

# Wimberley ISD 3rd Grade ELA Year at a Glance 2025-2026

[Grade 3 Teks August 20, 2025](#)

**Readiness**

**Supporting**

**Highlighted items not in TEKS resource system**

## 1<sup>st</sup> Grading Period

### Developing Routines and Procedures for Class

#### Unit 01: Literacy All Around Us (10 Days)

**Readiness Standards:** 3.2B.i, 3.3B, 3.6E, 3.7B

**Supporting Standards:** 3.2B.iv, 3.2B.v, 3.3A, 3.7D

**Non-Assessed Standards:** 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2A, 3.2A.i, 3.2A.ii, 3.2A.iv, 3.2A.vii, 3.2B, 3.2C, 3.2D, 3.4A, 3.5A, 3.6A, 3.6B, 3.6I, 3.7A, 3.7E, 3.11A, 3.11B, 3.13A

#### Unit 02A: Author's Purpose & Craft: Examining Purpose and Message (15 Days)

**Readiness Standards:** 3.2B.i, 3.2B.iii, 3.3B, 3.6E, 3.7B, 3.7C, 3.10A, 3.11D.i, 3.11D.ii, 3.11D.xi

**Supporting Standards:** 3.2B.iv, 3.2B.v, 3.3A, 3.3D, 3.7D, 3.11D, 3.11D.iii, 3.11D.ix, 3.11D.x

**Non-Assessed Standards:** 3.1A, 3.2A, 3.2A.i, 3.2A.ii, 3.2A.iii, 3.2A.iv, 3.2B, 3.2C, 3.2D, 3.5A, 3.6A, 3.6B, 3.6I, 3.7A, 3.7E, 3.11A, 3.11B

#### Unit 02B: Author's Purpose & Craft: Examining Purpose and Structure (12 Days)

**Readiness Standards:** 3.2B.i, 3.2B.ii, 3.2B.iii, 3.6E, 3.6F, 3.6G, 3.7B, 3.7C, 3.10A, 3.11B.i, 3.11D.i, 3.11D.xi

**Supporting Standards:** 3.2B.iv, 3.2B.v, 3.3D, 3.6C, 3.10B, 3.10C, 3.11D, 3.11D.iii, 3.11D.vii, 3.11D.viii, 3.11D.ix, 3.11D.x

**Non-Assessed Standards:** 3.2A, 3.2A.i, 3.2A.ii, 3.2A.iii, 3.2A.iv, 3.2B, 3.2D, 3.6A, 3.6B, 3.6I, 3.7E, 3.7F, 3.7G, 3.11A, 3.11B, 3.11E, 3.12D

### Reading

**3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

3.4A - use appropriate fluency when reading grade level text

**3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

3.5A Self select text and read independently for a sustained period of time

**3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- 3.6A establish purpose for reading assigned and self-selected texts;

### Grammar/Writing

**3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.** The student develops oral language through listening, speaking, and discussion. The student is expected to:

3.1A listen actively, ask relevant questions to clarify information, and make pertinent comments;

3.1B follow, restate, and give oral instructions that involve a series of related sequences of action;

3.1C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

3.1D work collaboratively with others by following agreed-upon rules, norms, and protocols; and

3.1E develop social communication such as conversing politely in all situations.

**3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The

- 3.6B generate questions about text before, during, and after reading to deepen understanding and gain information;
- 3.6C make and correct or confirm predictions using text features, characteristics of genre, and structures;
- 3.6D create mental images to deepen understanding;
- 3.6E make connections to personal experiences, ideas in other texts, and society;
- 3.6F make inferences and use evidence to support understanding;
- 3.6G evaluate details read to determine key ideas;
- 3.6H synthesize information to create new understanding; and
- 3.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

**Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:**

- 3.7A describe personal connections to a variety of sources, including self-selected texts
- 3.7B write a response to a literary or informational text that demonstrates an understanding of a text
- 3.7C use text evidence to support an appropriate response
- 3.7D retell and paraphrase texts in ways that maintain meaning and logical order
- 3.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
- 3.7F respond using newly acquired vocabulary as appropriate
- 3.7G discuss specific ideas in the text that are important to the meaning.

