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TEACHING & LEARNING

Reading Language Arts
3rd Grade Public Overview

Reading Language Arts: 3rd Grade
1st 9 Weeks
Assessments MAP Fluency 8/24/26- 8/26/26 MAP Growth Reading 9/10/26 MAP Growth Math 9/3/26 MAP Growth Science 9/16/26

What are we learning?
How can I help at home?

Module 1: What a Character!

In this module, students will listen to, read, and view a variety of texts and media that present them with information about bold, interesting characters. Students will learn that each protagonist is a unique individual, just as they are.

Essential Question: How makes a character interesting?

Timeline: April 11- September 2
Essential Standards: 3.2Aii, 3.2Aiii, 3.2Bi, 3.2Biii, 3.3B, 3.6F, 3.10D, 3.3B, 3.6G, 3.11C
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with open and closed syllables.
- Read and spell words with three-consonant blends, such as squ, str, scr, thr, and shr.
- Learn about the schwa sound and how it appears in some words.
- Read and write contractions with words like have, would, and will.
- Read and spell words with soft c, soft g, and spelling patterns like tch and dge.
- Practice writing cursive letters.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words in books, magazines, or around your home. Sort words into open syllable and closed syllable words, then read them aloud together. Talk about how the syllable pattern helps your child read the word.
- Search for words with three-consonant blends, such as squ, str, scr, thr, and shr. Have your child underline the blend, read the word, and use it in a sentence.
- Practice making and reading contractions with have, would, and will, such as could've, they'd, and she'll. Discuss how the apostrophe shows that letters were left out.
- Go on a word hunt for words with soft c and soft g, such as city, center, giant, and gentle. Read each word aloud and identify the sound the letter makes.
- Make a list of words with tch and dge, such as stretch, match, judge, and bridge. Ask your child to explain what they notice about the spelling pattern.

- Encourage your child to practice cursive by writing spelling words, book titles, or short sentences.

Reading/Vocabulary: In this module, your child will—

- Understand different points of view and explain how characters or narrators see events.
- Make predictions before and during reading, then confirm or adjust those predictions using text evidence.
- Identify important literary elements, such as characters, setting, plot, and conflict.
- Determine the theme or lesson in a story and support their thinking with details from the text.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive phrases.
- Make inferences by using clues from the text and what they already know.
- Use text and graphic features, such as illustrations, captions, headings, and diagrams, to better understand what they read.

Home Connection: Reading and talking about books at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- Before reading, look at the title, cover, and pictures. Have your child make a prediction about what might happen or what the text may be about. After reading, talk about whether the prediction was correct or needs to be changed.
- Talk about the point of view in a story. Ask, “Who is telling the story?” and “How might another character see this event differently?”
- After reading, ask your child to identify the theme or lesson of the story. Encourage them to support their thinking with details from the text.
- Pause during reading when something is confusing. Have your child reread, look for clues, or use nearby sentences to help clarify the meaning.
- Look for examples of figurative language, such as similes, metaphors, or descriptive phrases. Talk about what the author really means and how the words help the reader picture the story.
- Have your child make inferences by asking, “What do you think is happening?” or “How do you know?” Encourage them to use text evidence and what they already know.
- Notice text and graphic features, such as illustrations, captions, headings, diagrams, or bold words. Discuss how these features help readers better understand the text.
- After reading, ask your child to explain the important characters, events, problem, and solution in their own words.

Writing/Grammar: In this module, your child will –

- Write a personal narrative about a real experience from their life.
- Organize their writing with a clear beginning, middle, and end.
- Use details to describe what happened and how they felt.
- Write simple sentences that express complete thoughts.

- Use different kinds of sentences, including statements, questions, commands, and exclamations.
- Combine ideas to write compound sentences using words such as and, but, and or.
- Apply correct capitalization, punctuation, and grammar to make their writing clear for readers.

Home Connection: Talking and writing about real experiences at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to tell about a real event from their life, such as a family trip, birthday, school day, or special memory. Encourage them to include a clear beginning, middle, and end.
- Have your child add details that explain what happened, who was there, where it happened, and how they felt.
- Practice building simple sentences that express a complete thought. For example, "We went to the park."
- Talk about different kinds of sentences while reading or writing together. Look for statements, questions, commands, and exclamations.
- Choose two related simple sentences and combine them into a compound sentence using and, but, or or. For example, "I wanted to play outside, but it started raining."
- Have your child write a short personal narrative about something that happened recently. Then reread it together to check for capitalization, punctuation, and complete sentences.
- Encourage your child to read their writing aloud. This helps them notice where sentences sound clear and where they may need to revise.

Module 2: Use Your Words

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings. Students will learn that words can take them on an adventure or teach them something new.

Essential Question: How do people use words to express themselves?

Timeline: September 2- October 2
Essential Standards: 3.11C, 3.2Ai, 3.2Aii, 3.2Avi, 3.2Bi, 3.2Biv, 3.2Bvii, 3.3B, 3.7C, 3.7D, 3.10D, 3.11C, 3.11Di
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with VCe syllables, where a silent e helps make the vowel sound long.
- Read and spell words with digraphs that can make different sounds, such as ch, ph, and gh.
- Learn spelling rules for adding endings such as -ed, -ing, -er, and -est when a final consonant needs to be doubled.
- Practice writing cursive letters.
- Strengthen spelling by noticing syllable patterns, digraphs, and word endings.
- Build reading fluency by reading accurately, smoothly, and with expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with VCe syllables, where a silent e helps the vowel say its name. For example, compare words like cap/cape, hop/hope, and fin/fine. Read each pair aloud and talk about how the silent e changes the vowel sound.

- Search for words in books, magazines, or around your home with ch, ph, and gh. Have your child read the words aloud and identify the sound the letters make, such as ch in *school*, ph in *phone*, or gh in *laugh*.
- Create a word list with endings such as -ed, -ing, -er, and -est. Practice adding the endings to base words and notice when the final consonant needs to be doubled, such as stop/stopped/stopping or big/bigger/biggest.
- Encourage your child to practice cursive by writing spelling words, book titles, or short sentences.
- Have your child read aloud regularly. Remind them to pay attention to phrasing, reading rate, and expression so their reading sounds smooth and natural.

Reading/Vocabulary: In this module, your child will—

- Retell and summarize important events, ideas, and details from a text.
- Use text and graphic features, such as headings, captions, illustrations, charts, and diagrams, to better understand what they read.
- Explain a character's traits, feelings, motivations, and actions.
- Understand different points of view and explain how a narrator or character sees events.
- Ask and answer questions to deepen understanding and support thinking with text evidence.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Explore elements of poetry, such as rhythm, rhyme, lines, stanzas, and imagery.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Visualize by creating mental images based on the author's words.

Home Connection: Reading and talking about texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- After reading, ask your child to retell the most important events or ideas in their own words. Then have them give a short summary that includes only the key details.
- Look for text and graphic features such as headings, captions, photographs, maps, charts, and diagrams. Talk about how these features help readers better understand the text.
- When reading a story, ask your child to describe a character's traits, feelings, motivations, and actions. Encourage them to explain how they know using details from the text.
- Talk about point of view by asking, "Who is telling the story?" and "How would the story be different if another character told it?"
- Pause during reading to ask and answer questions. Try questions like, "What is happening now?" "Why did the character do that?" or "What do you think will happen next?"
- Read poems together and notice elements such as rhythm, rhyme, lines, stanzas, and imagery. Have your child read a favorite poem aloud with expression.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help the reader picture the text.
- Encourage your child to visualize while reading by describing the "movie" they see in their mind based on the author's words.

- After reading, have your child share one important idea from the text and support it with evidence from what they read.

