



2021-2022 Tercer Grado Artes de lenguaje y lectura Unidad 04 Semana 9

Unit Title: Tales from one generation to another

May 16th-20th

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

Unit Title: Tales from one generation to another

Big Ideas:

- Readers use text evidence to identify the author's purpose.
- Readers use text evidence to identify the theme of a text.
- Students use visual imagery to understand figurative language.
- Writers apply the writing process to develop and edit drafts.
- Students determine the meaning of unfamiliar words by using varied reading strategies including context clues, re-reading before and after the unknown word.
- Readers use high order thinking and metacognitive strategies to analyze and comprehend the central idea and setting in a variety of text.
- Readers develop and strengthen their phonetic and phonemic knowledge by reading multimodal texts and using word attack skills.
- Students use their schema and text evidence to decode the word.
- Writers will critically analyze and compose (essay/literary pieces) using the writing process.
- Write and apply appropriate grammatical structures and writing elements to compose, revise and edit literary pieces by creating a rough draft using graphic organizers.

Essential Questions:

- How do readers use the elements of literature to make inferences about the text and support findings with text evidence?
- How can a reader tell the difference between a legend and a folktale?
- How can a reader identify the theme of a fable?
- How do readers use imagery to understand figurative language?
- How can reader's use the author's draft to understand the theme?
- How do readers use textual evidence to support understanding of text?
- How do readers determine the meaning of words, make inferences, and draw conclusions in text?
- How can writers use elements of the writing process to develop and edit drafts?
- How does a writer revise and edit their writing?

Core Competencies:

Formative:

- Running Records: Grade level and independent level texts
- Application of foundational skills (phonics and grammar) in writing
- Completing the writing process in stages successfully with peer and teacher conferencing.



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- Anecdotal notes during small group instruction

Summative:Weekly Selection Quiz

- Weekly TEKS focused assessment
- Campus Assessment
- Module Assessment

Culminating Project:

Nonfiction Presentation - Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.

- Informational Writing-Informational Magazine Article
- Narrative Nonfiction-Script for a Movie or Television Program
- Opinion- Newspaper Review

Literary Presentation - Students will fully develop one of their literary pieces (realistic fiction, poetry or traditional tale) to share with their peers.

- Realistic Fiction - Play
- Poetry - Song
- Traditional Tale - Folktale that explain “Why”
 - Create and Integrate Visuals - Have students plan props and costumes for their Anansi presentation. They can create them outside of class.

Week 4-6: Write and Create

- Plan and Draft
- Revise
- Create and Integrate Visuals

Week 7-9:Present and Reflect

Spanish Language Arts UNIT 4 WEEK 9

[20-21 SLAR Unpacked TEKS Link](#)

[20-21 ELAR 3rd Grade Unpacked TEKS Link](#)

- Lead4ward Frequency Distribution-
 - [Reading](#)
 - [Lectura](#)
- Revised Scope and Sequence
 - [ELAR 2020-2021 Revised Scope and Sequence](#)



2021-2022 Tercer Grado Artes de lenguaje y lectura Unidad 04 Semana 9

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May 16th-20th

- [SLAR 2020-2021 Revised Scope and Sequence](#)



2020-2021 Revised Scope and Sequence Grade 3 SLAR

	Revised Focus	Key Standards <small>*listed in order of frequency</small>	
		NEW TEKS	OLD TEKS
March-May	Genre Focus: <ul style="list-style-type: none"> Nonfiction texts Fiction Texts Poetry Skill Focus: <ul style="list-style-type: none"> Vocabulary strategies Character development and interactions Theme Author's purpose Relationships between written text and text features and relate personal connections Plot 	3.6(F) 3.3(B) 3.6(F) 3.9(D) (i) 3.6(B) 3.8(B) 3.8(C) 3.10(D) 3.9(D) (ii) 3.9(B)	Figure 19(D) 3.4(B) 3.13(B) 3.13(A) 3.2(B) 3.8(B) 3.8(A) 3.10(A) 3.13(D) 3.6(A)
Post-STAAR	Focus on readiness in expository writing in preparation for 4th grade and continue to work in multi-genre text analysis. Genre Focus: <ul style="list-style-type: none"> Informational writing Multi-genre reading Skill Focus: <ul style="list-style-type: none"> Writing structured paragraphs Writing multi-paragraph responses to prompts Supporting ideas with relevant details Elaborating on ideas Using a variety of sentences Use of transitions Subject-verb agreement Revising and editing drafts 	3.11 (A) 3.11 (B) 3.11 (Bi) (Bii) 3.11 (C) 3.11 (D)(i-xi)	



2020-2021 Revised Scope and Sequence Grade 3 ELAR

	Revised Focus	Key Standards <small>*listed in order of frequency</small>	
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Use the revised Scope and Sequence to Focus on readiness in expository writing in preparation for 4th grade and continue to work in multi-genre text analysis.