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and**

student is expected to:

**3.2A demonstrate and apply phonetic knowledge by:**

- 3.2Ai decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
- 3.2Aii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- 3.2Aiii decoding compound words, contractions, and abbreviations;
- 3.2Aiv decoding words using knowledge of syllable division such as VCCV, VCV,
- 3.2Avii identifying and reading high-frequency words from a research-based list

**3.2B demonstrate and apply spelling knowledge by:**

- 3.2Bi spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- 3.2Bii spelling homophones;
- 3.2Biii spelling compound words, contractions, and abbreviations;
- 3.2Biv spelling multisyllabic words with multiple sound-spelling patterns
- 3.2Bv spelling words using knowledge of syllable division patterns such as VCCV, VCV,
- 3.2Bi spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- 3.2Biv spelling multisyllabic words with multiple sound-spelling patterns
- 3.2Bv spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;

**3.2C alphabetize a series of words to the third letter;**

**3.2D write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.**

**3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:**

- 3.3A use print or digital resources to determine meaning, syllabication, and pronunciation;
- 3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
- 3.3C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not,

analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (revised August 2022)

- 3.8A infer the theme of a work, distinguishing theme from topic
- 3.8B explain the relationships among the major and minor characters
- 3.8C analyze plot elements, including the sequence of events, the conflict, and the resolution
- 3.8D explain the influence of the setting on the plot.

3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- 3.10A explain the author's purpose and message within a text;
- 3.10B explain how the use of text structure contributes to the author's purpose;
- 3.10C explain the author's use of print and graphic features to achieve specific purposes;

non), pre-, -ness, -y, and -ful; and

- 3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

3.7B: Write a response to a literary or informational text that demonstrates an understanding of a text.

**3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

- 3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- 3.11B develop drafts into a focused, structured, and coherent piece of writing by:
  - 3.11Bi organizing with purposeful structure, including an introduction and a conclusion; and
  - 3.11Bii developing an engaging idea with relevant details;
- 3.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- 3.11D edit drafts using standard English conventions, including:
  - 3.11Di complete simple and compound sentences with subject-verb agreement;
  - 3.11Dii past, present, and future verb tense;
  - 3.11Diii singular, plural, common, and proper nouns;
  - 3.11Dix capitalization of official titles of people, holidays, and geographical names and places;
  - 3.11Dx punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
  - 3.11Dxi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
  - 3.11Dvii pronouns, including subjective, objective, and possessive cases
  - 3.11Dviii coordinating conjunctions to form compound subjects, predicates, and sentences
- 3.11E publish written work for appropriate audiences.

**3.12 Composition: listening, speaking, reading, writing,**

	<p>and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> <li>• 3.12D compose correspondence such as thank you notes or letters.</li> </ul> <p>3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> <li>• 3.13A generate questions on a topic for formal and informal inquiry;</li> </ul>
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	Reading	Grammar/Writing
<b>W1</b> 8/14	Establish Classroom procedures and expectations	
<b>W2</b> 8/18	Genre: Traditional Tales Genres of Text <i>Grandma and the Great Gourd</i>	Writing (W): Heart Maps/Personal Narratives
<b>W3</b> 8/25	Genre: Folktales Key Details <i>Why the Sky is Far Away?</i>	W: Personal Narrative  <b>Daily Grammar (DG) Week 1</b> Introduce Routine Nouns: Singular & Plural/Subject & Predicate/Closed Syllables  Develop rough draft ABC order to 3rd letter
<b>W4</b> 9/2 4 day week	Genre: Realistic Fiction Plot Elements/ Influence of Setting on the Plot <i>Cocoliso</i>	W: Personal Narrative  <b>Daily Grammar (DG) Week 2</b> Nouns: Common & Proper/Subject & Predicate/Open Syllables
<b>W5</b> 9/8	<b>BOY MAP Testing 9/11</b> Genre: Expository Text Features–Purposes <i>Living in Deserts</i>	W: Personal Narrative  <b>DG Week 3</b> Verbs: Past, Present, & Future/Subject & Predicate/Open & Closed Syllables  Revise and Edit drafts
<b>W6</b> 9/15	Genre: Myths <i>The Golden Flower</i>	<b>W: How-to</b> <b>DG Week 4</b> Verbs: Past, Present, & Future/Subject & Predicate/Double Consonants