Writing/Grammar: In this module, your child will –

- Write a letter that clearly shares ideas with a specific audience.
- Organize their writing with a greeting, body, closing, and signature.
- Use details to explain their thoughts and make their message clear.
- Identify and use common nouns and proper nouns correctly.
- Capitalize proper nouns, such as names of people, places, and special events.
- Form plural nouns by adding -s or -es.
- Use different types of verbs to show actions, states of being, or helping words in sentences.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing easier to read.

Home Connection: Writing letters at home helps strengthen the writing and grammar skills your child is learning in class.

- Have your child write a letter to a family member, friend, teacher, or neighbor. Encourage them to include a greeting, body, closing, and signature.
- Talk about the purpose of the letter. Ask your child, "Who are you writing to?" and "What do you want your reader to know?"
- Look for common nouns and proper nouns while reading together. Have your child identify general nouns, such as school or city, and proper nouns, such as Austin Elementary or Houston.
- Practice capitalizing proper nouns by writing names of people, places, pets, holidays, or special events.
- Make a list of singular nouns around your home, such as dish, box, chair, or book. Have your child change each word to mean more than one by adding -s or -es.
- While reading or talking together, look for different types of verbs. Ask your child to find action verbs, helping verbs, or linking verbs in sentences.
- Have your child reread their letter to check for complete sentences, capitalization, punctuation, and spelling.
- Invite your child to read their letter aloud before sharing it with the intended reader.

Module 3: Let Freedom Ring!

In this module, students will listen to, read, and view a Varity of texts and media that present them with information about important U.S. documents and symbols. Students will learn more about U.S. history and how various symbols came to represent the values and ideals of the United States.
Essential Question: How do historic places, documents, and symbols represent the United States?

Timeline: October 5-November 4
Essential Standards: 3.11Bi, 3.2Ai, 3.2Avi, 3.2Aii, 3.2Bi, 3.2Bvii, 3.2Biv, 3.3B, 3.7D, 3.9Di, 3.10A, 3.10B, 3.6E, 6.9Di, 3.11Bi, 3.11C
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words when adding suffixes, including words that require spelling changes, such as dropping the final e or changing y to i.

- Read and spell words with the consonant + le syllable pattern, such as table, little, and simple.
- Recognize and spell words with different long a patterns, such as a, ai, ay, ey, and eigh.
- Recognize and spell words with different long i patterns, such as i, y, igh, and ie.
- Practice writing cursive letters.
- Strengthen spelling by noticing word patterns, syllable types, and suffix rules.
- Build reading fluency by reading smoothly, at an appropriate rate, and with expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with the consonant + le pattern in books, magazines, or around your home. Examples include table, little, simple, and candle. Have your child read each word aloud and clap the syllables.
- Create a word sort for long a spellings, such as a, ai, ay, ey, and eigh. Examples include basic, rain, play, they, and eight. Ask your child to sort the words by spelling pattern.
- Go on a word hunt for long i spellings, such as i, y, igh, and ie. Examples include find, sky, night, and pie. Have your child read the words and explain the pattern they notice.
- Have your child practice cursive by writing spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to pay attention to reading rate, phrasing, and expression so their reading sounds smooth and natural.

Reading/Vocabulary: In this module, your child will—

- Identify the central idea and important details in a text.
- Summarize and retell important information, events, and ideas in their own words.
- Explain the author's purpose and why a text was written.
- Recognize how texts are organized, such as sequence, cause and effect, or problem and solution.
- Use text and graphic features, such as headings, captions, photographs, charts, and diagrams, to better understand information.
- Ask and answer questions to deepen understanding and support thinking with text evidence.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Notice media techniques, such as images, sound, or design choices, and explain how they help share a message.
- Learn and use content-area words related to the topic they are reading about.
- Identify literary elements, such as characters, setting, plot, and theme, in stories.

Home Connection: Reading and talking about a variety of texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- After reading, ask your child to identify the central idea and share the most important details that support it.
- Have your child summarize the text in a few sentences. Encourage them to include only the most important information, events, or ideas.

- Talk about the author's purpose by asking, "Why do you think the author wrote this text?" Encourage your child to think about what the author wants readers to understand, learn, or feel.
- Look for clues that show how a text is organized, such as sequence, cause and effect, compare and contrast, or problem and solution.
- Notice text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams. Talk about how these features help readers understand the information.
- Pause during reading to ask and answer questions. Encourage your child to go back to the text to find evidence that supports their answer.
- When watching a short video, looking at an advertisement, or viewing a digital text, talk about the media techniques being used, such as images, sound, color, or layout. Ask, "How do these choices help share the message?"
- Keep a list of new content-area words from books, articles, or school topics. Talk about what the words mean and use them in conversation.
- When reading a story, ask your child to identify important literary elements, such as the characters, setting, problem, events, and solution.

Writing/Grammar: In this module, your child will –

- Write an informational descriptive essay that explains a topic using clear details.
- Organize information in a way that helps the reader understand the topic.
- Use descriptive words and details to make their writing more specific and interesting.
- Use verb tenses correctly to show when something happens.
- Use commas correctly in sentences to make writing clearer.
- Identify and use abstract nouns, such as idea, courage, honesty, and friendship.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear for readers.

Home Connection: Writing informational texts at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to choose a topic they know about or are interested in, such as an animal, sport, place, or hobby. Have them write a short descriptive essay that teaches the reader about the topic.
- Encourage your child to include clear details that help the reader picture or understand the topic better.
- Practice using verb tenses by talking about what happened in the past, what is happening now, and what will happen in the future. Have your child write one sentence for each tense.
- Look for commas while reading together. Talk about how commas help make sentences easier to read and understand.
- Have your child practice using commas in a list. For example, "The park has swings, slides, benches, and trees."
- Talk about abstract nouns, such as courage, kindness, honesty, and friendship. Ask your child to explain what each word means and use it in a sentence.
- After your child writes, have them reread their work to check for complete sentences, correct verb tense, commas, capitalization, punctuation, and spelling.

Reading Language Arts: 2nd Grade

2nd 9 Weeks

Assessments

No district assessments in the 2nd 9 weeks.

What are we learning?
How can I help at home?

Module 3: Let Freedom Ring!

In this module, students will listen to, read, and view a Varity of texts and media that present them with information about important U.S. documents and symbols. Students will learn more about U.S. history and how various symbols came to represent the values and ideals of the United States.

Essential Question: How do historic places, documents, and symbols represent the United States?

Timeline: October 5-November 4

Essential Standards: 3.11Bi, 3.2Ai, 3.2Avi, 3.2Aii, 3.2Bi, 3.2Bvii, 3.2Biv, 3.3B, 3.7D, 3.9Di, 3.10A, 3.10B, 3.6E, 6.9Di, 3.11Bi, 3.11C

Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words when adding suffixes, including words that require spelling changes, such as dropping the final e or changing y to i.
- Read and spell words with the consonant + le syllable pattern, such as table, little, and simple.
- Recognize and spell words with different long a patterns, such as a, ai, ay, ey, and eigh.
- Recognize and spell words with different long i patterns, such as i, y, igh, and ie.
- Practice writing cursive letters.
- Strengthen spelling by noticing word patterns, syllable types, and suffix rules.
- Build reading fluency by reading smoothly, at an appropriate rate, and with expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with the consonant + le pattern in books, magazines, or around your home. Examples include table, little, simple, and candle. Have your child read each word aloud and clap the syllables.
- Create a word sort for long a spellings, such as a, ai, ay, ey, and eigh. Examples include basic, rain, play, they, and eight. Ask your child to sort the words by spelling pattern.
- Go on a word hunt for long i spellings, such as i, y, igh, and ie. Examples include find, sky, night, and pie. Have your child read the words and explain the pattern they notice.
- Have your child practice cursive by writing spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to pay attention to reading rate, phrasing, and expression so their reading sounds smooth and natural.

