

<b>Subject Language Arts</b>	<b>Calendar: First 9 wks –Unit 1</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Officer Buckle and Gloria Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
  2. develop vocabulary through reading and listening
  3. use prefixes, suffixes and root words (context clues) effectively to confirm meaning
  4. recognize the differences between complete sentences and sentence fragments
  5. read and interpret a fantasy selection
  6. write complete sentences correctly
  7. write a personal narrative using sensory details and voice
  8. use capitals and punctuation correctly
  9. connect experiences with other students through presentation
  10. compare family traditions with other students
  11. create picture or poems to tell about themselves
  12. read independently for increasing amounts of time
- DOL Week 1, daily morning exercise
  - Target Reading
  - Elements of Reading Vocabulary
  - Grammar Text: complete sentences and sentence fragments
  - Reading Officer Buckle and Gloria Unit (Harcourt Trophies) integrated Spelling and Vocabulary
  - Bag It exercise
  - Writing: personal narrative
  - Lessons regarding prefixes, suffixes and root words
  - Guided Reading Groups & Literacy Centers; reinforce concepts taught in class, fluency, and comprehension
  - AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.2B; 3.5D,E; 3.9D; 3.14A,B,C</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject Language Arts</b>	<b>Calendar: First 9 wks –Unit 2</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Pepita Talks Twice Unit

Teachers: Lesley Hartmann & JoAnn Herington

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a fiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use synonyms & antonyms (context clues) effectively to confirm meaning
6. identify and write the subject and predicate of a sentence, and compound sentences
7. identify character, setting, and plot of selection text (Narrative Elements)
8. write journal entries using colorful words
9. write descriptive paragraphs
10. listen and respond to a modern classic novel
11. read independently for increasing amounts of time

- DOL Week 2, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: subject, predicate, and compound sentences
- Reading Pepita Talks Twice Unit (Harcourt Trophies) integrated Spelling and Vocabulary
- Writing: descriptive paragraph, and journals
- Lessons regarding synonyms and antonyms
- Guided Reading Groups & Literacy Centers; reinforce concepts taught in class, fluency, and comprehension
- Read chapter 1-5 of Tuck Everlasting
- AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.5E; 3.8D; 3.9D; 3.11A-J; 3.14A,D; 3.17D,E; 3.18C</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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**Subject Language Arts**

**Calendar: First 9 wks –Unit 3**

**Timeframe: 1 week**

**Level/Grade: 3rd**

Nate the Great Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a mystery selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use Main Idea and Supporting Details effectively to confirm meaning
6. identify and use time order words
7. identify parts of a dictionary page and their uses and use them effectively
8. write journal entries using time order words
9. listen and respond to a modern classic novel
10. read independently for increasing amounts of time

- DOL Week 3, daily morning exercise
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: time order words and dictionary skills
- Reading Nate the Great Unit (Harcourt Trophies) integrated Spelling and Vocabulary
- Writing: journals using time order words
- Lessons regarding main idea and supporting details
- Guided Reading Groups & Literacy Centers; reinforce concepts taught in class, fluency, and comprehension
- Read chapter 6-10 of Tuck Everlasting
- AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.8C; 3.9F, 3.14A,D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject Language Arts</b>	<b>Calendar: First 9 wks –Unit 4</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
Allie’s Basketball Dream Unit	Teachers: Lesley Hartmann & JoAnn Herington		

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a realistic fiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use Main Idea and Supporting Details effectively to confirm meaning
6. identify and use quotation marks
7. make a story map on selection text
8. identify parts of the writing process and pre-write then write a draft
9. listen and respond to a modern classic novel
10. write using sensory details in journals
11. read independently for increasing amounts of time

- DOL Week 4, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: writing process and quotation marks
- Reading: Allie's Basketball Dream Unit (Harcourt Trophies) integrated Spelling and Vocabulary
- Reading: using a story map to identify important elements of the selection text.
- Writing: interviews with a famous person, work on using quotation marks; journal writing
- Lessons regarding main idea and supporting details
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Read chapter 11-15 of Tuck Everlasting
- AR reading

Spelling Words and Vocabulary Words for weekly story

**Activity Type:**

Lecture/Discussion  
Hands-on  
Small Group/Guided Reading  
Partner  
Independent