		Write response to text - demonstrating understanding Handwriting - Cursive ABC order
<b>W7</b> <b>9/22</b>	Unit 1 Assessment/Review/ Catch-Up	<b>W:</b> How-to  <b>DG Week 5</b> Adjectives/Subject & Predicate/Double Consonants  Write a response to a literary or informational text that demonstrates an understanding of a text.  Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
<b>W8</b> <b>9/29</b>	Main Idea/Key Details <i>Patterns in Nature</i> Genre: Informational	<b>W:</b> How-to  <b>DG Week 6</b> Possessive Pronouns/Subject & Predicate/Double Consonants  WRiting structure: Introduction and Conclusion
<b>W9</b> <b>10/6</b> <b>*4</b> <b>Day</b> <b>Week</b>	Text Structure <i>Weird Friends, Unlikely Allies in the Animal Kingdom</i> Genre: Informational Text	<b>W:</b> How-to  <b>DG Week 7</b> Possessive Pronouns/Subject Verb Agreement/Dropping -e When Adding Endings

**Wimberley ISD 3rd Grade ELA Year at a Glance**  
**2023-2024**

**2nd Grading Period**

**Unit 02C: Author's Purpose & Craft: Examining Purpose and Language (12 Days)**

**Readiness Standards:** [3.2B.i](#), [3.2B.ii](#), [3.6E](#), [3.6F](#), [3.6G](#), [3.7B](#), [3.7C](#), [3.10A](#), [3.11B.ii](#), [3.11C](#), [3.11D.i](#), [3.11D.xi](#)

**Supporting Standards:** [3.2B.iv](#), [3.2B.v](#), [3.3D](#), [3.10D](#), [3.10F](#), [3.11D](#), [3.11D.iv](#), [3.11D.v](#), [3.11D.viii](#), [3.11D.x](#)

**Non-Assessed Standards:** [3.2A](#), [3.2A.i](#), [3.2A.ii](#), [3.2A.iv](#), [3.2B](#), [3.2D](#), [3.6B](#), [3.6D](#), [3.6I](#), [3.7F](#), [3.7G](#), [3.11A](#), [3.11B](#), [3.11E](#)

**Unit 03A: Fiction! Exploring Literary Elements (10 Days)**

**Readiness Standards:** [3.3B](#), [3.6E](#), [3.6F](#), [3.6G](#), [3.6H](#), [3.7B](#), [3.7C](#), [3.8B](#), [3.8C](#), [3.10A](#), [3.11B.i](#), [3.11B.ii](#), [3.11C](#), [3.11D.i](#), [3.11D.xi](#),

**3.12B**

Supporting Standards: [3.2B.iv](#), [3.2B.vi](#), [3.3C](#), [3.6C](#), [3.7D](#), [3.8A](#), [3.8D](#), [3.10B](#), [3.10C](#), [3.10D](#), [3.10E](#), [3.10F](#), [3.11D](#), [3.11D.vi](#), [3.11D.viii](#)

Non-Assessed Standards: [3.2A](#), [3.2A.i](#), [3.2A.v](#), [3.2B](#), [3.2D](#), [3.6A](#), [3.6B](#), [3.6D](#), [3.7E](#), [3.7G](#), [3.11A](#), [3.11B](#), [3.12A](#)

**Unit 03B: Discovering Types of Fiction in Traditional Literature** (5 Days)

Readiness Standards: [3.2B.vii](#), [3.3B](#), [3.6E](#), [3.6F](#), [3.6G](#), [3.6H](#), [3.7B](#), [3.7C](#), [3.8B](#), [3.8C](#), [3.10A](#), [3.11B.i](#), [3.11B.ii](#), [3.11C](#), [3.11D.xi](#), [3.12B](#)

Supporting Standards: [3.2B.iv](#), [3.2B.vi](#), [3.3C](#), [3.7D](#), [3.8A](#), [3.8D](#), [3.9A](#), [3.10B](#), [3.10C](#), [3.10D](#), [3.10E](#), [3.10F](#), [3.11D](#), [3.11D.vi](#)

Non-Assessed Standards: [3.2A](#), [3.2A.i](#), [3.2A.v](#), [3.2A.vi](#), [3.2B](#), [3.6D](#), [3.7E](#), [3.7G](#), [3.11A](#), [3.11B](#), [3.11E](#), [3.12A](#)

**Unit 04: Drama! Exploring Dramatic Structure** (10 Days)

Readiness Standards: [3.2B.vii](#), [3.3B](#), [3.6E](#), [3.6F](#), [3.6G](#), [3.7B](#), [3.7C](#), [3.8B](#), [3.8C](#), [3.10A](#), [3.11B.i](#), [3.11B.ii](#), [3.11C](#), [3.11D.xi](#), [3.12B](#)