Genre Focus:

- Informational writing
- Multi-genre reading

Skill Focus:

- Writing structured paragraphs
- Writing multi-paragraph responses to prompts
- Supporting ideas with relevant details
- Elaborating on ideas
- Using a variety of sentences
- Use of transitions
- Subject-verb agreement
- Revising and editing drafts

Key Standards

3.11 (A)
3.11 (B)
3.11 (Bi) (Bii)
3.11 (C)
3.11 (D)(i-xi)

[Elementary Bootcamp Outline](#)
[ELAR 2020-2021 Revised Scope and Sequence](#)
[SLAR 2020-2021 Revised Scope and Sequence](#)

Possible resources:
HMH Modules 11 & 12
Measuring Up
Released STAAR Assessments



2021-2022 Tercer Grado Artes de lenguaje y lectura Unidad 04 Semana 9

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Research Class Project	<p>Culminating Project:</p> <p>Nonfiction Presentation - Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.</p> <ul style="list-style-type: none">• Informational Writing-Informational Magazine Article• Narrative Nonfiction-Script for a Movie or Television Program• Opinion- Newspaper Review <p>Literary Presentation - Students will fully develop one of their literary pieces (realistic fiction, poetry or traditional tale) to share with their peers.</p> <ul style="list-style-type: none">• Realistic Fiction - Play• Poetry - Song• Traditional Tale - Folktale that explain “Why”<ul style="list-style-type: none">o Create and Integrate Visuals - Have students plan props and costumes for their Anansi presentation. They can create them outside of class. <p>Week 4-6: Write and Create</p> <ul style="list-style-type: none">o Plan and Drafto Reviseo Create and Integrate Visuals <p>Week 7-9:Present and Reflect</p>
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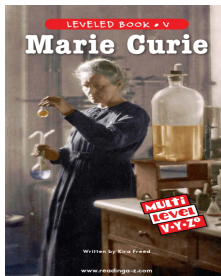
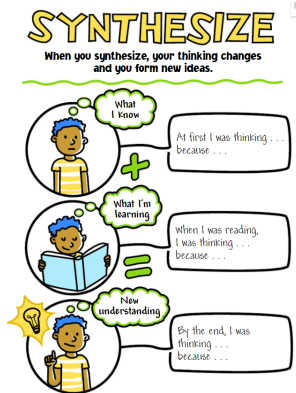
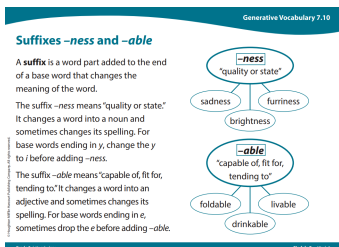

THIRD GRADE ELL Block UNIT 4 WEEK 9	
<p>Science Content TEKS: Project-Based Learning</p> <p>3.3(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists</p>	<p>Language TEKS:</p> <p>3.2A(vi) decoding words using knowledge of suffixes</p> <p>3.2B(vii) spelling words using knowledge of suffixes</p> <p>3.3(C) identify the meaning of and use words with affixes</p> <p>3.6(H) synthesize information to create new understanding</p> <p>3.7(B) write a response to an informational text that demonstrates an understanding</p> <p>3.10(A) explain the author’s purpose and message within a text</p> <p>3.10(B) discuss how the use of text structure contributes to the author's purpose</p> <p>3.11D(iv) adjectives, including their comparative and superlative forms</p> <p>3.11D (v) adverbs that convey time and adverbs that convey manner</p> <p>3.12(B) compose informational texts</p>
<p>Resource</p> <ul style="list-style-type: none">• Marie Curie Reading A-Z Level V	