**TEKS:**

**Used on an every day basis:**

**3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H**

**Unit Specific:**

**3.3B; 3.9I; 3.14A,D; 3.15A,B; 3.18A-F**

**Materials:**

Paper & pencil  
Composition books  
Overhead and markers  
Dry erase boards and markers  
Sticky notes & highlighter tape  
Sentence strips  
Books  
Note cards  
Chart paper  
Tape recorders

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject Language Arts</b>	<b>Calendar: First 9 wks –Unit 5</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a nonfiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use Cause and Effect effectively to confirm meaning in text
6. identify the elements of nonfiction
7. identify and use singular and plural nouns
8. write in response to selection text in journals
9. listen and respond to a modern classic novel
10. read independently for increasing amounts of time

- DOL Week 5, daily morning exercise
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: singular and plural nouns
- Reading: The Olympic Games: Where Heroes Are Made Unit (Harcourt Trophies) integrated Spelling and Vocabulary
- Reading: identify the elements of nonfiction through selection text, big books, text books, etc.
- Writing: journal writing in response to selection text
- Lessons regarding cause and effect
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Read chapter 16-20 of Tuck Everlasting & review and test on chapters 1-15
- AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9F; 3.10A; 3.11A-J; 3.14A,D; 3.17A-B</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject Language Arts</b>	<b>Calendar: First 9 wks –Unit 6</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Turtle Bay Unit

Teachers: Lesley Hartmann & JoAnn Herington

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a realistic fiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use Cause and Effect effectively to confirm meaning in text
6. identify the authors purpose of writing
7. be able to combine simple sentences
8. be able to abbreviate proper nouns and titles
9. identify and use possessive nouns in writing
8. write in response to Tuck Everlasting in journals
9. listen and respond to a modern classic novel
10. read independently for increasing amounts of time

- DOL Week 6, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: combining sentences, abbreviations, and possessive nouns
- Reading: Turtle Bay Unit (Harcourt Trophies) integrated Spelling and Vocabulary
- Reading: identify the author's purpose for writing; to inform, entertain, or persuade.
- Writing: journal writing in response to Tuck Everlasting
- Lessons regarding cause and effect
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Read chapter 21-25 of Tuck Everlasting
- AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	<b>Unit Specific:</b> <b>3.9F; 3.14A,D</b>

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: First 9 wks –Unit 7</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Balto, the Dog Who Saved Nome Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a narrative nonfiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use Predicting Outcomes effectively to confirm meaning in text
6. use maps in stories to improve comprehension
7. identify and write common and proper nouns
8. identify proper nouns and use capitalization rules
9. compare and contrast a modern classis novel to a dramatic performance
10. write a compare and contrast to Tuck Everlasting the novel with the movie
11. read independently for increasing amounts of time

- DOL Week 7, daily morning exercise
- Target Reading Week
- Elements of Reading Vocabulary
- Grammar Text: common and proper nouns and capitalization
- Reading: Balto, the Dog Who Saved Nome Unit (Harcourt Trophies) integrated Spelling and Vocabulary
- Reading: compare and contrast novel, Tuck Everlasting, with the movie.
- Writing: compare and contrast in response to Tuck Everlasting novel and movie
- Lessons regarding predicting outcomes
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Tuck Everlasting final test and movie
- AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9I,F; 3.10A; 3.11D; 3.14A-D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: First 9 wks –Unit 8</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more details
2. use capitals, spelling, punctuation, and grammar correctly
3. use Drawing Conclusions effectively to confirm meaning in text
4. apply strategies already learned to demonstrate an increase in fluency (TPRI)
5. be able to use particular library resources
6. represent characteristics about themselves through the use of art
7. reflect on Tuck Everlasting by making a diorama
8. read independently for increasing amounts of time

- DOL Week 8, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Lessons regarding drawing conclusions
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Writing adding details to sentences and paragraphs; journal writing practicing these skills
- TPRI testing
- Pumpkin glyphs
- Science Field Trip to the Kilgore Oil Museum
- Tuck diorama are due
- AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.10A-D; 3.12F; 3.14A,D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Second 9 wks –Unit 1</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
Wild Shots, They're My Life Unit		Teachers: Lesley Hartmann & JoAnn Herington	

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a magazine article selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use Summary effectively to confirm meaning in text and to write there own
6. compare magazine articles
7. identify verbs and use them in writing
8. identify and use correct letter form and punctuation
9. write expository text using the writing process for a menu
10. listen and respond to a young adult contemporary novel Little House on the Prairie ch. 1-5
11. determine the authors purpose for writing the selection text
12. read independently for increasing amounts of time

