause and effect relationships among ideas in texts

**S3.16** use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. **Include F19D**

**S3.15B** **Fig19D** locate and use specific information in graphic features of text

#### Genre: Literary Nonfiction

**S3.9** make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding **Include F19D and E**

**S3.9A** explain the difference in point of view between biography and autobiography

**S3.16** use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. **Include F19D**

### Word Study Principles - R3.24B, S3.1C

Lesson	SE	Skill
LS1	S3.24Bv	Recognizing Words with Consonant Clusters
LS2	S3.24Bv	Identifying Words with Ending Consonant Clusters
LS3	S3.1A	Recognizing Words with Ending Consonant Digraphs
LS4	S3.1A	Recognizing Words w/ Beginning & Ending Con. Digraphs
LS5	R3.24B	Recognizing and Using y as a Vowel Sound in Words
SP1	S3.1Bv	Recognizing Phonograms with Short Vowels
SP2	S3.24Bi	Recognizing Word Patterns with Ending Consonant Clusters
SP3	S3.24Bi	Recognizing Word Patterns with Ending Consonant Clusters
SP4	S3.1Bv	Recognizing Phonograms with Double Vowels
HF1	S3.24C	Recognizing High Frequency Words 1 (with 3 or more letters)
HF2	S3.24C	Recognizing High Frequency Words 2 (with 4 or more letters)
WM/V 1 WM/V 2	S3.24C S3.24C	Recognizing and Using Compound Words Working with Compound Words
WS 1	S3.24F S3.1D	Summarizing Contractions
WS2	3.24D	Recognizing Syllables in Words with Double Consonants

### Writing TEKS

#### Genre: Narrative Writing

**R3.17A** plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

**R3.17B** develop drafts by categorizing ideas and organizing them into paragraphs

**R3.17C** revise drafts for coherence, organization, use of simple and compound sentences, and audience

**R3.17D** edit drafts for grammar, mechanics, and spelling using a teacher developed rubric

**S3.17E** publish written work for a specific audience

**S3.19A** write about important personal experiences

#### Conventions

**R3.22B** use the complete subject and the complete predicate in a sentence

**S3.22C** use complete simple and compound sentences with correct subject-verb agreement

**S3.22Ai** use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking] (i)\* verbs (past, present, future)

**R3.23Bi, ii, iii**

use capitalization

(i) geographical names and places

(ii)\* historical periods

(iii) official titles of people

### Ongoing Standards

**Fluency-P3.3A:** Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Vocabulary-R3.4AB S3.4CE:** Students understand new vocabulary and use it when reading and writing.

**Poetry-S3.6, S3.8C, S3.18B:** Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.

**Reading Comprehension-RSFig. 19A-F:** Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

**Listening-S3.29A,B:** Students are expected to comprehension skills to listen attentively to others in formal and informal settings.

**Speaking-S3.30:** Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

**Independent Reading-S3.11A:** Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.

**Decoding- S3.1C, S3.1E:** Students are expected to decode words by applying knowledge of common spelling patterns while monitoring accuracy in decoding as they read.

**Media-S3.16ABC:** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

**Writing Conventions-R3.17D, P3.23, R3.23B:** Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.

**Writing- S3.20BC:** Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.

# Dickinson ISD ELAR Year at a Glance

## 3rd Grade- 2nd Nine Weeks

### Reading TEKS

#### Genre: Expository/Procedural

**R3.12** analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding **Include 19D-R**

**R3.13B** draw conclusions from the facts presented in text and support those assertions with textual evidence **Include 19D & E - R**

**R3.13D** use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text **Include 19D & E - R**

**S3.16** use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. **Include F19D - S**

**R3.4A** identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less) and know how they change the meaning of roots

**R3.4B** use context to determine the meaning of unfamiliar words or distinguish among multiple meaning words and homographs