Reading/Vocabulary: In this module, your child will—

- Identify the central idea and important details in a text.

- Summarize and retell important information, events, and ideas in their own words.
- Explain the author's purpose and why a text was written.
- Recognize how texts are organized, such as sequence, cause and effect, or problem and solution.
- Use text and graphic features, such as headings, captions, photographs, charts, and diagrams, to better understand information.
- Ask and answer questions to deepen understanding and support thinking with text evidence.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Notice media techniques, such as images, sound, or design choices, and explain how they help share a message.
- Learn and use content-area words related to the topic they are reading about.
- Identify literary elements, such as characters, setting, plot, and theme, in stories.

Home Connection: Reading and talking about a variety of texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- After reading, ask your child to identify the central idea and share the most important details that support it.
- Have your child summarize the text in a few sentences. Encourage them to include only the most important information, events, or ideas.
- Talk about the author's purpose by asking, "Why do you think the author wrote this text?" Encourage your child to think about what the author wants readers to understand, learn, or feel.
- Look for clues that show how a text is organized, such as sequence, cause and effect, compare and contrast, or problem and solution.
- Notice text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams. Talk about how these features help readers understand the information.
- Pause during reading to ask and answer questions. Encourage your child to go back to the text to find evidence that supports their answer.
- When watching a short video, looking at an advertisement, or viewing a digital text, talk about the media techniques being used, such as images, sound, color, or layout. Ask, "How do these choices help share the message?"
- Keep a list of new content-area words from books, articles, or school topics. Talk about what the words mean and use them in conversation.
- When reading a story, ask your child to identify important literary elements, such as the characters, setting, problem, events, and solution.

Writing/Grammar: In this module, your child will –

- Write an informational descriptive essay that explains a topic using clear details.
- Organize information in a way that helps the reader understand the topic.
- Use descriptive words and details to make their writing more specific and interesting.
- Use verb tenses correctly to show when something happens.
- Use commas correctly in sentences to make writing clearer.
- Identify and use abstract nouns, such as idea, courage, honesty, and friendship.

- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear for readers.

Home Connection: Writing informational texts at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to choose a topic they know about or are interested in, such as an animal, sport, place, or hobby. Have them write a short descriptive essay that teaches the reader about the topic.
- Encourage your child to include clear details that help the reader picture or understand the topic better.
- Practice using verb tenses by talking about what happened in the past, what is happening now, and what will happen in the future. Have your child write one sentence for each tense.
- Look for commas while reading together. Talk about how commas help make sentences easier to read and understand.
- Have your child practice using commas in a list. For example, "The park has swings, slides, benches, and trees."
- Talk about abstract nouns, such as courage, kindness, honesty, and friendship. Ask your child to explain what each word means and use it in a sentence.
- After your child writes, have them reread their work to check for complete sentences, correct verb tense, commas, capitalization, punctuation, and spelling.

Module 4: Stories on Stage

In this module, students will listen to, read, and view a variety of texts and media that give them information about the features of drama. Students will learn more about the value of drama and the key differences between stories and plays.

Essential Question: In what ways might a play be an effective way to tell a story?

Timeline: November 5-December 4
Essential Standards: 3.7D, 3.2Aii, 3.2Ai, 3.2Bi, 3.3B, 3.7D, 3.10D, 3.6E, 3.10D, 3.11Bi, 3.11C
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with different long e spelling patterns, such as e, y, ee, ea, ey, ie, and ei.
- Read and spell words with different long o spelling patterns, such as o, oa, ow, and oe.
- Read and spell words with oo and u that make the short oo sound, as in book and push.
- Read and spell words with different long u spelling patterns, such as u, oo, ou, ew, ui, ue, and eu.
- Practice writing cursive letters.
- Strengthen spelling by noticing vowel patterns and how they help readers decode unfamiliar words.
- Build reading fluency by reading smoothly, at an appropriate rate, and with expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with the long e sound in books, magazines, or around your home. Sort the words by spelling pattern, such as e, y, ee, ea, ey, ie, and ei. Have your child read the words aloud and explain the pattern they notice.

- Create a word hunt for long o words. Search for words with o, oa, ow, and oe, such as go, boat, snow, and toe. Ask your child to sort the words by spelling pattern.
- Compare words with oo and u that make the short oo sound, such as book, foot, push, and full. Have your child read each word and listen carefully to the vowel sound.
- Make a list of words with the long u sound, such as music, moon, soup, new, fruit, blue, and Europe. Sort the words by spelling pattern and practice reading them smoothly.
- Have your child practice cursive by writing spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to pay attention to reading rate, phrasing, and expression so their reading sounds smooth and natural.

Reading/Vocabulary: In this module, your child will—

- Use details from the text to support their ideas and understanding.
- Visualize by creating mental images based on the author's words.
- Explore the elements of drama, such as characters, dialogue, scenes, and stage directions.
- Identify literary elements, such as characters, setting, plot, conflict, and theme.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Retell and summarize important events, ideas, and details from a text.
- Notice media techniques, such as images, sound, color, or layout, and explain how they help share a message.
- Monitor their understanding while reading and use strategies to clarify when something does not make sense.
- Identify the theme or lesson in a text and support their thinking with details from the text.

Home Connection: Reading, discussing, and acting out texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- After reading, ask your child to retell the important events or ideas. Then have them give a brief summary using only the most important details.
- Encourage your child to visualize while reading by describing the "movie" they see in their mind based on the author's words.
- When reading a play or drama, talk about the characters, dialogue, scenes, and stage directions. Invite your child to read a character's lines aloud with expression.
- Look for examples of figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help the reader picture the text.
- Ask your child to identify the theme or lesson in a story. Encourage them to use details from the text to explain their thinking.
- Pause during reading when something is confusing. Have your child reread, look for clues, or use nearby sentences to help clarify the meaning.
- When watching a short video or viewing a digital text, talk about media techniques such as images, sound, color, or layout. Ask, "How do these choices help share the message?"

- After reading, ask your child to support their ideas with details from the text by asking, "What makes you think that?"

Writing/Grammar: In this module, your child will –

- Write a narrative story with characters, events, and a clear beginning, middle, and end.
- Use details and dialogue to make the story more interesting for readers.
- Use pronouns correctly and make sure they clearly match the noun they refer to.
- Form and use plural nouns correctly to show more than one person, place, thing, or idea.
- Use quotation marks correctly when writing dialogue.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear and easy to read.

Home Connection: Writing stories at home helps strengthen the narrative writing and grammar skills your child is learning in class.

- Ask your child to create a short story with characters, a setting, a problem, and a solution. Encourage them to include a clear beginning, middle, and end.
- Have your child add details that help the reader understand what is happening and picture the story in their mind.
- Practice using pronouns by replacing repeated nouns with words such as he, she, it, they, him, or her. Make sure the pronoun clearly matches the noun it refers to.
- Make a list of singular nouns from around your home, such as toy, box, dish, or book. Have your child change each word to a plural noun by adding -s or -es.
- While reading together, look for examples of dialogue. Talk about how quotation marks show the exact words a character says.
- Have your child write a conversation between two characters using quotation marks correctly.
- After your child writes, have them reread their story to check for complete sentences, clear pronouns, plural nouns, quotation marks, capitalization, punctuation, and spelling.

Module 5: Teamwork

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork. Students will learn more about the way that sports can bring people together to work as a team.