Supporting Standards: [3.2B.vi](#), [3.3A](#), [3.3C](#), [3.6C](#), [3.7D](#), [3.8A](#), [3.8D](#), [3.9C](#), [3.10B](#), [3.10C](#), [3.10D](#), [3.10E](#), [3.10F](#), [3.11D](#)

Non-Assessed Standards: [3.2A](#), [3.2A.v](#), [3.2A.vi](#), [3.2B](#), [3.6B](#), [3.7E](#), [3.7G](#), [3.11A](#), [3.11B](#), [3.12A](#)

### Reading

**3.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

3.6A Establish purpose for reading assigned and self-selected texts.

3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

3.6C: Make and correct or confirm predictions using text features, characteristics of genre, and structures.

3.6D Create mental images to deepen understanding.

3.6E: Make connections to personal experiences, ideas in other texts, and society

3.6F: Make inferences and use evidence to support understanding.

3.6G: Evaluate details read to determine key ideas.

3.6H: Synthesize information to create new understanding.

3.6I

3.7C: Use text evidence to support an appropriate response.

3.7D 3.7D: Retell and paraphrase texts in ways that maintain meaning and logical order.

3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

3.7F

3.7G: Discuss specific ideas in the text that are important to the meaning.

**3.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

3.8A: Infer the theme of a work, distinguishing theme

### Grammar/Writing

**3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

3.2A demonstrate and apply phonetic knowledge by:

3.2Ai decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;

3.2Aii

3.2Aiv

3.2Av decoding words using knowledge of prefixes;

3.2Avi decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and

3.2B demonstrate and apply spelling knowledge by:

3.2Bi

3.2Bii

3.2B.iv: spelling multisyllabic words with multiple sound-spelling patterns;

3.2Bv

3.2B.vi: spelling words using knowledge of prefixes; and

3.2B.vii spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final

consonants;

3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

3.2D

**3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:

3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.

from topic.

3.8B: Explain the relationships among the major and minor characters.

3.8C: Analyze plot elements, including the sequence of events, the conflict, and the resolution.

3.8D: Explain the influence of the setting on the plot.

**3.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

3.9C Discuss elements of drama such as characters, dialogue, setting, and acts.

**3.10: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- 3.10A explain the author's purpose and message within a text
- 3.10B explain how the use of text structure contributes to the author's purpose
- 3.10C explain the author's use of print and graphic features to achieve specific purposes
- 3.10D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes
- 3.10E identify the use of literary devices, including first- or third-person point of view;
- 3.10F discuss how the author's use of language contributes to voice;
- 3.10G identify and explain the use of hyperbole.

3.3B: Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

3.3C: Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

3.3D

3.6E

3.7B: Write a response to a literary or informational text that demonstrates an understanding of a text.

**3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process.**

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

3.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

3.11B: Develop drafts into a focused, structured, and coherent piece of writing by:

- 3.11B.i: organizing with purposeful structure, including an introduction and a conclusion; and
- 3.11B.ii: developing an engaging idea with relevant details.

3.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;.

3.11D edit drafts using standard English conventions, including:

- 3.11Di complete simple and compound sentences with subject-verb agreement;
- 3.11Dii past, present, and future verb tense;
- 3.11Diii singular, plural, common, and proper nouns;
- 3.11Div adjectives, including their comparative and superlative forms;
- 3.11Dv adverbs that convey time and adverbs that convey manner;
- 3.11Dvi prepositions and prepositional phrases;
- 3.11Dvii pronouns, including subjective, objective, and possessive cases;
- 3.11Dviii coordinating conjunctions to form compound subjects, predicates, and sentences;
- 3.11Dix capitalization of official titles of people, holidays, and geographical names and places;
- 3.11Dx punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and