- DOL Week 9, daily morning exercise
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: verbs & letter form and punctuation
- Reading: Wild Shots, There My Life Unit ( Harcourt Trophies) integrated Spelling and Vocabulary
- Reading: elements of nonfiction, determining author's purpose.
- Writing: expository text in the form of a menu, journal writing
- Lessons regarding Summary
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Compare a variety of magazine articles
- AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	<b>3.9F-I; 3.11A-J; 3.14A-D; 3.17E</b>

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Second 9 wks –Unit 2</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Little Grunt and the Big Egg Unit Teachers: Lesley Hartmann & JoAnn Herington

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a fantasy selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use Summary, details, and facts effectively to confirm meaning in text and to write there own
6. compare fantasy with a nonfiction article
7. identify and use verb tenses correctly
8. identify and use correct punctuation in dates and places
9. write an advertisement, and locate one in the paper
10. listen and respond to a young adult contemporary novel Little House on the Prairie ch. 6-10
11. make art projects to go along with Halloween
12. read independently for increasing amounts of time

- DOL Week 10, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: verb tenses, punctuation in dates and places
- Reading: Little Grunt and the Big Egg Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: an advertisement and draw a picture in response to selection text; find an advertisement in the newspaper
- Lessons regarding summary, details, and facts
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Compare a fantasy selection with a nonfiction article
- Art lesson associated with the Halloween holiday
- AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9H,I,F; 3.10A; 3.11A-J; 3.17E</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Second 9 wks –Unit 3</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Rosie, a Visiting Dog's Story Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a personal narrative nonfiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use fact and opinion effectively to confirm meaning in text
6. write compound words correctly
7. write a persuasive paper
8. listen and respond to a young adult contemporary novel Little House on the Prairie ch. 11-15
9. discuss elements of narrative nonfiction
10. write a reflection and prediction to Little House on the Prairie
11. read independently for increasing amounts of time
  - DOL Week 11, daily morning exercise
  - Target Reading
  - Elements of Reading Vocabulary
  - Grammar Text: compound words
  - Reading: Rosie, a Visiting Dog's Story Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
  - Writing: persuasive paper & journal reflection and prediction to Little House on the Prairie
  - Lessons regarding fact and opinion
  - Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
  - Lesson the elements of narrative nonfiction
  - AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9J; 3.11B,F; 3.14A-D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Second 9 wks –Unit 4</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
The Stories Julian Tells Unit		Teachers: Lesley Hartmann & JoAnn Herington	

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a realistic fiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. use sequencing effectively to confirm meaning in text
6. write a how to paper
7. demonstrate ability to follow directions through writing
8. listen and respond to a young adult contemporary novel Little House on the Prairie ch. 16-20
9. demonstrate the use of time order words in writing
10. identify chronological order in selection text
11. read independently for increasing amounts of time

- DOL Week 12, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Grammar Text: following directions, time order words
- Reading: The Stories Julian Tells Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: A how to paper & journal writing
- Lessons regarding sequencing & chronological order
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Review lesson on time order words and following directions
- AR reading

Spelling Words and Vocabulary Words for weekly story

**Activity Type:**

Lecture/Discussion  
Hands-on  
Small Group/Guided Reading  
Partner  
Independent

**TEKS:**

**Used on an every day basis:**

**3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H**

**Unit Specific:**

**3.9F; 3.14A-D; 3.18A-F**

**Materials:**

Paper & pencil  
Composition books  
Overhead and markers  
Dry erase boards and markers  
Sticky notes & highlighter tape  
Sentence strips  
Books  
Note cards  
Chart paper  
Tape recorders