Essential Question: What can sports teach us about working together?

Timeline: December 7- January 13
Essential Standards: 3.7D, 3.2Ai, 3.2Aii, 3.2Bi, 3.3B, 3.10A, 3.10B, 3.10D, 3.6E, 3.11Bi, 3.11C
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with r-controlled vowels, including ar, are, air, ear, or, our, ore, er, ir, and ur.
- Recognize that r-controlled vowel patterns can make different sounds, such as /ar/ in star, /air/ in chair, /or/ in storm, and /er/ in turn.
- Read and spell homophones, or words that sound the same but have different meanings and spellings.
- Practice writing cursive letters.
- Strengthen spelling by noticing vowel patterns and word meanings.

- Build reading fluency by reading accurately, smoothly, and at an appropriate rate.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with ar in books, magazines, or around your home, such as star, farm, park, and sharp. Have your child read the words aloud and listen for the /ar/ sound.
- Search for words with are, air, and ear that make the /air/ sound, such as care, chair, fair, and pear. Sort the words by spelling pattern and read them together.
- Go on a word hunt for words with or, our, and ore, such as storm, four, more, and shore. Ask your child to explain what they notice about the spelling patterns.
- Practice homophones by making pairs of words that sound the same but have different meanings and spellings, such as to/two/too, there/their/they're, or four/for. Have your child use each word in a sentence.
- Make a list of words with er, ir, ur, or, and ar that make the /er/ sound, such as her, bird, turn, word, and dollar. Read the words aloud and sort them by spelling pattern.
- Look for words with eer and ear, such as deer, cheer, near, and hear. Talk about how the vowel pattern affects the sound of the word.
- Have your child practice cursive by writing spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to reread when something does not sound right and to focus on reading smoothly, accurately, and at an appropriate rate.

Reading/Vocabulary: In this module, your child will—

- Ask and answer questions to deepen understanding and support thinking with details from the text.
- Explain the author's purpose by thinking about what the author wants readers to understand, learn, or feel.
- Identify literary elements, such as characters, setting, plot, conflict, and theme.
- Determine the theme or lesson in a story and support their thinking with text evidence.
- Notice the author's craft, including word choice, dialogue, descriptions, and how the author develops ideas.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Monitor their understanding while reading and use strategies to clarify when something does not make sense.
- Notice media techniques, such as images, sound, color, or layout, and explain how they help share a message.
- Make predictions before and during reading, then confirm or revise predictions using evidence from the text.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Identify how a text is organized and how the structure helps readers understand the message.
- Understand different points of view and explain how a narrator or character sees events.

Home Connection: Reading and talking about stories, poems, videos, and other texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- Before reading, have your child make a prediction based on the title, cover, pictures, or text features. After reading, ask them to confirm or revise their prediction using details from the text.
- Pause during reading to ask and answer questions. Encourage your child to go back to the text to find evidence that supports their answer.
- Talk about the author's purpose by asking, "What does the author want readers to understand, learn, or feel?"
- When reading a story, ask your child to identify important literary elements, such as characters, setting, problem, events, and solution.
- After reading, discuss the theme or lesson. Ask, "What message do you think the author wants readers to remember?"
- Notice the author's craft by talking about interesting word choices, dialogue, descriptions, or how the author builds suspense or emotion.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.
- When watching a short video or viewing a digital text, discuss media techniques such as images, sound, color, or layout. Ask, "How do these choices help share the message?"
- Talk about point of view by asking, "Who is telling the story?" and "How might another character describe the same event?"
- When something is confusing, encourage your child to reread, look for clues, and use nearby sentences to clarify meaning.

Writing/Grammar: In this module, your child will –

- Write a persuasive letter that clearly shares an opinion or request with a specific audience.
- Support their opinion with reasons, examples, and details.
- Organize their letter with a greeting, body, closing, and signature.
- Use subject-verb agreement so the subject and verb match correctly in a sentence.
- Use pronoun-verb agreement so pronouns and verbs work together correctly.
- Use verb tenses correctly to show when an action happens.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear and convincing for readers.

Home Connection: Writing persuasive letters at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to write a persuasive letter about something they care about, such as choosing a family activity, changing a household rule, or recommending a book or game.
- Have your child clearly state their opinion or request, then support it with reasons and examples.
- Talk about the audience for the letter. Ask, "Who are you writing to?" and "What details will help convince your reader?"
- Practice subject-verb agreement by checking that the subject and verb match. For example, "The dog runs" and "The dogs run."

- Practice pronoun-verb agreement by writing sentences with pronouns such as he, she, it, they, we, and I. For example, “She likes pizza” and “They like pizza.”
- Talk about verb tenses by having your child write sentences about something that happened yesterday, something happening today, and something that will happen tomorrow.
- After your child writes, have them reread their letter to check for clear reasons, complete sentences, correct verb tense, subject-verb agreement, capitalization, punctuation, and spelling.

Reading Language Arts: 2nd Grade

3rd 9 Weeks

Assessments

MAP Fluency 1/11/27-1/13/27
MAP Growth Reading 1/28/27
MAP Growth Math 1/21/27
MAP Growth Science 2/3/27

What are we learning?
How can I help at home?

Module 5: Teamwork

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork. Students will learn more about the way that sports can bring people together to work as a team.

Essential Question: What can sports teach us about working together?

Timeline: December 7- January 13
Essential Standards: 3.7D, 3.2Ai, 3.2Aii, 3.2Bi, 3.3B, 3.10A, 3.10B, 3.10D, 3.6E, 3.11Bi, 3.11C
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with r-controlled vowels, including ar, are, air, ear, or, our, ore, er, ir, and ur.
- Recognize that r-controlled vowel patterns can make different sounds, such as /ar/ in star, /air/ in chair, /or/ in storm, and /er/ in turn.
- Read and spell homophones, or words that sound the same but have different meanings and spellings.
- Practice writing cursive letters.
- Strengthen spelling by noticing vowel patterns and word meanings.
- Build reading fluency by reading accurately, smoothly, and at an appropriate rate.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with ar in books, magazines, or around your home, such as star, farm, park, and sharp. Have your child read the words aloud and listen for the /ar/ sound.

- Search for words with are, air, and ear that make the /air/ sound, such as care, chair, fair, and pear. Sort the words by spelling pattern and read them together.
- Go on a word hunt for words with or, our, and ore, such as storm, four, more, and shore. Ask your child to explain what they notice about the spelling patterns.
- Practice homophones by making pairs of words that sound the same but have different meanings and spellings, such as to/two/too, there/their/they're, or four/for. Have your child use each word in a sentence.
- Make a list of words with er, ir, ur, or, and ar that make the /er/ sound, such as her, bird, turn, word, and dollar. Read the words aloud and sort them by spelling pattern.
- Look for words with eer and ear, such as deer, cheer, near, and hear. Talk about how the vowel pattern affects the sound of the word.
- Have your child practice cursive by writing spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to reread when something does not sound right and to focus on reading smoothly, accurately, and at an appropriate rate.

Reading/Vocabulary: In this module, your child will—

- Ask and answer questions to deepen understanding and support thinking with details from the text.
- Explain the author's purpose by thinking about what the author wants readers to understand, learn, or feel.
- Identify literary elements, such as characters, setting, plot, conflict, and theme.
- Determine the theme or lesson in a story and support their thinking with text evidence.
- Notice the author's craft, including word choice, dialogue, descriptions, and how the author develops ideas.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Monitor their understanding while reading and use strategies to clarify when something does not make sense.
- Notice media techniques, such as images, sound, color, or layout, and explain how they help share a message.
- Make predictions before and during reading, then confirm or revise predictions using evidence from the text.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Identify how a text is organized and how the structure helps readers understand the message.
- Understand different points of view and explain how a narrator or character sees events.