#### Genre: Literary Nonfiction/Biography

**S3.16** use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning **Include 19D-S**

**S3.9** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. **Include 19D-S**

**S3.2B** ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

**S3.9A** explain the difference in point of view between biography and autobiography

#### Genre: Folktales/Legends

**S3.5A** paraphrase the themes and supporting details of fables, legends, myths, or stories **Include 19D**

**3.5B** compare and contrast the settings in myths and traditional folktales

#### Genre: Realistic Fiction

**S3.4D** Identify and use playful uses of language (e.g. tongue twisters, palindromes, riddles)

**R3.8A** sequence and summarize the plot's main events and explain their influence on future events **Include 19D & E**

**R3.8B** describe the interaction of characters including their relationships and the changes they undergo **Include 19D & E**

**S3.8C** identify whether the narrator or speaker of a story is first or third person

**S3.10** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. **Include F19D-S**

**S3.10A** identify language that creates a graphic visual experience and appeals to the senses **Include F19D**

**S3.16** use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning.

### Word Study Principles - R3.24, S3.1C

LS 6	S3.1Bv	Identifying words with different vowel sounds- o,ow,ea
LS7	S3.1Bv	Identifying Other Vowel Sounds: oo,oi,oy,ow,aw, au
LS8	S3.1Bv	Recognizing Long Vowel Patterns: ai,ay,ee,oa,ow,ue,ui,ew
LS9	S3.24Biv	Recognizing Double Consonants in Words
SP5	S3.24Bvi	Recognizing Word Patterns with the short o sound
SP6	S3.24Bvi	Recognizing word patterns with Unique Vowel Sounds( Long /u/)
SP7	S3.24Bvi	Recognizing word patterns with Unique Vowel Sounds( short/oo/)
SP8	S3.24Bvi	Recognizing word patterns with Unique Vowel Sounds(/ow/)
SP9	S3.24Bvi	Recognizing word patterns with vowel combination
HF3	S3.24C	Recognizing High Frequency Words 3 (with 5 or more letters)
WM/V3	S3.24E	Exploring Homophones
WM/V4	S3.4	Connecting Words
WM/V5	S3.4	Connecting Concept Words
WM/V6	S3.4C	Recognizing and Using Synonyms
WM/V7	S3.4C	Recognizing and Using Antonyms
WM/V8	S3.4C	Synonyms and Sentences
WM/V9	S3.4C	Summary of Synonyms and Antonyms
WM/V10	S3.4C	Making Decisions about Using Homophones
	S3.4C	Recognizing Homophones, Synonym, and Antonym
WS3	S3.1Bii	Recognizing Words with open syllables
WS4	S3.1Bi	Recognizing words with closed syllables
WS5	S3.2B	Recognizing syllables in words with a silent e pattern
WS6	S3.24C	Recognizing parts in compound words
WS7	S3.22Aii	Forming plurals of words that add es
WS8	S3.22Aii	Forming plurals with words ending in y
WS9	S3.22Aii	Forming plurals with words ending in f, fe, or lf
WS10	S3.23Bii	Noticing and using abbreviations

### Writing TEKS

#### Genre: Expository Writing

**R3.17C** revise drafts for coherence, organization, use of simple and compound sentences, and audience

**R3.20A** create brief compositions that:

(ii)\* include supporting sentences with simple facts details and Explanations

**S3.20C** write responses to literary or expository texts and provide evidence from the text to demonstrate understanding

#### Conventions

**S3.20B** write letters whose language is tailored to audience and purpose (e.g., thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)

**R3.22A, Aiii, Avi, Aviii**

use and understand the function of the following parts of speech in the context of [reading], writing)

**S(iii)\*** adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)

**S(vi)\*** possessive pronouns (e.g., his, hers, theirs)

**S(viii)\*** time-order transition words and transitions that indicate a conclusion

**R3.22B** use the complete subject and the complete predicate in a sentence

**R3.22C** use complete simple and compound sentences with complete subject-verb agreement

**3.23** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

**S3.23C(ii)** commas in a series and dates

**S3.23D** use correct mechanics including paragraph indentations

### Ongoing Standards

**Fluency-P3.3A:** Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Vocabulary-R3.4AB S3.4CE:** Students understand new vocabulary and use it when reading and writing.