<p><b>SE Modifications:</b></p> <p>Shortened assignments  Longer time  Peer tutoring  Resource room  TLC  Preferential seating</p>	<p><b>Resources:</b></p> <p>Harcourt Trophies-Changing Patterns  McGraw-Hill Language Arts DOL  Skill Sharpeners-Reading  Cheryl Cox TAKS Companion  Step Up to TAKS  Various children's literature and poems  Professional magazines  Books on tape  Lonestar Target Reading  Elements of Reading  Vocabulary</p>	<p><b>TA TEKS:</b></p> <p>3.2 A,B,C  3.3 A  3.4 A,B    Interactive SmartBoard Lessons</p>
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<p><b>GT Modifications:</b></p> <p>Extra challenging work  Higher level questioning  Pull out program</p>	<p><b>Evaluation Methods:</b></p> <p>Teacher observations  Worksheets  Weekly Unit Test</p>
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<b>Subject: Language Arts</b>	<b>Calendar: Second 9 wks –Unit 5</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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The Talent Show Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
  2. develop vocabulary through reading and listening
  3. read and listen to a realistic fiction/mystery selection.
  4. use capitals, spelling, punctuation, and grammar correctly
  5. use Drawing Conclusions effectively to confirm meaning in text
  6. write create mental images using text Little House on the Prairie
  7. explode the moment (writing)
  8. listen and respond to a young adult contemporary novel Little House on the Prairie ch. 20-22
  9. make a prediction diagram with the selection text
  10. use leads and endings in writing
  11. make a cumulative project for Little House on the Prairie
  12. read independently for increasing amounts of time
- DOL Week 13, daily morning exercise
  - Target Reading
  - Elements of Reading Vocabulary
  - Reading: The Talent Show Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
  - Writing: creating mental images with novel text; journal writing
  - Writing: explode a moment & leads and endings
  - Lessons regarding drawing conclusions
  - Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
  - Make a prediction diagram with the selection text
  - Cumulative project for Little House on the Prairie
  - AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9E,F,I; 3.10A-D; 3.14A-D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Second 9 wks –Unit 6</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Centerfield Ballhawk Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
  2. develop vocabulary through reading and listening
  3. read and listen to a realistic fiction selection.
  4. use capitals, spelling, punctuation, and grammar correctly
  5. use genres and classifying and categorizing effectively to confirm meaning in text
  7. compare realistic fiction to expository nonfiction
  8. identify and use graphic organizers
  9. write a persuasive letter
  10. identify and write helping and linking verbs
  11. read independently for increasing amounts of time
- DOL Week 14, daily morning exercise and Quiz
  - Target Reading
  - Elements of Reading Vocabulary
  - Reading: Centerfield Ballhawk Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
  - Writing: persuasive letter & journal writing
  - Lessons regarding genres, classification and categorizing
  - Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
  - Grammar Text: helping and linking verbs
  - Compare and contrast realistic fiction to expository fiction
  - Introduce different types of graphic organizers
  - AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9I; 3.14A,D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Second 9 wks –Unit 7</b>	<b>Timeframe: 2 weeks</b>	<b>Level/Grade: 3rd</b>
Ramona Forever and Sayings we Share: Proverbs and Fables Unit		Fairy Tale Unit	
Teachers: Lesley Hartmann & JoAnn Herington			

## Unit Objectives:

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a realistic fiction selection.
4. read and listen to a proverbs and fables selection
5. read, listen to, and respond to fairy tales, fables, folktales, and fantasy stories
4. use capitals, spelling, punctuation, and grammar correctly
5. use genres and classifying and categorizing effectively to confirm meaning in text
7. compare and contrast characters across text
8. identify and use graphic organizers
9. write a fable/fairy tale
10. identify and use narrative elements in fairy tales and fables
11. analyze characters, setting, and plot of a variety of fairy tales
12. identify the story elements of a fairy tale, fable, folktale, and fantasy story
13. identify the key components of a variety of genres
14. Identify the problem conflict and resolution of a story
15. retell or act out the order of important events in stories
16. read independently for increasing amounts of time

- DOL Week 15&16, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Reading: Ramona Forever and Sayings we Share: Proverbs and Fables Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: a fable and fairy tale using the key components of this genre through the writing process to a published work
- Lessons regarding genres, classification and categorizing
- Lessons regarding Characterization (Characters' feelings and emotions, points of view)
- Lessons regarding story elements of fairy tales, fables, folktale and fantasy stories
- Lessons regarding the importance of character, setting, and plot to a story
- Relating the child's life to the life of a character in a story we read
- Compare and contrast varieties of text, characters in and across text, story elements
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Introduce different types of graphic organizers and learn how to use them effectively
- Compare a realistic fiction selection to a poetry selection
- Identify the problem conflict and resolution of a story
- Act out plays in a varied fairy tale forms.
- AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	<b>3.3B,D; 3.4C; 3.9C,G,I; 3.11A-J; 3.14A,D; 3.18A-F</b>

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-Changing Patterns McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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**Subject: Language Arts**