Home Connection: Reading and talking about stories, poems, videos, and other texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- Before reading, have your child make a prediction based on the title, cover, pictures, or text features. After reading, ask them to confirm or revise their prediction using details from the text.
- Pause during reading to ask and answer questions. Encourage your child to go back to the text to find evidence that supports their answer.

- Talk about the author's purpose by asking, "What does the author want readers to understand, learn, or feel?"
- When reading a story, ask your child to identify important literary elements, such as characters, setting, problem, events, and solution.
- After reading, discuss the theme or lesson. Ask, "What message do you think the author wants readers to remember?"
- Notice the author's craft by talking about interesting word choices, dialogue, descriptions, or how the author builds suspense or emotion.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.
- When watching a short video or viewing a digital text, discuss media techniques such as images, sound, color, or layout. Ask, "How do these choices help share the message?"
- Talk about point of view by asking, "Who is telling the story?" and "How might another character describe the same event?"
- When something is confusing, encourage your child to reread, look for clues, and use nearby sentences to clarify meaning.

Writing/Grammar: In this module, your child will –

- Write a persuasive letter that clearly shares an opinion or request with a specific audience.
- Support their opinion with reasons, examples, and details.
- Organize their letter with a greeting, body, closing, and signature.
- Use subject-verb agreement so the subject and verb match correctly in a sentence.
- Use pronoun-verb agreement so pronouns and verbs work together correctly.
- Use verb tenses correctly to show when an action happens.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear and convincing for readers.

Home Connection: Writing persuasive letters at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to write a persuasive letter about something they care about, such as choosing a family activity, changing a household rule, or recommending a book or game.
- Have your child clearly state their opinion or request, then support it with reasons and examples.
- Talk about the audience for the letter. Ask, "Who are you writing to?" and "What details will help convince your reader?"
- Practice subject-verb agreement by checking that the subject and verb match. For example, "The dog runs" and "The dogs run."
- Practice pronoun-verb agreement by writing sentences with pronouns such as he, she, it, they, we, and I. For example, "She likes pizza" and "They like pizza."
- Talk about verb tenses by having your child write sentences about something that happened yesterday, something happening today, and something that will happen tomorrow.

- After your child writes, have them reread their letter to check for clear reasons, complete sentences, correct verb tense, subject-verb agreement, capitalization, punctuation, and spelling.

Module 6: Animal Behaviors

In this module, students will listen to, read, and view a variety of texts and media that present them with information about animal survival. Students will learn more about the way animals utilize behaviors and characteristics, or traits, to help them survive.

Essential Question: What behaviors help animals survive?

Timeline: January 14- February 11
Essential Standards: 3.11Bi, 3.11C, 3.2Ai, 3.2Aiv, 3.2Aii, 3.2Bv, 3.2Bi, 3.7D, 3.9Di, 3.10A, 3.10D, 3.9Di, 3.9Bi, 3.11C
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Divide longer words into syllables using the VC/CV pattern, such as basket and rabbit.
- Read and spell words with the /aw/ sound, including spelling patterns such as au, aw, ough, al, and augh.
- Read and spell words with diphthongs, including oi, oy, ou, and ow.
- Recognize that some vowel teams work together to make new sounds in words.
- Practice writing cursive letters.
- Strengthen spelling by noticing syllable patterns and vowel team patterns.
- Build reading fluency by reading accurately, smoothly, and with expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for longer words in books, magazines, or around your home. Help your child divide words using the VC/CV syllable pattern, such as rab/bit, bas/ket, or pic/nic, then read the words aloud.
- Make a list of words with the /aw/ sound, such as saw, fault, taught, walk, and daughter. Sort the words by spelling pattern: aw, au, ough, al, and augh.
- Go on a word hunt for words with oi and oy, such as coin, point, toy, and enjoy. Have your child read each word and explain where they hear the /oi/ sound.
- Search for words with ou and ow, such as cloud, shout, cow, and flower. Sort the words by spelling pattern and read them aloud together.
- Have your child practice cursive by writing spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to pay attention to expression, reading rate, and accuracy so their reading sounds smooth and natural.

Reading/Vocabulary: In this module, your child will—

- Use text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams, to better understand what they read.
- Identify the central idea and important details in a text.

- Summarize important information, events, and ideas in their own words.
- Explain the author's purpose by thinking about what the author wants readers to understand, learn, or feel.
- Notice the author's craft, including word choice, descriptions, and how the author develops ideas.
- Ask and answer questions to deepen understanding and support thinking with details from the text.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Identify how a text is organized and how the structure helps readers understand the information.

Home Connection: Reading and talking about informational and literary texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- After reading, ask your child to identify the central idea and share the most important details that support it.
- Have your child summarize the text in a few sentences using only the most important information or events.
- Look for text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams. Talk about how these features help readers understand the text.
- Talk about the author's purpose by asking, "What does the author want readers to understand, learn, or feel?"
- Notice the author's craft by discussing interesting word choices, descriptions, or how the author explains ideas.
- Pause during reading to ask and answer questions. Encourage your child to use details from the text to support their answers.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means.
- When something is confusing, encourage your child to reread, look for clues, and use nearby sentences or text features to clarify meaning.
- Talk about how the text is organized. Ask, "Is the author explaining steps, comparing ideas, showing cause and effect, or describing a problem and solution?"

Writing/Grammar: In this module, your child will –

- Write an expository essay that explains a topic clearly using facts, details, and examples.
- Organize ideas in a way that helps the reader understand the topic.
- Use adjectives and articles to make writing more specific and clear.
- Use adjectives that compare, such as smaller, larger, better, and most helpful.
- Use the verb be correctly, including forms such as am, is, are, was, and were.
- Use helping verbs to add meaning to sentences.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear for readers.

Home Connection: Writing to explain a topic at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to choose a topic they know well, such as a sport, animal, hobby, place, or family tradition. Have them write a short expository essay that explains the topic using facts, details, and examples.
- Encourage your child to organize their ideas with a clear beginning, middle, and ending so the reader can easily understand the topic.
- Practice using adjectives by having your child describe people, places, or things around your home. For example, "the soft blanket" or "a shiny coin."
- Look for articles in sentences, such as a, an, and the. Talk about how these words help sentences sound complete and clear.
- Compare objects around your home using adjectives such as smaller, larger, taller, heavier, better, or best.
- Practice using forms of the verb be, such as am, is, are, was, and were, in complete sentences.
- Look for helping verbs while reading together, such as has, have, had, can, will, and should. Talk about how they work with the main verb in a sentence.
- After your child writes, have them reread their work to check for clear ideas, descriptive details, complete sentences, capitalization, punctuation, spelling, and grammar.

Module 7: Make a Difference

In this module, students learn more about the ways a dedicated individual or group of people can make a difference in their community. Students will listen to, read, and view a variety of texts and media that provide information about building communities.

Essential Question: How can one person make a meaningful difference in their local or global community?

Timeline: February 16- March 18
Essential Standards: 3.6G, 3.7C, 3.11C, 3.2Aiv, 3.2Ai, 3.2Biv, 3.2Bv, 3.6F, 3.10A, 3.10B, 3.10D, 3.11Bi, 3.11Di, 3.12C
Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Divide longer words into syllables using patterns such as V/CV, VC/V, and V/V to help read and spell unfamiliar words.
- Read and spell words with silent letter combinations, such as kn, wr, mb, and gn.
- Review syllable division patterns to build confidence with longer words.
- Practice writing cursive letters.
- Strengthen spelling by looking for syllable patterns and silent letters in words.
- Build reading fluency by reading at an appropriate rate, with smooth phrasing and expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for longer words in books, magazines, or around your home. Help your child divide words using syllable patterns such as V/CV, VC/V, and V/V. Read the words aloud and talk about where the syllables break.