	<ul style="list-style-type: none"> <li>○ 3.11Dxi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</li> </ul> <p>3.11E: Publish written work for appropriate audiences.</p> <p><b>3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b></p> <ul style="list-style-type: none"> <li>● 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;</li> <li>● 3.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</li> </ul>
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	Reading	Grammar/Writing
<b>W10</b> <b>10/13</b> <b>*4</b> <b>Day</b> <b>Week</b>	<p>Theme  <i>Wold Island</i>            Genre: Realistic Fiction</p>	<p><b>W:</b> How-to</p> <p><b>DG Week 8</b>            Apostrophes:            Contractions &amp; Possession/Subject Verb            Agreement/Changing to Y to I</p> <p>Creative Writing</p>
<b>W11</b> <b>10/20</b>	<p>Author's Purpose  <i>Welcome Back Wolves/Wolves Don't Belong in Yellowstone</i>            Genre: Persuasive Text</p>	<p><b>W:</b> Historical Fiction</p> <p><b>DG Week 9</b>            Apostrophes:            Contractions &amp; Possession/Subject Verb            Agreement/Changing to Y to I</p> <p>Revise drafts</p>
<b>W12</b> <b>10/27</b>	<p>Author's Purpose  <i>Nature's Patchwork Quilt</i>            Genre: Information Text</p>	<p><b>W:</b> Historical Fiction</p> <p><b>DG Week 10</b>            Adverbs/Subject Verb            Agreement/Contractions</p> <p>Cursive</p>
<b>W13</b> <b>11/3</b>	<p><b>STAAR Interim 11/4</b>            Inferencing</p>	<p><b>W:</b> Historical Fiction</p> <p><b>DG Week 11</b></p>

		<p>Adverbs/Subject Verb Agreement/Contractions</p> <p>Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p>
<p><b>W14</b> 11/10</p>	<p><b>Unit 3 SAVVAS</b> Plot and influence on the Setting <i>Below Deck: Titanic</i> Genre: Historical Fiction</p>	<p><b>W:</b> Historical Fiction</p> <p><b>DG Week 12</b> Commas in Dates/Subject Verb Agreement/Contractions</p> <p>Respond to reading Compose literary texts including narratives and poetry</p>
<p><b>W15</b> 11/17</p>	<p>Character Analyzation and Making Connections <i>Granddaddy's Turn: A Journey to the Ballot Box</i> Genre: Historical Fiction</p>	<p><b>W:</b> Historical Fiction</p> <p><b>DG Week 13</b> Capitalization: Titles of People/ Commas in a Series/Complex Consonants</p> <p>Sentence Construction</p>
<p><b>W16</b> 12/1</p>	<p>Compare and Contrast <i>Little House the the Prairie and By the Shore of Silver Lake</i> Genre: Historical Fiction</p>	<p><b>W:</b> Opinion Essay</p> <p><b>DG Week 14</b> Capitalization: Geographical Names &amp; Places/ Commas in a Series/Complex Consonants</p>
<p><b>W17</b> 12/8</p>	<p><b>MOY MAP 12/9</b></p> <p>Analyze Text Structure/ Summarize Information Text <i>Moma Miti: Wangari Maathai and the Trees of Kenya</i> Genre: Biographies</p>	<p><b>W:</b> Opinion Essay</p> <p><b>DG Week 15</b> Time Order Transition Words &amp; Order Transition Words/Commas in a Series/Complex Consonants</p> <p>Compose literary text - personal narratives/poetry</p>
<p><b>W18</b> 12/15 *4 Day Week/ ER</p>	<p>Class Christmas Party ER Day 12/20</p> <p>Holidays Around the World Short Stories and Poems</p>	<p><b>W:</b> Opinion Essay</p> <p><b>DG-Review</b></p>

## Wimberley ISD 3rd Grade ELA Year at a Glance 2023-2024

### 3<sup>rd</sup> Grading Period

#### Unit 05: Discovering Poetry (10 Days)

**Readiness Standards:** [3.2B.vii](#), [3.3B](#), [3.6E](#), [3.6F](#), [3.6G](#), [3.7B](#), [3.7C](#), [3.10A](#), [3.11B.i](#), [3.11B.ii](#), [3.11C](#), [3.11D.xi](#), [3.12B](#)

**Supporting Standards:** [3.2B.vi](#), [3.3A](#), [3.3C](#), [3.6C](#), [3.7D](#), [3.8A](#), [3.9B](#), [3.10B](#), [3.10C](#), [3.10D](#), [3.10E](#), [3.10F](#), [3.11D](#)

**Non-Assessed Standards:** [3.2A](#), [3.2A.v](#), [3.2A.vi](#), [3.2B](#), [3.6B](#), [3.6D](#), [3.7E](#), [3.7G](#), [3.11A](#), [3.11B](#), [3.12A](#)