**Calendar: Third 9 wks –Unit 1**

**Timeframe: 1 week**

**Level/Grade: 3rd**

Papa Tells Chita a Story Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
  2. develop vocabulary through reading and listening
  3. read and listen to a historical fiction selection.
  4. use capitals, spelling, punctuation, and grammar correctly
  5. identify multi meaning words and use them in writing
  6. identify and use figurative language
  7. compare realistic fiction to historic nonfiction
  8. analyze the character, setting, and plot of selection text
  9. write in journals
  10. use apostrophes correctly
  11. used graphs to organize ideas
  12. identify and use contractions correctly
  13. read independently for an increased period of time
  14. apply strategies already learned to demonstrate an increase in fluency (TPRI)
- DOL Week 17, daily morning exercise
  - Target Reading
  - Elements of Reading Vocabulary
  - Reading: Papa Tells Chita a Story Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
  - Writing: journal writing
  - Lessons regarding multi meaning words and figurative language
  - Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
  - Grammar Text: apostrophes, graphs, and contractions
  - Compare and contrast realistic fiction to historical fiction
  - AR reading
  - TPRI testing

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9I; 3.11D; 3.14A</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Third 9 wks –Unit 2</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Coyote Places the Stars Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a Native American legend & a nonfiction article selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. be able to summarize a paragraph or short story correctly
6. be able to correctly put events in a story in sequence
7. identify and use figurative language specifically onomatopoeia
8. discuss specific characteristics of legends
9. write compare and contrast papers & journals
10. read independently for an increased period of time

- DOL Week 18, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Reading: Coyote Places the Stars Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: compare and contrast papers & journal writing
- Lessons regarding figurative language (onomatopoeia)
- Lessons regarding sequencing
- Lessons regarding summaries
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Discuss legends and Native Americans
- AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.1F; 3.9F,H,I; 3.14A</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Third 9 wks –Unit 3</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
Leah's Pony Unit		Teachers: Lesley Hartmann & JoAnn Herington	

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a historical fiction selection.
4. use capitals, spelling, punctuation, and grammar correctly
5. recognize the difference between Facts and Opinions and be able to form their own
6. be able to correctly put events in a story in sequence
7. identify the narrative elements of the selection piece
8. identify the characterization features of the selection piece (character, setting, plot)
9. write a TV report
10. identify and write helping and linking verbs in writing
11. be able to use commas correctly in a sequence
12. read independently for an increased period of time

- DOL Week 19, daily morning exercise
- Target Reading
- Elements of Reading Vocabulary
- Reading: Leah's Pony Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: TV report
- Lessons regarding fact and opinion
- Lessons regarding sequencing
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- Discuss the narrative elements of historical fiction
- Discuss characters, setting, and plot in selection text
- Grammar Review: helping and linking verbs, and commas in a series
- AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9J; 3.11A-J; 3.14A</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Third 9 wks –Unit 4</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Yippee-Yay Unit

Teachers: Lesley Hartmann & JoAnn Herington

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
  2. develop vocabulary through reading and listening
  3. read and listen to a nonfiction and a song selection.
  4. use capitals, spelling, punctuation, and grammar correctly
  5. be able to identify and form their own main idea from a given selection
  6. be able to identify and form details to support the main idea
  7. use reference and resource materials (dictionary, encyclopedia, thesaurus, etc.)
  8. identify and use pronouns as a subject and an object
  9. use I and me correctly
  10. identify a variety of text and their key attributes
  11. classify and categorize information from the selection text
  12. read independently for an increased period of time
- DOL Week 20, daily morning exercise and Quiz
  - Target Reading
  - Elements of Reading Vocabulary
  - Reading: Yippee-Yay Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
  - Writing: journal writing
  - Lessons regarding main idea and supporting details
  - Lessons regarding classifying and categorizing information from selection text
  - Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
  - Discuss a variety of text and be able to identify their key attributes
  - Discuss how to use reference and resource materials and practice using them
  - Grammar Review: pronouns(subject and object), using I and me
  - Lessons relating to Fair Weather
  - AR reading

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9F; 3.14A; 3.17E</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Third 9 wks –Unit 5</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Boom Town Unit Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
  2. develop vocabulary through reading and listening
  3. read and listen to a historical fiction selection.
  4. use capitals, spelling, punctuation, and grammar correctly
  5. be able to draw a conclusion from a given set of information
  6. be able to predict an outcome based on a given set of information
  7. identify the cause and effect of a situation and form their own scenarios
  8. compare and contrast a historical fiction selection with a nonfiction selection
  9. identify and write pronoun/verb contractions
  10. identify and write pronoun/verb agreements effectively in a sentence
  11. identify and write possessive pronouns correctly
  12. read independently for an increased period of time
  13. determine whether something is a fact or opinion.
- DOL Week 21, daily morning exercise
  - Target Reading
  - Elements of Reading Vocabulary
  - Reading: Boom Town Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
  - Writing: journal writing
  - Lessons regarding drawing conclusions & predicting outcomes
  - Lessons regarding cause and effect
  - Lesson regarding compare and contrast
  - Lessons regarding fact and opinion
  - Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
  - Grammar Review: pronoun/verb contractions, pronoun/verb agreements, possessive pronouns
  - AR reading