- Practice breaking words into syllables, such as mu/sic, sev/en, po/em, and li/on. Have your child clap each syllable and then read the full word smoothly.
- Go on a word hunt for words with silent letter combinations, such as kn, wr, mb, and gn. Examples include knee, write, lamb, and sign. Talk about which letter is silent.
- Have your child sort words into groups by pattern, such as syllable division words and silent letter words. Then ask them to explain what they notice about each group.
- Practice cursive by having your child write spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to pay attention to reading rate, phrasing, and expression so their reading sounds smooth and natural.

Reading/Vocabulary: In this module, your child will—

- Make predictions before and during reading, then confirm or revise predictions using details from the text.
- Explain the author's purpose by thinking about what the author wants readers to understand, learn, or feel.
- Identify how a text is organized and how the structure helps readers understand the information or story.
- Understand different points of view and explain how a narrator or character sees events.
- Make inferences by using clues from the text and what they already know.
- Use text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams, to better understand what they read.
- Combine ideas from different parts of a text or from multiple texts to build understanding.
- Identify literary elements, such as characters, setting, plot, conflict, and theme.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.

Home Connection: Reading and talking about texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- Before reading, have your child make a prediction using the title, cover, pictures, or text features. After reading, ask them to confirm or revise their prediction using details from the text.
- Talk about the author's purpose by asking, "What does the author want readers to understand, learn, or feel?"
- Ask your child to make inferences while reading. Try questions like, "What do you think is happening?" or "How do you know?" Encourage them to use clues from the text and what they already know.
- Talk about point of view by asking, "Who is telling the story?" and "How might another character describe this event differently?"
- Look for text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams. Discuss how these features help readers understand the text.
- Talk about how the text is organized. Ask, "Is the author explaining steps, comparing ideas, showing cause and effect, or describing a problem and solution?"

- When reading a story, ask your child to identify important literary elements, such as characters, setting, problem, events, and solution.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.
- After reading, ask your child to combine ideas from different parts of the text or from multiple texts to explain what they learned.

Writing/Grammar: In this module, your child will –

- Write an opinion essay that clearly shares their thinking about a topic.
- Support their opinion with reasons, examples, and details.
- Organize their writing with an introduction, supporting details, and a conclusion.
- Use irregular verbs correctly, such as go/went, see/saw, and run/ran.
- Use adverbs to describe how, when, or where an action happens.
- Strengthen sentences by adding details that make their writing clearer and more interesting.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear for readers.

Home Connection: Writing opinion essays at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to choose a topic they have an opinion about, such as a favorite book, game, food, activity, or place. Have them write a short opinion essay that clearly states their opinion and gives reasons to support it.
- Encourage your child to include examples or details that help explain their thinking.
- Practice using irregular verbs by talking about actions that happened in the past. For example, go/went, see/saw, run/ran, and take/took.
- Have your child write sentences using irregular verbs correctly. For example, “Yesterday, I went to the park.”
- Practice using adverbs by asking your child to describe how, when, or where an action happens. For example, “She read quietly,” “We left early,” or “The dog ran outside.”
- Look for adverbs while reading together and talk about how they add detail to the sentence.
- After your child writes, have them reread their opinion essay to check for a clear opinion, strong reasons, complete sentences, correct verb use, capitalization, punctuation, spelling, and grammar.

Reading Language Arts: 2nd Grade

4th 9 Weeks

Assessments

Reading STAAR Window 4/12/27-4/14/27

Math STAAR Window 4/26/27-4/28/27

MAP Fluency 5/17/27-5/19/27

MAP Growth Reading 5/13/27

MAP Growth Math 5/6/27

MAP Growth Science 5/20/27

What are we learning?

How can I help at home?

Module 7: Make a Difference

In this module, students learn more about the ways a dedicated individual or group of people can make a difference in their community. Students will listen to, read, and view a variety of texts and media that provide information about building communities.

Essential Question: How can one person make a meaningful difference in their local or global community?

Timeline: February 16- March 18

Essential Standards: 3.6G, 3.7C, 3.11C, 3.2Aiv, 3.2Ai, 3.2Biv, 3.2Bv, 3.6F, 3.10A, 3.10B, 3.10D, 3.11Bi, 3.11Di, 3.12C

Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Divide longer words into syllables using patterns such as V/CV, VC/V, and V/V to help read and spell unfamiliar words.
- Read and spell words with silent letter combinations, such as kn, wr, mb, and gn.
- Review syllable division patterns to build confidence with longer words.
- Practice writing cursive letters.
- Strengthen spelling by looking for syllable patterns and silent letters in words.
- Build reading fluency by reading at an appropriate rate, with smooth phrasing and expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for longer words in books, magazines, or around your home. Help your child divide words using syllable patterns such as V/CV, VC/V, and V/V. Read the words aloud and talk about where the syllables break.
- Practice breaking words into syllables, such as mu/sic, sev/en, po/em, and li/on. Have your child clap each syllable and then read the full word smoothly.
- Go on a word hunt for words with silent letter combinations, such as kn, wr, mb, and gn. Examples include knee, write, lamb, and sign. Talk about which letter is silent.
- Have your child sort words into groups by pattern, such as syllable division words and silent letter words. Then ask them to explain what they notice about each group.
- Practice cursive by having your child write spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to pay attention to reading rate, phrasing, and expression so their reading sounds smooth and natural.

Reading/Vocabulary: In this module, your child will—

- Make predictions before and during reading, then confirm or revise predictions using details from the text.
- Explain the author's purpose by thinking about what the author wants readers to understand, learn, or feel.
- Identify how a text is organized and how the structure helps readers understand the information or story.
- Understand different points of view and explain how a narrator or character sees events.
- Make inferences by using clues from the text and what they already know.
- Use text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams, to better understand what they read.
- Combine ideas from different parts of a text or from multiple texts to build understanding.
- Identify literary elements, such as characters, setting, plot, conflict, and theme.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.

Home Connection: Reading and talking about texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- Before reading, have your child make a prediction using the title, cover, pictures, or text features. After reading, ask them to confirm or revise their prediction using details from the text.
- Talk about the author's purpose by asking, "What does the author want readers to understand, learn, or feel?"
- Ask your child to make inferences while reading. Try questions like, "What do you think is happening?" or "How do you know?" Encourage them to use clues from the text and what they already know.
- Talk about point of view by asking, "Who is telling the story?" and "How might another character describe this event differently?"
- Look for text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams. Discuss how these features help readers understand the text.
- Talk about how the text is organized. Ask, "Is the author explaining steps, comparing ideas, showing cause and effect, or describing a problem and solution?"
- When reading a story, ask your child to identify important literary elements, such as characters, setting, problem, events, and solution.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.

- After reading, ask your child to combine ideas from different parts of the text or from multiple texts to explain what they learned.

Writing/Grammar: In this module, your child will –

- Write an opinion essay that clearly shares their thinking about a topic.
- Support their opinion with reasons, examples, and details.
- Organize their writing with an introduction, supporting details, and a conclusion.
- Use irregular verbs correctly, such as go/went, see/saw, and run/ran.
- Use adverbs to describe how, when, or where an action happens.
- Strengthen sentences by adding details that make their writing clearer and more interesting.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear for readers.