#### Unit 06: Discovering Informational Text (15 Days)

**Readiness Standards:** [3.2B.vii](#), [3.3B](#), [3.6E](#), [3.6F](#), [3.6G](#), [3.6H](#), [3.7B](#), [3.7C](#), [3.9D.i](#), [3.10A](#), [3.11B.i](#), [3.11B.ii](#), [3.11C](#), [3.11D.xi](#), [3.12B](#)

**Supporting Standards:** [3.2B.vi](#), [3.3A](#), [3.3C](#), [3.6C](#), [3.7D](#), [3.9D.ii](#), [3.9D.iii](#), [3.10B](#), [3.10C](#), [3.11D](#), [3.11D.v](#)

**Non-Assessed Standards:** [3.2A](#), [3.2A.v](#), [3.2A.vi](#), [3.2B](#), [3.6B](#), [3.7E](#), [3.7G](#), [3.9D](#), [3.9F](#), [3.11A](#), [3.11B](#), [3.13A](#), [3.13C](#), [3.13E](#)

#### Unit 07: Discovering Argument and Inquiry (15 Days)

**Readiness Standards:** [3.2B.vii](#), [3.3B](#), [3.6E](#), [3.6F](#), [3.6G](#), [3.6H](#), [3.7B](#), [3.7C](#), [3.9E.i](#), [3.9E.ii](#), [3.10A](#), [3.11B.i](#), [3.11B.ii](#), [3.11C](#), [3.11D.xi](#), [3.12B](#), [3.12C](#)

**Supporting Standards:** [3.2B.vi](#), [3.3A](#), [3.3C](#), [3.6C](#), [3.7D](#), [3.9E.iii](#), [3.10B](#), [3.10C](#), [3.10D](#), [3.10F](#), [3.10G](#), [3.11D](#)

**Non-Assessed Standards:** [3.2A](#), [3.2A.v](#), [3.2A.vi](#), [3.2B](#), [3.6B](#), [3.7E](#), [3.7G](#), [3.9E](#), [3.9F](#), [3.11A](#), [3.11B](#), [3.13A](#), [3.13B](#), [3.13C](#), [3.13D](#), [3.13E](#), [3.13F](#), [3.13G](#), [3.13H](#)

### Reading

[3.3A](#): Use print or digital resources to determine meaning, syllabication, and pronunciation.

[3.3B](#): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

[3.6B](#): Generate questions about text before, during, and after reading to deepen understanding and gain information.

[3.6C](#) Make and correct or confirm predictions using

### Grammar/Writing

[3.2A](#) Demonstrate and apply phonetic knowledge by:

- [3.2A.v](#): decoding words using knowledge of prefixes;
- [3.2A.vi](#): decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and

[3.2B](#) Demonstrate and apply spelling knowledge

- [3.2B.vi](#): spelling words using knowledge of prefixes;

text features, characteristics of genre, and structures.

3.6D: Create mental images to deepen understanding.

3.6E: Make connections to personal experiences, ideas in other texts, and society.

3.6F: Make inferences and use evidence to support understanding.

3.6G: Evaluate details read to determine key ideas.!

3.6H Synthesize information to create new understanding.

3.7B

3.7C Use text evidence to support an appropriate response.

3.7D: Retell and paraphrase texts in ways that maintain meaning and logical order.

3.7E: Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

3.7G: Discuss specific ideas in the text that are important to the meaning.

3.8A: Infer the theme of a work, distinguishing theme from topic.

3.9B: Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

**3.9D** recognize characteristics and structures of informational text, including:

3.9Di the central idea with supporting evidence;

3.9Dii features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding;

3.9Diii organizational patterns such as cause and effect and problem and solution;

3.9E recognize characteristics and structures of argumentative text by:

3.9Ei identifying the claim;

3.9Eii distinguishing facts from opinion; and

3.9Eiii identifying the intended audience or reader.

3.9F Recognize characteristics of multimodal and digital texts.

3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- 3.10A: Explain the author's purpose and message within a text.
- 3.10B: Explain how the use of text structure

- 3.2B.vii: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words

3.3C

3.7B: Write a response to a literary or informational text that demonstrates an understanding of a text.

3.7C: Use text evidence to support an appropriate response.