**Poetry-S3.6, S3.8C, S3.18B:** Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.

**Reading Comprehension-RS Fig. 19A-F:** Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

**Listening-S3.29A,B:** Students are expected to comprehension skills to listen attentively to others in formal and informal settings.

**Speaking-S3.30:** Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

**Independent Reading-S3.11A:** Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.

**Decoding- S3.1C, S3.1E:** Students are expected to decode words by applying knowledge of common spelling patterns while monitoring accuracy in decoding as they read.

**Media-S3.16ABC:** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

**Writing Conventions-R3.17D, P3.23, R3.23B:** Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.

**Writing- S3.20BC:** Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.

# Dickinson ISD ELAR Year at a Glance

## 3rd Grade-3rd Nine Weeks

Reading TEKS			Writing TEKS		
<b>Genre: Expository/Procedural</b> <b>R 3.13B</b> draw conclusions from the facts presented in text and support those assertions with textual evidence <b>Include F19D &amp; E - R</b> <b>R 3.12</b> identify the topic and locate the author's stated purposes in writing the text <b>Include</b> <b>RF19D</b> <b>R 3.13C</b> identify explicit cause and effect relationships among ideas in texts <b>Include F19D &amp; E - R</b> <b>R 3.13D</b> use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. <b>Include F19D &amp; E - R</b> <b>R 3.13A</b> identify the details or facts that support the main idea <b>Include F19D &amp; E - R</b> <b>S 3.16</b> use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning <b>Include F19D - S</b> <b>S 3.15B</b> locate and use specific information in graphic features of text <b>Include F19D</b>  <b>Genre: Literary Nonfiction/Biography Weeks: 2 Days: 10</b> <b>S 3.16</b> use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. <b>Include F19D - S</b> <b>S 3.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. <b>Include 19D &amp; E - S</b> <b>S 3.2B</b> ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text <b>S 3.9A</b> explain the difference in point of view between biography and autobiography <b>R 3.4 A</b> identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots <b>R 3.4 B</b> use context to determine the relevant meaning of unfamiliar words or distinguish among Multiple meaning words and homographs  <b>Genre: Folktales/Legends Weeks: 1 Days: 5</b> <b>S 3.5A</b> paraphrase the themes and supporting details of fables, legends, myths, or stories  <b>Include F19D - S</b>  <b>Genre: Realistic Fiction Weeks: 2 Days: 10</b> <b>R3.8B</b> describe the interaction of characters including their relationships and the changes they undergo <b>Include F19D &amp; E - R</b> <b>R3F19E</b> summarize information in text, maintaining meaning and logical order <b>R3F19D</b> make inferences about text and use textual evidence to support understanding <b>S3.16</b> use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. <b>Include F19D - S</b> <b>S3.10A</b> identify language that creates a graphic visual experience and appeals to the senses  <b>Include F19D - S</b> <b>S3.4D</b> identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)			<b>GENRE: Expository Weeks: 10</b> 3.20 Write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes <b>R 3.20 A</b> create brief compositions that <b>R 3.20Ai</b> establish a central idea in a topic sentence <b>R 3.20Aii</b> include supporting sentences with simple facts, details, and explanations <b>R 3.20Aiii</b> contain a concluding statement  <b>Reader Response</b> <b>Journal Writing and Quick Writes</b>  <b>Conventions</b> <b>S3.22C</b> use complete simple and compound sentences with correct subject-verb agreement. R3.23C recognize and use punctuation marks <b>S3.23C(i)</b> apostrophes in contractions and possessives <b>S3.23D</b> use correct mechanics including paragraph indentations S3.22 understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity S3.22A use and understand the function of the following parts of speech in the context of {reading) S3.22Ai verbs (past, present, and future) S3.22Aii nouns (singular/plural, common/proper) S3.22Aiii adjectives S3.22Aiv possessive pronouns S3.22Aviii time order transition words and transitions that indicate a conclusions S3.24E spell simple syllable homophones R3.17C revise drafts for coherence, organization, use of simple and compound sentences, and audience		
Word Study Principles			Ongoing Standards		
LS10	S3.24A	Consonants letters with different sounds (c, g, th, ch)	<b>Fluency-P3.3A:</b> Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.		
LS11	S3.24A	Noticing silent letters in words	<b>Vocabulary-R3.4AB S3.4CE:</b> Students understand new vocabulary and use it when reading and writing.		
LS12	S3.1Bii	Taking apart words with open syllables	<b>Poetry-S3.6, S3.8C, S3.18B:</b> Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.		
LS13	S3.1Bi	Taking apart words with closed syllables	<b>Reading Comprehension-RSFig. 19A-F:</b> Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.		
LS14	S3.1Biv	R-controlled vowels	<b>Listening-S3.29A,B:</b> Students are expected to comprehension skills to listen attentively to others in formal and informal settings.		
LS15	S3.24A	Silent consonants	<b>Speaking-S3.30:</b> Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.		
LS16	S3.24A	Recognize words with final /k/ sound	<b>Independent Reading-S3.11A:</b> Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.		
SP10	S3.24Biv	Recognize phonograms with double consonants	<b>Decoding- S3.1C, S3.1E:</b> Students are expected to decode words by applying knowledge of common spelling patterns while monitoring accuracy in decoding as they read.		
			<b>Media-S3.16ABC:</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.		