Home Connection: Writing opinion essays at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to choose a topic they have an opinion about, such as a favorite book, game, food, activity, or place. Have them write a short opinion essay that clearly states their opinion and gives reasons to support it.
- Encourage your child to include examples or details that help explain their thinking.
- Practice using irregular verbs by talking about actions that happened in the past. For example, go/went, see/saw, run/ran, and take/took.
- Have your child write sentences using irregular verbs correctly. For example, "Yesterday, I went to the park."
- Practice using adverbs by asking your child to describe how, when, or where an action happens. For example, "She read quietly," "We left early," or "The dog ran outside."
- Look for adverbs while reading together and talk about how they add detail to the sentence.
- After your child writes, have them reread their opinion essay to check for a clear opinion, strong reasons, complete sentences, correct verb use, capitalization, punctuation, spelling, and grammar.

Module 8: Imagine! Invent!

In this module, students will listen to, read, and view a variety of texts and media about inventors and inventions. Students will learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.

Essential Question: What does it take to make a successful invention?

Timeline: March 19- April 13

Essential Standards: 3.6G, 3.7B, 3.7D, 3.2Av, 3.2Bvi, 3.6F, 3.7D, 3.7F, 3.9Di, 3.10A, 3.10B, 3.10D, 3.11C

Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with common prefixes, such as un-, re-, pre-, in-, dis-, and mis-.

- Understand how prefixes change the meaning of a base word.
- Read and spell words with prefixes such as fore- and pro-.
- Read and spell words with prefixes such as intra-, inter-, and trans-.
- Use word parts to figure out the meaning of unfamiliar words.
- Practice writing cursive letters.
- Strengthen spelling by recognizing prefixes and base words.
- Build reading fluency by reading accurately, smoothly, and with expression.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with common prefixes in books, magazines, or around your home, such as un-, re-, pre-, in-, dis-, and mis-. Have your child underline the prefix and identify the base word.
- Talk about how prefixes change word meanings. For example, redo means to do again, and disagree means to not agree.
- Make a prefix word list together. Choose a base word, such as read, happy, appear, or place, and see how many new words your child can make by adding prefixes.
- Search for words with fore- and pro-, such as forecast, foretell, protect, and proactive. Have your child read each word and talk about its meaning.
- Look for words with intra-, inter-, and trans-, such as interstate, interact, transport, and transfer. Talk about how understanding the prefix can help your child figure out the meaning of the word.
- Have your child sort words by prefix and explain what each prefix means.
- Practice cursive by having your child write spelling words, book titles, or short sentences using their best handwriting.

Reading/Vocabulary: In this module, your child will—

- Use text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams, to better understand what they read.
- Identify the central idea and important details in a text.
- Make inferences by using clues from the text and what they already know.
- Make predictions before and during reading, then confirm or revise predictions using text evidence.
- Explain the author's purpose by thinking about what the author wants readers to understand, learn, or feel.
- Identify how a text is organized and how the structure helps readers understand the information.
- Ask and answer questions to deepen understanding and support thinking with details from the text.
- Listen to texts read aloud and discuss key ideas to show understanding.
- Identify literary elements, such as characters, setting, plot, conflict, and theme.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Summarize important information, events, and ideas in their own words.
- Identify a claim and explain how the author supports it with reasons, examples, or evidence.

Home Connection: Reading and talking about texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- Before reading, have your child make a prediction using the title, cover, pictures, or text features. After reading, ask them to confirm or revise their prediction using details from the text.
- Ask your child to make inferences while reading. Try questions like, "What do you think is happening?" or "What clues helped you figure that out?"
- After reading, ask your child to identify the central idea and share the most important details that support it.
- Have your child summarize the text in a few sentences using only the most important information or events.
- Look for text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams. Talk about how these features help readers understand the text.
- Talk about the author's purpose by asking, "What does the author want readers to understand, learn, or feel?"
- When reading a story, ask your child to identify important literary elements, such as characters, setting, problem, events, and solution.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.
- When reading an article or opinion text, ask your child to identify the claim and explain what reasons or evidence the author uses to support it.

Writing/Grammar: In this module, your child will –

- Write a research report that shares information about a topic using facts, details, and examples.
- Gather and organize information from sources to teach readers about the topic.
- Make comparisons to explain how people, places, things, or ideas are alike and different.
- Use possessive nouns and possessive pronouns to show ownership, such as Maria's book, their house, or his idea.
- Write complex sentences that connect ideas clearly.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear for readers.

Home Connection: Writing research reports at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to choose a topic they want to learn more about, such as an animal, historical figure, place, sport, or invention. Have them gather facts from books, articles, or trusted websites.
- Have your child write a short research report that includes a topic, important facts, details, and examples to teach the reader.
- Practice making comparisons by asking your child to explain how two people, places, things, or ideas are alike and different.
- Look for possessive nouns and possessive pronouns while reading together. Talk about how words like Maria's, the dog's, his, her, our, and their show ownership.

- Have your child write sentences using possessive nouns and pronouns. For example, “The scientist’s discovery changed history” or “Their project explains how volcanoes form.”
- Practice building complex sentences by combining ideas with words such as because, when, after, before, and although.
- After your child writes, have them reread their report to check for clear facts, complete sentences, comparisons, possessive words, capitalization, punctuation, spelling, and grammar.

Module 9: From Farm to Table

In this module, students will listen to, read, and view a variety of texts and media that present information about where our food comes from. Students will learn that food’s journey to our table often begins on a farm.

Essential Question: How does food move from a farm to your plate?

Timeline: April 14- May 14

Essential Standards: 3.7B, 3.7D, 3.11Bi, 3.11C, 3.2Av, 3.2Aii, 3.2Biii, 3.2Bvi, 3.3B, 3.6G, 3.8Di, 3.10D, 3.10B, 3.2Aiii, 3.2Biii, 3.11C

Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with prefixes such as non-, over-, sub-, super-, semi-, and anti-.
- Understand how prefixes change the meaning of a base word.
- Use word parts to help figure out the meaning of unfamiliar words.
- Strengthen spelling by recognizing prefixes and base words.
- Practice writing cursive letters.
- Build reading fluency by reading accurately, smoothly, and at an appropriate rate.

Home Connection: Practicing word study at home helps strengthen the reading, spelling, and fluency skills your child is learning in class.

- Look for words with the prefixes non- and over-, such as nonstop, nonfiction, overcook, and overlook. Have your child underline the prefix and identify the base word.
- Talk about how prefixes change word meanings. For example, nonfiction means not fiction, and overcook means to cook too much.
- Search for words with sub- and super-, such as subway, submarine, superstar, and superpower. Have your child read each word and explain how the prefix helps with meaning.
- Make a list of words with semi- and anti-, such as semicircle, semifinal, antifreeze, and antihero. Ask your child to use each word in a sentence.
- Have your child sort words by prefix and explain what each prefix means.
- Practice cursive by having your child write spelling words, book titles, or short sentences using their best handwriting.

Reading/Vocabulary: In this module, your child will—

- Use details from the text to support their ideas and understanding.
- Combine ideas from different parts of a text or from multiple texts to build understanding.
- Identify the central idea and important details in a text.
- Ask and answer questions to deepen understanding and support thinking with evidence from the text.
- Use text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams, to better understand what they read.
- Identify how a text is organized and how the structure helps readers understand the information.
- Monitor their understanding while reading and use strategies to clarify when something does not make sense.
- Notice media techniques, such as images, sound, color, or layout, and explain how they help share a message.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Learn and use content-area words related to the topic they are reading about.
- Understand different points of view and explain how a narrator, character, or author sees a topic or event.
- Listen to texts read aloud and discuss key ideas to show understanding.