3.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

3.11B Develop Drafts

3.11B.i: organizing with purposeful structure, including an introduction and a conclusion; and

3.11B.ii: developing an engaging idea with relevant details.

3.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;.

3.11D Edit drafts using standard conventions, including:

- 3.11D.xi: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
- 3.11D.v: adverbs that convey time and adverbs that convey manner;

3.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.

3.13A Generate questions on a topic for formal and informal inquiry.

3.13B Develop and follow a research plan with adult assistance.

3.13C Identify and gather relevant information from a variety of sources.

3.13D Identify primary and secondary sources.

3.13E Demonstrate understanding of information gathered.

3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.

3.13G Create a works cited page.

3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- contributes to the author's purpose.
- 3.10C: Explain the author's use of print and graphic features to achieve specific purposes.
- 3.10D: Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
- 3.10E: Identify the use of literary devices, including first- or third-person point of view.
- 3.10F: Discuss how the author's use of language contributes to voice.
- 3.10G: Identify and explain the use of hyperbole.

	Reading	Grammar/Writing
<b>W19</b> <b>1/6</b> <b>*4 day</b> <b>week</b>	Poem Characteristics	<b>W: Opinion Essay</b>  <b>DG Week 16</b> Time Order Transition Words & Conclusion Words/Complete Compound Sentences/Single Syllable Homophones  MLK "I have a Dream" writing Cursive
<b>W20</b> <b>1/12</b>	Poem Characteristics <i>Poems About Heroes</i> Genre: Poetry	<b>W: Opinion Essay</b>  <b>DG Week 17</b> Time Order Transition Words & Conclusion Words/Complete Compound Sentences/Single Syllable Homophones
<b>W21</b> <b>1/20</b> <b>*4 Day</b> <b>week</b>	Unit 4  Genre: Biography  The House That Jane Built  Text Structure Predictions Central Idea	<b>W: RACE strategy</b>  <b>DG Week 18</b> Time Order Transition Words & Conclusion Words/Complete Compound Sentences/Single Syllable Homophones

<p><b>W22</b> 1/26</p>	<p>Genre: Biography <i>From</i> Frederick Douglass</p> <p>Identify Main Idea and Key Details Make Inferences</p>	<p><b>W:</b> RACE strategy</p> <p><b>DG Week 19</b> Coordinating Conjunctions/Subject Verb Agreement/Prefixes</p> <p>Prefix/suffix review Compose a draft -informational text</p>
<p><b>W23</b> 2/2</p>	<p><b>MOCK STAAR 2/5</b></p> <p>Genre: Biography <i>From</i> Milton Hershey</p> <p>Author's Purpose Ask and Answer Questions</p>	<p><b>W:</b> Letters</p> <p><b>DG Week 20</b> Coordinating Conjunctions/Subject Verb Agreement/Suffixes</p> <p>Edit and revise informational text</p>
<p><b>W24</b> 2/9</p>	<p>Genre: Narrative Nonfiction Green City</p> <p>Distinguish Viewpoint Making Connections</p>	<p><b>W:</b> Letters</p> <p><b>DG Week 21</b> Coordinating Conjunctions/Subject Verb Agreement/Prefixes &amp; Suffixes</p>
<p><b>W25</b> 2/16</p>	<p>Genre: Drama Grace and Grandma</p> <p>Play Elements Monitor comprehension</p>	<p><b>W:</b> Letters</p> <p><b>DG Week 22</b> Coordinating Conjunctions/Prepositions &amp; Prepositional Phrases/Commonly Misspelled Words</p>
<p><b>W26</b> 2/23</p>	<p>Unit 5</p> <p>Genre: Informative Text Deep Down and Other Extreme Places to Live</p> <p>Analyze Text features Correct or Confirm Predictions</p>	<p><b>W:</b> Poetry</p> <p><b>DG Week 23</b> Coordinating Conjunctions/Prepositions &amp; Prepositional Phrases/Commonly Misspelled Words</p>
<p><b>W27</b> 3/2</p>	<p>Genre: Informational Text Earthquakes, Eruptions, and other events that Change Earth</p> <p>Analyze Text Structure Synthesize Information</p>	<p><b>W:</b> Poetry</p> <p><b>DG Week 24</b> Coordinating Conjunctions/Prepositions &amp; Prepositional Phrases/Commonly Misspelled Words</p> <p>• Creative Writing (perspective writing) How to writing</p>