SP11 SP12 SP13 SP14 SP15	S3.1Bv S3.24A S3.24A S3.24Bi S3.1Biv	Noticing word patterns with unique vowel sounds Recognize words with the VC pattern Recognize words with the VCe pattern Word patterns with double consonants R-controlled vowels
WM/V 12 WM/V 13 WM/V 14	S3.24E S3.4C S3.22Ai	Homographs Connecting words with similar meanings Verbs
WS11 WS12 WS13 WS14 WS15	S3.1B S3.24Bii S3.1Biv S3.24C S3.1A	Combining vowels Past tense, Adding -ed Adding -er Compound word parts Two syllable words
WSA6 WSA7 WSA8 WSA9	S3.24A & S3.4E S3.24A S3.24D S3.24A	Alphabetical order  Using word parts to solve words Recognize and use different syllables Making connections between words

**Writing Conventions-R3.17D, P3.23, R3.23B:** Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.

**Writing- S3.20BC:** Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.

## Dickinson ISD ELAR Year at a Glance 3rd Grade-4th Nine Weeks

Reading TEKS	Writing TEKS
<p><b>Genre: Expository/Procedural</b>  <b>R3.13C</b> identify explicit cause and effect relationships among ideas in texts <b>Include RF19D</b></p> <p><b>S3.16</b> use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. <b>Include SF19D</b></p> <p><b>R3.4A</b> identify the meaning of common prefixes (e.g. in-, dis-) and suffixes (e.g. -full, -less), and know how they change the meaning of roots</p> <p><b>R3.4B</b> use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs</p> <p><b>Genre: Literary Nonfiction/Biography</b>  <b>S3.2B</b> ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</p> <p><b>S3.9</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. <b>Include SF19D &amp; E</b></p> <p><b>S3.9A</b> explain the difference in point of view between biography and autobiography</p> <p><b>S3.16</b> use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning. <b>Include SF19D</b></p> <p><b>Genre: Realistic Fiction</b>  <b>R3.8A</b> sequence and summarize the plot's main events and explain their influence on future events <b>Include RF19D &amp; E</b></p> <p><b>R3.8B</b> describe the interaction of characters including their relationships and the changes they undergo <b>Include RF19D &amp; E</b></p> <p><b>R3.8C</b> identify whether the narrator or speaker of a story is if first or third person</p> <p><b>R3.10A</b> identify language that creates a graphic visual experience and appeals to the senses <b>Include SF19D &amp; E</b></p> <p><b>GENRE: Drama</b>  <b>S3.7A</b> explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed</p> <p><b>GENRE: Persuasive/Procedural</b>  <b>S3.14A</b> identify what the author is trying to persuade the reader to think or do</p> <p><b>S3.15A</b> follow and explain a set of written multi-step directions</p> <p><b>S3.15B</b> locate and use specific information in graphic features of text</p>	<p><b>Genre: Persuasive</b>  <b>S3.21A</b> write persuasive essays for appropriate audiences that establish a position and use supporting details</p> <p><b>Genre: Research-Plan, Gather, Present</b>  <b>S3.25A</b> generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic</p> <p><b>S3.25B</b> generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question</p> <p><b>S3.26A</b> follow the research plan to collect information from multiple sources of information, both oral and written, including:  (ii) student-initiated surveys, on-site inspections, and interviews  (ii) data from experts, reference texts, and