Home Connection: Reading and talking about texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- After reading, ask your child to identify the central idea and share details from the text that support it.
- Have your child combine ideas from different parts of a text or from more than one text to explain what they learned.
- Pause during reading to ask and answer questions. Encourage your child to use details from the text to support their answers.
- Look for text and graphic features, such as headings, captions, photographs, charts, maps, and diagrams. Talk about how these features help readers understand the text.
- Talk about how the text is organized. Ask, “Is the author explaining steps, comparing ideas, showing cause and effect, or describing a problem and solution?”
- When something is confusing, encourage your child to reread, look for clues, and use nearby sentences or text features to clarify meaning.
- When watching a short video or viewing a digital text, discuss media techniques such as images, sound, color, or layout. Ask, “How do these choices help share the message?”
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.
- Keep a list of new content-area words from books, articles, or school topics. Talk about what the words mean and use them in conversation.
- Talk about point of view by asking, “Who is sharing the information or telling the story?” and “How might someone else see this topic or event differently?”

Writing/Grammar: In this module, your child will –

- Write a poem that expresses ideas, feelings, or experiences.
- Use descriptive words and creative language to make their poem more engaging.
- Identify and use common abbreviations, such as Mr., Dr., St., and TX.
- Read and write contractions, such as don't, can't, it's, and we're.
- Use commas correctly to make sentences clearer.
- Apply correct capitalization, punctuation, spelling, and grammar to strengthen their writing.

Home Connection: Writing poems at home helps strengthen the writing and grammar skills your child is learning in class.

- Read a poem together and talk about how the poet uses words to share ideas, feelings, or experiences.
- Have your child write a short poem about something familiar, such as a favorite place, season, animal, family member, or memory.
- Look for abbreviations in books, mail, signs, or calendars, such as Dr., Mr., Mrs., St., Rd., TX, or Jan. Talk about what each abbreviation means.
- Practice writing sentences with abbreviations. For example, "Dr. Smith works on Main St."
- Look for contractions while reading together, such as don't, can't, I'm, it's, and we're. Have your child identify the two words that were combined.
- Play a contraction match game by writing word pairs like do not, I am, we are, and can not, then matching them to don't, I'm, we're, and can't.
- Practice using commas in sentences, especially in lists, dates, and greetings or closings in letters.
- After your child writes a poem, have them reread it to check for clear ideas, creative word choice, abbreviations, contractions, commas, capitalization, punctuation, and spelling.

Module 10: Tell a Tale

In this module, students will listen to, read, and view a variety of texts and media that present them with information about stories that are worth retelling. Students will learn more about how people pass their culture's tales from one generation to the next.

Essential Question: Why is it important to pass stories down to the next generation?

Timeline: May17- May 27

Essential Standards: 3.7D, 3.11Bi, 3.11C, 3.11Di, 3.2Av, 3.2Avi, 3.2Bvi, 3.2Bvii, 3.11Bi, 3.11C

Link to TEKS: Click here for TEKS

Foundational Skills: In this module, your child will—

- Read and spell words with prefixes such as mid- and post-.
- Understand how prefixes change the meaning of a base word.
- Read and spell words with suffixes such as -y, -ly, and -ful.

- Use word parts to help figure out the meaning of unfamiliar words.
- Practice writing cursive letters.
- Build reading fluency by reading with smooth phrasing and expression.
- Visualize by creating mental images based on the author's words.
- Identify the theme or lesson in a text and support their thinking with details.
- Notice the author's craft, including word choice, descriptions, and how the author develops ideas.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.

Home Connection: Practicing word study and talking about reading at home helps strengthen the reading, spelling, fluency, and comprehension skills your child is learning in class.

- Look for words with the prefixes mid- and post-, such as midday, midweek, postgame, and posttest. Have your child underline the prefix, identify the base word, and explain how the prefix changes the meaning.
- Make a list of words with the suffixes -y, -ly, and -ful, such as rainy, quickly, careful, and helpful. Talk about how the suffix changes the meaning or part of speech of the word.
- Have your child sort words by word part: prefix words and suffix words. Then ask them to explain what each word means.
- Practice cursive by having your child write spelling words, book titles, or short sentences using their best handwriting.
- Encourage your child to read aloud regularly. Remind them to read with smooth phrasing and expression.
- While reading, ask your child to visualize by describing the picture or "movie" they see in their mind based on the author's words.
- After reading, talk about the theme or lesson. Ask, "What message do you think the author wants readers to remember?"
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.
- Notice the author's craft by discussing interesting word choices, descriptions, or how the author creates emotion or meaning.

Reading/Vocabulary: In this module, your child will—

- Identify the central idea and important details in a text.
- Make inferences by using clues from the text and what they already know.
- Visualize by creating mental images based on the author's words.
- Identify the theme or lesson in a text and support their thinking with details.
- Notice the author's craft, including word choice, descriptions, and how the author develops ideas.
- Recognize and explain figurative language, such as similes, metaphors, and descriptive language.
- Retell important events, ideas, and details from a text.
- Explain the author's purpose by thinking about what the author wants readers to understand, learn, or feel.
- Identify literary elements, such as characters, setting, plot, conflict, and theme.

- Listen to texts read aloud and discuss key ideas to show understanding.

Home Connection: Reading and talking about texts at home helps strengthen the comprehension and vocabulary skills your child is learning in class.

- After reading, ask your child to identify the central idea and share details from the text that support it.
- Ask your child to make inferences while reading. Try questions like, "What do you think is happening?" or "What clues helped you figure that out?"
- Encourage your child to visualize by describing the picture or "movie" they see in their mind based on the author's words.
- Talk about the theme or lesson after reading. Ask, "What message do you think the author wants readers to remember?"
- Notice the author's craft by discussing interesting word choices, descriptions, or how the author creates emotion, meaning, or a clear picture for the reader.
- Look for figurative language, such as similes, metaphors, or descriptive language. Talk about what the author really means and how the words help readers picture the text.
- After reading, have your child retell the most important events, ideas, or details in their own words.
- Talk about the author's purpose by asking, "What does the author want readers to understand, learn, or feel?"
- When reading a story, ask your child to identify important literary elements, such as characters, setting, problem, events, and solution.
- Read aloud together. Pause to discuss key ideas, confusing parts, or favorite moments.

Writing/Grammar: In this module, your child will –

- Write an imaginative story with characters, a setting, events, and a clear beginning, middle, and end.
- Use creative details to make the story interesting for readers.
- Use prepositions and prepositional phrases to show where, when, or how something happens.
- Use pronouns correctly so sentences are clear and easy to understand.
- Practice spelling commonly misspelled words correctly in their writing.
- Apply correct capitalization, punctuation, spelling, and grammar to make their writing clear for readers.

Home Connection: Writing imaginative stories at home helps strengthen the writing and grammar skills your child is learning in class.

- Ask your child to create an imaginative story with characters, a setting, a problem, and a solution. Encourage them to include a clear beginning, middle, and end.
- Have your child add creative details that help the reader picture the story, such as what characters see, hear, feel, or do.
- Practice using prepositions and prepositional phrases by describing where or when something happens. For example, "The dragon flew over the castle" or "The key was hidden under the rug."
- Look for prepositional phrases while reading together, such as in the forest, after dinner, beside the door, or near the river. Talk about how they add details to sentences.

- Practice using pronouns correctly by replacing repeated nouns with words such as he, she, it, they, him, her, or them. Make sure the pronoun clearly matches the noun it replaces.
- Keep a list of frequently misspelled words from your child's writing or reading. Practice reading, spelling, and using the words in sentences.
- After your child writes, have them reread their story to check for clear events, correct pronouns, prepositional phrases, frequently misspelled words, capitalization, punctuation, and spelling.