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9H,I; 3.10A-D; 3.14A</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children’s literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Third 9 wks –Unit 6</b>	<b>Timeframe: 2 weeks</b>	<b>Level/Grade: 3rd</b>
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TAKS Review and Test

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

The Learner Will:

1. Review and practice all TEKS and TAKS objectives relating to the TAKS test.
2. Review and practice test taking strategies
  - Review all concepts relating to the TAKS test
  - Review test taking strategies
  - TAKS practice
  - Take the Reading TAKS test

<p><b>Activity Type:</b>          Lecture/Discussion          Hands-on          Small Group/Guided Reading          Partner          Independent</p>	<p><b>TEKS:</b></p>
<p><b>Materials:</b>          Paper &amp; pencil          Composition books          Overhead and markers          Dry erase boards and markers          Sticky notes &amp; highlighter tape          Sentence strips          Books          Note cards          Chart paper          Tape recorders</p>	

<p><b>SE Modifications:</b></p> <p>Shortened assignments  Longer time  Peer tutoring  Resource room  TLC  Preferential seating</p>	<p><b>Resources:</b></p> <p>Harcourt Trophies-On Your Mark  McGraw-Hill Language Arts  DOL  Skill Sharpeners-Reading  Cheryl Cox TAKS Companion  Step Up to TAKS  Various children's literature and poems  Professional magazines  Books on tape  Lonestar Target Reading  Elements of Reading  Vocabulary  TAKS Master  Measuring up to TAKS  Kamico Test Prep</p>	<p><b>TA TEKS:</b></p> <p>3.2 A,B,C  3.3 A  3.4 A,B    Interactive SmartBoard Lessons</p>
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<p><b>GT Modifications:</b></p> <p>Extra challenging work  Higher level questioning  Pull out program</p>	<p><b>Evaluation Methods:</b></p> <p>Teacher observations  Worksheets  Weekly Unit Test  <b>TAKS Test</b></p>
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<b>Subject: Language Arts</b>	<b>Calendar: Third 9 wks –Unit 7</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Cocoa Ice Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a historical fiction and poetry selection.
4. be able to compare and contrast information in the selection text
5. read independently for an increased period of time
6. be able to paraphrase information
7. identify and use homophones and use them correctly
8. use capitals, spelling, punctuation, and grammar correctly
9. use reference and resource materials (dictionary, encyclopedia, thesaurus, etc.)
10. Varied writing lessons

- DOL Week 22, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Reading: Cocoa Ice Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: mini-lessons, journal writing
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on comparing and contrasting information
- Lessons on paraphrasing information
- Lessons on how to use reference and resource materials
- Lessons on homophones and how and when to use them

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.12A-F; 3.18A-D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Third 9 wks –Unit 8</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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If you Made a Million Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
  2. develop vocabulary through reading and listening
  3. read and listen to a expository nonfiction selection.
  4. be able to compare an expository nonfiction selection with an advertisement
  5. read independently for an increased period of time
  6. be able write using the correct letter size, formation, and spacing
  7. identify the elements of nonfiction writing
  8. use capitals, spelling, punctuation, and grammar correctly
  9. use reference and resource materials (dictionary, encyclopedia, thesaurus, etc.)
  10. Varied writing lessons
  11. write about what you would do to make a million and what you would do with it
- DOL Week 23, daily morning exercise
  - Target Reading
  - Elements of Reading Vocabulary
  - Reading: If You Made a Million Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
  - Writing: mini-lessons, journal writing, what would you do if you made a million and how would you do it.
  - Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
  - AR reading
  - Lessons on handwriting
  - Lessons on elements of nonfiction

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.11A; 3.14A-D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Fourth 9 wks –Unit 1</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
I'm in Charge of Celebrations Unit	Poetry Unit	Teachers: Lesley Hartmann & JoAnn	
Herington			