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Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections								
<p>Making Predictions: Guide students to make predictions based on a picture walk. <i>What do you see in the first picture of the text? What do you think this text will be about?</i></p> <div></div> <p>Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: <i>What is your opinion about women in science? Why?</i></p> <p>Guiding questions: Read aloud and stop to engage students with the text through guided questions:</p> <p><i>Why is Marie Curie considered a trailblazer? Marie Curie is considered a trailblazer because _____.</i></p> <p><i>How was Marie Curie’s life before becoming a scientist? Before</i></p>	<p>Shared Reading: Reread text with students and make connections to the text: <i>How would you summarize Marie Curie’s life? Why?</i></p> <p>Comprehension Skill: Focus on comprehension skills with modeling and prompting.</p> <div></div> <p><i>When we read informational text, we gather new ideas about a topic we might not have known much before we read. When you synthesize, you take what you knew before and combine it with the new learning, to create your own new ideas.</i></p>	<p>Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</p> <p>Foundational Skill: Review suffixes -ness, -able in sentences from the text or about the topic in the text.</p> <p>Marie Curie is an admirable scientist who made great contributions to science.</p> <p>Marie noticed that uranium in any form gave off electricity and those rays had more brightness.</p> <p>After winning the Nobel Prize, Madame Curie’s name became noticeable around the world.</p> <div></div>	<p>Hands-on Review: Phonics and/or grammar skills will be reviewed in context.</p> <p>Shared Writing: Generate writing aligned to the genre based on science content.</p> <div></div> <p>Provide students with multimedia, visuals, and/or a real experience to discuss Marie Curie’s contributions to science. Guide students to write about the process. Ask: <i>How would the world be different without Marie Curie’s work?</i></p> <p>Marie Curie was _____. Her contribution to science was to _____ and _____. Her discovery _____ and it has impact on _____. If Marie Curie’s discovery is used today _____. It</p>	<p>Assessment: Students will find information about another scientist and create a foldable synthesizing their new ideas.</p> <p>Cross-linguistics: Lead a review discussion about comparative adjectives and adverbs in English and in Spanish.</p> <table><tr><th>Comparative Adjectives and Adverbs</th><th>Adjetivos comparativos y adverbios</th></tr><tr><td>Marie Curie was younger than her other siblings.</td><td>Marie Curie era la menor de sus hermanos.</td></tr><tr><td>Marie agreed with Becquerel that uranium rays gave stronger light.</td><td>Marie estuvo de acuerdo con Becquerel en que los rayos de uranio daban rayos más fuertes.</td></tr><tr><td>Marie Curie proved that radium’s needed to be</td><td>Marie Curie demostró que el radio necesitaba</td></tr></table>	Comparative Adjectives and Adverbs	Adjetivos comparativos y adverbios	Marie Curie was younger than her other siblings.	Marie Curie era la menor de sus hermanos.	Marie agreed with Becquerel that uranium rays gave stronger light.	Marie estuvo de acuerdo con Becquerel en que los rayos de uranio daban rayos más fuertes .	Marie Curie proved that radium’s needed to be	Marie Curie demostró que el radio necesitaba
Comparative Adjectives and Adverbs	Adjetivos comparativos y adverbios											
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<p>_____.</p> <p>What was Marie Curie's biggest discovery? Marie Curie's biggest discovery was _____.</p> <p>What were some of the achievements and recognitions of Marie Curie's life? Some of the achievements and recognitions of Marie Curie's life are _____.</p>	<p>What did you think about women scientists before reading? What did you think about while you read about Marie Curie? What is your new understanding about women in science after reading?</p> <p>Vocabulary Picture Walk: Students will identify and read key vocabulary from the STEMscopes vocabulary slideshow.</p> <table><tr><td>Atoms</td><td>Átomos</td></tr><tr><td>Physics</td><td>Física</td></tr><tr><td>Radioactive</td><td>Radioactivo</td></tr><tr><td>X-rays</td><td>Rayos X</td></tr><tr><td>Trailblazer</td><td>Pionera</td></tr><tr><td>Nobel Prize</td><td>Premio Nobel</td></tr></table>	Atoms	Átomos	Physics	Física	Radioactive	Radioactivo	X-rays	Rayos X	Trailblazer	Pionera	Nobel Prize	Premio Nobel	<p>Grammar: Review comparative adjectives and adverbs with sentences from the text or about the topic in the text. (noun-adjective/ adverb-verb) Marie Curie was the youngest of five children.</p> <p>Marie agreed with Becquerel that more uranium rays gave stronger rays.</p> <p>Marie Curie proved that radium needed to be handled more carefully because it harmed living flesh.</p> <p>Review Adjectives and Adverbs That Compare Adjectives compare nouns, or people, places, or things. When using an adjective to compare two nouns, add -er to the end. When using an adjective to compare three or more nouns, add -est to the end. Dante's flashlight was brighter than Logan's. Adverbs compare verbs, or actions. For adverbs that end in -ly, add more to compare two actions. For adverbs that end in -ly, add most to compare three or more actions. Estrella walks more carefully around the puddle than Sophia.</p>	<p>_____ and _____. The world would be different without her work because _____.</p> <p>handled more carefully because it harmed living flesh.</p> <p>ser manejado más cuidadosamente nte porque dañaba la carne viva.</p> <p><i>*The comparative form of adjectives and adverbs in Spanish is not created adding a suffix, but adding the word 'más'.</i></p> <p>Review Adjectives and Adverbs That Compare Adjectives compare nouns, or people, places, or things. When using an adjective to compare two nouns, add -er to the end. When using an adjective to compare three or more nouns, add -est to the end. Dante's flashlight was brighter than Logan's. Adverbs compare verbs, or actions. For adverbs that end in -ly, add more to compare two actions. For adverbs that end in -ly, add most to compare three or more actions. Estrella walks more carefully around the puddle than Sophia.</p> <p>Usar adjetivos y adverbios comparativos Los adjetivos comparativos pueden comparar sustantivos, es decir, personas, lugares u objetos. El jardín de Sarah es más verde que el de Luis. Los adverbios comparativos se pueden usar para comparar dos verbos, o dos acciones, en una oración. Jake limpia su habitación más rápido que Sarah limpia la suya.</p>
Atoms	Átomos														
Physics	Física														
Radioactive	Radioactivo														
X-rays	Rayos X														
Trailblazer	Pionera														
Nobel Prize	Premio Nobel														
<p>Suggested Previews</p>	<p>Comfort Level: (Teacher-Led) Help students recognize what they don't know by letting them take ownership of adding to their own schema.</p> <ol style="list-style-type: none">1. Present students with sentences about an upcoming topic.2. Ask them to rate their comfort level from 1-5 (1 means I'm not familiar with the topic; 5 means I can explain the topic to a peer).3. Go over the topic vocabulary and big ideas as a class.4. Reassess comfort level asking students how they feel after the explanation.5. Ask students to share a big idea from the topic.	<p>In-person or Virtual Field Trip- (Teacher-Led) It can be a brief observational activity or a longer more sustained investigation or project connecting schoolwork with the world, making it tangible and memorable. It can be done in person or virtually.</p> <p>Examples:</p> <ul style="list-style-type: none">• https://www.totemguard.com/aulatotem/2011/07/18-viajes-virtuales-que-el-profesor-puede-realizar-en-el-aula/													