**Wimberley ISD 3rd Grade ELA Year at a Glance  
2023-2024**

**4<sup>th</sup> Grading Period**

**Unit 08: Discovering Connections Across Genres (20 Days)**

**Readiness Standards: 3.6E, 3.6F, 3.6G, 3.6H, 3.7B, 3.7C, 3.10A, 3.11B.i, 3.11B.ii, 3.11C, 3.12B, 3.12C**

**Supporting Standards: 3.7D, 3.10B, 3.10C, 3.10D, 3.10F**

**Non-Assessed Standards: 3.7E, 3.7G, 3.11B, 3.12A**

**Unit 09: Researching for Understanding (15 Days)**

**Readiness Standards: 3.6E, 3.6F, 3.6G, 3.6H, 3.7B, 3.7C, 3.11B.i, 3.11B.ii, 3.11C**

**Supporting Standards: 3.7D**

**Non-Assessed Standards: 3.7E, 3.7G, 3.11B, 3.13A, 3.13B, 3.13C, 3.13D, 3.13E, 3.13F, 3.13G, 3.13H**

**Reading**

**3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

- 3.6E make connections to personal experiences, ideas in other texts, and society;
- 3.6F make inferences and use evidence to support understanding;
- 3.6G evaluate details read to determine key ideas;
- 3.6H synthesize information to create new understanding; and

**3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

- 3.10A explain the author's purpose and message within a text;
- 3.10B explain how the use of text structure contributes to the author's purpose;
- 3.10C explain the author's use of print and graphic features to achieve specific purposes;
- 3.10D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;

**Grammar/Writing**

**3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:**

- 3.7B write a response to a literary or informational text that demonstrates an understanding of a text;
- 3.7C use text evidence to support an appropriate response;
- 3.7D retell and paraphrase texts in ways that maintain meaning and logical order;
- 3.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- 3.7G discuss specific ideas in the text that are important to the meaning.

**3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

- 3.11B develop drafts into a focused, structured, and coherent piece of writing by:
  - 3.11Bi organizing with purposeful structure, including an introduction and a conclusion; and
  - 3.11Bii developing an engaging idea with relevant details;
- 3.11C revise drafts to improve sentence

- 3.10F discuss how the author's use of language contributes to voice; and

structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

3.12Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft
- 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- 3.12C compose argumentative texts, including opinion essays, using genre characteristics and craft; and

3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

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

<p><b>W28</b> <b>3/9</b></p>	<p>Genre: Procedural Text A Safety Plan: In Case of Emergency</p> <p>Analyze Text Structure Monitor Comprehension</p>	<p><b>W: RACE/ECR/SCR</b></p> <p><b>DG Week 25</b> Review: Units 1-3: Apostrophes, Sentence Structure, Double Consonant Words</p>
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<b>W29</b> <b>3/23</b>	Genre: Historical Fiction Nora's Ark  Analyze Point of View Make Connections	<b>W: RACE/ECR/SCR</b>  <b>DG Week 26</b> Review Units 4-6: Capitalization, Compound Sentences, Homophones & Contractions
<b>W30</b> <b>3/30</b> *4 <b>Day</b> <b>week</b>	Genre: Traditional Tale Fable  Aesop's Fox  Infer Theme Evaluate Details	<b>W: RACE/ECR/SCR</b>  <b>DG Week 27</b> Review Units 7 & 8 Coordinating Conjunctions, Subject-Verb Agreement, Affix Spellings & Commonly Misspelled Words
<b>W31</b> <b>4/7</b> *4 <b>Day</b> <b>week</b>	Review for STAAR	<b>W: RACE/ECR/SCR</b>  <b>Grammar</b> STAAR Review Passages
<b>W32</b> <b>4/13</b>	Reading STAAR 4/14	No DG due to STAAR
<b>W33</b> <b>4/20</b>	Charlotte's Web Novel Study	<b>W: Poetry</b>
<b>W34</b> <b>4/27</b>	Charlotte's Web Novel Study	<b>W: Poetry</b>
<b>W35</b> <b>5/4</b>	EOY MAP 5/7  Charlotte's Web Novel Study	<b>W: Poetry</b>
<b>W36</b> <b>5/11</b>	Charlotte's Web Novel Study	<b>W: End of Year Writing</b>
<b>W37</b> <b>5/18</b>	End of Year Activities	End of Year Memory book writing