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a free-verse poem
4. use figurative language and imagery to write a poem
5. read independently for an increased period of time
6. be able write using the correct letter size, formation, and spacing
7. identify the elements of poetry
8. use capitals, spelling, punctuation, and grammar correctly
9. use reference and resource materials (dictionary, encyclopedia, thesaurus, etc.)
10. create mental images through writing
11. listen and respond to novels, Sarah Plain and Tall Series

- DOL Week 24, daily morning exercise and Quiz
- Lonestar Reading
- Elements of Reading Vocabulary
- Reading: I'm in Charge of Celebrations Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: review the writing process & journal writing, creating a mental image
- Writing : poetry writing
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on handwriting
- Lessons on elements of poetry
- Grammar review
- Activities relating to Sarah Plain and Tall Series

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.8C; 3.11C,E; 3.14A-D; 3.18A-F; 3.19A-D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Fourth 9 wks –Unit 2</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Alejandro's Gift Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a realistic fiction selection and a nonfiction article
4. identify and correctly use “strong” verbs
5. read independently for an increased period of time
6. be able write using the correct letter size, formation, and spacing
7. identify and use multi meaning words in writing
8. use capitals, spelling, punctuation, and grammar correctly
9. use prefix and suffix to improve writing skills
10. analyze writing draft to use strong verbs
11. listen and respond to novels, Sarah Plain and Tall Series

- DOL Week 25, daily morning exercise
- Target Reading
- Elements of Reading Vocabulary
- Reading: Alejandro's Gift Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: practice writing using strong verbs, analyze writing drafts to try to use strong verbs
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on handwriting
- Lessons on multi-meaning words
- Grammar review - using strong verbs
- Activities relating to Sarah Plain and Tall Series

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.1F; 3.14D; 3.19A-E</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Fourth 9 wks –Unit 3</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Rocking and Rolling Unit

Teachers: Lesley Hartmann & JoAnn Herington

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a nonfiction selection
4. identify where and how to locate information in a nonfiction text
5. read independently for an increased period of time
6. be able write using the correct letter size, formation, and spacing
7. identify and use many different graphic aids (charts and graphs)
8. use capitals, spelling, punctuation, and grammar correctly
9. varied writing lessons
10. listen and respond to novels, Sarah Plain and Tall Series
11. identify and use homographs effectively

- DOL Week 26, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Reading: Rocking and Rolling Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: writing process, journal writing, mini-lessons on skills
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on handwriting
- Lessons on homographs
- Lessons on graphic aids (charts and graphs)
- Lessons on how and where to locate information
- Activities relating to Sarah Plain and Tall Series

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.9I; 3.14A; 3.18A-F</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Fourth 9 wks –Unit 4</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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The Armadillo from Amarillo Unit

Teachers: Lesley Hartmann & Joann Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a informational narrative and expository nonfiction selection
4. write a friendly letter
5. read independently for an increased period of time
6. be able write using the correct letter size, formation, and spacing
7. identify and use many different graphic aids (charts and graphs)
8. use capitals, spelling, punctuation, and grammar correctly
9. varied writing lessons
10. identify and use adverbs and adjectives effectively

- DOL Week 27, daily morning exercise
- Target Reading
- Elements of Reading Vocabulary
- Reading: The Armadillo from Amarillo Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: journal writing, mini-lessons on skills, writing a friendly letter
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on handwriting
- Grammar Text: adjectives and adverbs
- Lessons on graphic aids (charts and graphs)

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.3B; 3.9I; 3.10A-D; 3.14A,D</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Fourth 9 wks –Unit 5</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
Visitors from Space Unit	Teachers: Lesley Hartmann & JoAnn Herington		

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a nonfiction selection
4. use the writing process (model-publish)
5. read independently for an increased period of time
6. be able write using the correct letter size, formation, and spacing
7. use capitals, spelling, punctuation, and grammar correctly
8. varied writing lessons
9. identify and use adverbs and adjectives effectively
10. be able to use text structure to enhance comprehension
11. listen and respond to novels, Sarah Plain and Tall series

- DOL Week 28, daily morning exercise and Quiz
- Target Reading
- Elements of Reading Vocabulary
- Reading: Visitors from Space Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: journal writing, mini-lessons on skills, Writing Process
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on text structure and format
- Lessons on handwriting
- Grammar Text: adjectives and adverbs
- Activities with Sarah Plain and Tall series