online searches  (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate</p> <p><b>S3.26B</b> use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics)</p> <p><b>S3.26C</b> take simple notes and sort evidence into provided categories or an organizer</p> <p><b>S3.26D</b> identify the author, title, publisher, and publication year of sources</p> <p><b>S3.26E</b> differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources</p> <p><b>S3.28</b> Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p> <p><b>Conventions</b>  <b>3.22A</b> use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]  (ii)* verbs (past, present, future)  (iv)* adverbs (e.g., time: before, next; manner: carefully, beautifully)</p> <p><b>3.22A</b> use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]  (v)* prepositions and prepositional phrases  (vii)* coordinating conjunctions(e.g, and, or, but);and</p>
Word Study Principles	Ongoing Standards
	<p><b>Fluency-P3.3A:</b> Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>

LS17 LS18 LS19	RS3.23b S3.23a Tech. 3.6e	Learning about words with capital letters Learning cursive handwriting Learning effective keyboarding of for the computer
SP16 SP17	S3.24a S3.24ad	Recognizing words with the /a/ pattern Recognize frequently appearing syllables in word patterns
HF5 HF6	S3.24c S3.24c	Checking your knowledge of high frequency words Connecting high frequency words
WM/V 15 WM/V 16 WM/V 17 WM/V 18 WM/V 19 WM/V 20	S3.22ai S3.22aiii S3.22aiii S3.22aii S3.22aii S3.24	Recognizing and using action words Learning about describing words Recognize and using describing words Learning about nouns - words for people, place, and things Learning about nouns - describing people, places, and things Exploring words
WS17 WS18	S3.24bii/iii S3.24ab	Forming plurals Noticing syllables in multisyllabic words
WSA10 WSA11	S3.24g S3.24	Using guide words in a dictionary Using what I know to solve words

**Vocabulary-R3.4AB S3.4CE:** Students understand new vocabulary and use it when reading and writing.

**Poetry-S3.6, S3.8C, S3.18B:** Students are expected to describe the characteristics of various forms of poetry and how they create imagery, identify whether the narrator or speaker is first or third person, and write poetry that convey sensory details using the conventions of poetry.

**Reading Comprehension-RSFig. 19A-F:** Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

**Listening-S3.29A,B:** Students are expected to comprehension skills to listen attentively to others in formal and informal settings.

**Speaking-S3.30:** Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

**Independent Reading-S3.11A:** Students are expected to read independently for a sustained period of time and paraphrase what the reading was about while maintaining meaning and logical order.

**Decoding- S3.1C, S3.1E:** Students are expected to decode words by applying knowledge of common spelling patterns while monitoring accuracy in decoding as they read.

**Media-S3.16ABC:** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

**Writing Conventions-R3.17D, P3.23, R3.23B:** Students use and edit drafts for grammar, mechanics, and spelling while writing legibly in their compositions.

**Writing- S3.20BC:** Students write letters and literary responses tailored to audience and purpose, providing evidence from text to demonstrate understanding using appropriate conventions.