2021-2022 Tercer Grado Artes de lenguaje y lectura Unidad 04 Semana 9

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May 16th-20th



- <https://www.quehacerconpeques.com/visitas-virtuales-con-ninos-acuarios-y-zoologicos-para-disfrutar-gratis-con-los-peques/>
- https://www.canva.com/es_mx/aprende/conoce-virtualmente-36-museos-y-lugares-increibles/
- <https://www.exploratorium.edu/explore>





2021-2022 Tercer Grado Artes de lenguaje y lectura Unidad 04 Semana 9

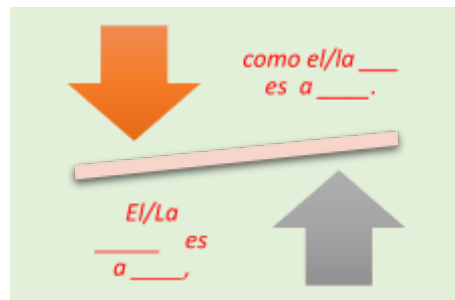
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Suggested Reviews

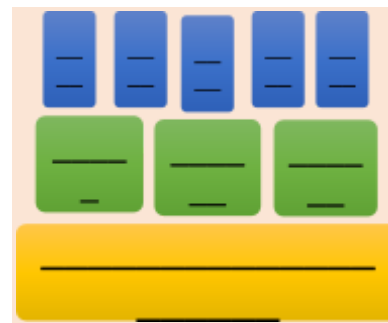
Creating Analogies: (Teacher-Led)

1. Select vocabulary and big ideas you want the students to review about the topic.
2. Explain and model for the students what is an analogy and how it works with an example from the content area using this sentence stem:
El/La _____ es a _____, como el/la _____ es a _____.
3. Assign students to groups and provide them with a big idea and the academic vocabulary to create an analogy.
4. Groups will orally discuss how to create the analogy, create a chart with a visual and the sentence stem.
5. Students will present their analogies to the class.



Nine Squares (Lead4Ward) (Teacher-Led)

1. Students read a text or view a visual.
2. Students analyze the text or visual and write the following:
 - 5 facts/details (*¿Qué dice o qué ves?*)
 - 2 inferences (*¿Qué quiere decir?*)
 - 2 valid conclusions (*¿Por qué es importante?*)
3. Students cut their 9 squares apart, trade with another student, and sort their partner's cards into the 5 facts, 2 inferences, and 2 conclusions.
4. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.



Elevator Speech: (Teacher-Led)

1. Guide students in an oral review using the academic vocabulary, anchor charts, books, artifacts, or multimedia.
2. Provide students with sentence stems to create an elevator speech of 1 min. summarizing the learning about a topic.
3. Allow students to share their 'Elevator Speech' explaining the big ideas from the topic to someone else.

He aprendido mucho sobre _____.
Algo interesante que aprendí es que _____.
Otro hecho importante es que _____.
Por último, aprendí que _____.