Spelling Words and Vocabulary Words for weekly story

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<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.14A; 3.18A-F</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Fourth 9 wks –Unit 6</b>	<b>Timeframe: 1 week</b>	<b>Level/Grade: 3rd</b>
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Why Mosquitoes Buzz in People's Ears Unit

Teachers: Lesley Hartmann & JoAnn Herington

**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a folktale selection
4. use basic computing skills effectively (keyboarding)
5. read independently for an increased period of time
6. be able write using the correct letter size, formation, and spacing
7. use capitals, spelling, punctuation, and grammar correctly
8. be able to effectively brainstorm for a research paper
9. listen and respond to novels, Sarah Plain and Tall series

- DOL Week 29, daily morning exercise
- Lonestar Reading Week 2
- Reading Elements Vocabulary
- Reading: Why Mosquitoes Buzz in People's Ears Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: brainstorming for a research paper (modeling)
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on basic computing skills (keyboarding)
- Lessons on handwriting
- Activities with Sarah Plain and Tall series

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b> <b>3.14A; 3.18A-F</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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<b>Subject: Language Arts</b>	<b>Calendar: Fourth 9 wks –Unit 7</b>	<b>Timeframe: 4 weeks</b>	<b>Level/Grade: 3rd</b>
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Lon Po Po & The Crowded House Unit      **Research Paper**      Teachers: Lesley Hartmann & JoAnn  
Herington

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**Unit Objectives:**

Upon completion of this unit, TLW

1. write with more proficient spelling of regularly spelled words
2. develop vocabulary through reading and listening
3. read and listen to a folktale and play selection
4. use basic computing skills effectively (keyboarding)
5. read independently for an increased period of time
6. be able write using the correct letter size, formation, and spacing
7. use capitals, spelling, punctuation, and grammar correctly
8. compare and contrast a folktale and a play
9. identify relevant questions
10. use alphabetical order
11. use parts of a book to locate information
12. use multiple sources for research
13. use important areas of the library
14. use graphic sources of information
15. organize information in a systematic way
16. demonstrate learning through displays
17. use information to raise additional questions
18. draw conclusions from information gathered
19. identify effective features of other's writing
20. respond to other's writing
21. determine their own writing purpose
22. review their own writing
23. write questions for investigation
24. record their knowledge of a topic
25. take notes
26. compile notes into an outline
27. character study on a character from Sarah Plain and Tall series

- DOL Week 30-32, daily morning exercise 2 Quizzes
- Target Reading
- Elements of Reading Vocabulary
- Reading: Lon Po Po and The Crowded House Unit (Harcourt Trophies) integrated Spelling and Vocabulary.
- Writing: research paper
- Guided Reading Groups & Literacy Centers: reinforce concepts taught in class, fluency, and comprehension
- AR reading
- Lessons on how to do a research paper, where to start, where to look, etc.
- Lessons on handwriting
- Lessons on using a computer to process their research paper

Spelling Words and Vocabulary Words for weekly story

<b>Activity Type:</b> Lecture/Discussion Hands-on Small Group/Guided Reading Partner Independent	<b>TEKS:</b> <b>Used on an every day basis:</b> <b>3.1A-E; 3.2A; 3.3A,C,E; 3.4A; 3.5A-C,F; 3.6A-E; 3.7A-C; 3.8A-B; 3.9A-B,K; 3.13A; 3.15A-B; 3.16A-H</b> <b>Unit Specific:</b>
<b>Materials:</b> Paper & pencil Composition books Overhead and markers Dry erase boards and markers Sticky notes & highlighter tape Sentence strips Books Note cards Chart paper Tape recorders	<b>3.3B; 3.12A-J; 3.14A-D; 3.17C; 3.18A-F; 3.19A-D; 3.20A-D</b>

<b>SE Modifications:</b> Shortened assignments Longer time Peer tutoring Resource room TLC Preferential seating	<b>Resources:</b> Harcourt Trophies-On Your Mark McGraw-Hill Language Arts DOL Skill Sharpeners-Reading Cheryl Cox TAKS Companion Step Up to TAKS Various children's literature and poems Professional magazines Books on tape Lonestar Target Reading Elements of Reading Vocabulary TAKS Master Measuring up to TAKS Kamico Test Prep	<b>TA TEKS:</b> 3.2 A,B,C 3.3 A 3.4 A,B  Interactive SmartBoard Lessons
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<b>GT Modifications:</b> Extra challenging work Higher level questioning Pull out program	<b>Evaluation Methods:</b> Teacher observations Worksheets Weekly Unit Test
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