Teacher Learning Report: Grade 3
ELAR

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

3.2 **Beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

3.3 **Vocabulary.** The student uses newly acquired vocabulary expressively

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Beginning Reading and Writing					
3.2 demonstrate and apply phonetic knowledge while reading and spelling	3.2(A) (i)	decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en				
	3.2(A) (ii)	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	3.2(A) (iii)	decoding compound words, contractions, and abbreviations				
	3.2(A) (iv)	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts				
	3.2(A) (v)	decoding words using knowledge of prefixes				
	3.2(A) (vi)	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants				
	3.2(A) (vii)	identifying and reading high-frequency words from a research-based list				
	3.2(C)	alphabetize a series of words to the third letter				

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Vocabulary					
3.3 use skills to support strategies for determining the meaning of unknown words while reading	3.3(A)	use print or digital resources to determine meaning, syllabication, and pronunciation				
	3.3(B)*	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words		Data included in "Tools to Know: Reading Process"		
	3.3(C)*	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and –ful				
	3.3(D)*	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text				

CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

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Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

3.3   Vocabulary. The student uses newly acquired vocabulary expressively.

3.4   Fluency. The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

3.6   Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Reading Process ⊗					
3.3 use skills to support strategies for determining the meaning of unknown words while reading 3.4 read grade-level text with fluency and comprehension; determine meaning of words 3.6 use the reading process to develop and deepen comprehension of increasingly complex texts	3.3(B)*	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words				
	3.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text				
	3.6(A)	establish purpose for reading assigned and self-selected texts				
	3.6(B)*	generate questions about text before, during, and after reading to deepen understanding and gain information				
	3.6(C)	make and correct or confirm predictions using text features, characteristics of genre, and structures				
	3.6(D)	create mental images to deepen understanding				
	3.6(I)	monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down				

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Comprehension ⊗					
3.6 use the reading process to develop and deepen comprehension of increasingly complex texts	3.6(E)	make connections to personal experiences, ideas in other texts, and society				
	3.6(F)*	make inferences and use evidence to support understanding				
	3.6(G)	evaluate details read to determine key ideas				

	3.6(H)	synthesize information to create new understanding				

Shared Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

3.8 **Literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

3.9 **Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

3.10 **Author's purpose.**

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Ways to Show: Thinking about the Meaning					
3.8/3.9/3.10 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **explain** the relationships among literary elements and structures	**Genre Characteristics**					
	3.9(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths *(Fiction)*				
	3.9(B)*	explain rhyme scheme, sound devices, structural elements such as stanzas in a variety of poems *(Poetry)*				
	3.9(C)	discuss elements of drama such as characters, dialogue, setting, and acts *(Drama)*				
	3.9(D)^	recognize characteristics and structures of informational text				
	3.9(D) (ii)*	[recognize characteristics and structures of informational text, including] features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding *(Informational)*				
	3.9(E)	recognize characteristics and structures of argumentative text *(Argumentative)*				
	3.9(F)	recognize characteristics of multimodal and digital texts *(Multimodal/Digital)*				
	Overall Meaning					
	3.8(A)*	infer the theme of a work, distinguishing theme from topic				
	3.9(D) (i)*	[recognize characteristics and structures of informational text, including] the central idea with supporting evidence				
	3.9(E) (i)	[recognize characteristics and structures of argumentative text by] identifying the claim				
	3.9(E) (iii)	[recognize characteristics and structures of argumentative text by] identifying the intended audience or reader				
	3.10(A)*	explain the author's purpose and message within a text				

Analysis for Deeper Meaning

3.8(B)*	explain the relationships among the major and minor characters				
3.8(C)*	analyze plot elements, including the sequence of events, the conflict, and the resolution				
3.8(D)	explain the influence of the setting on the plot				
3.9(D) (iii)	[recognize characteristics and structures of informational text, including] organizational patterns such as cause and effect and problem and solution				
3.9(E) (ii)	[recognize characteristics and structures of argumentative text by] distinguishing facts from opinion				

^ placeholder for state assessment data reporting - includes all romanettes

Shared Reading (continued)

3.10   Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Author's Craft: Thinking about the Writing					
3.10 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	**Point of View**					
	3.10(E)	identify the use of literary devices, including first- or third-person point of view				
	Structure					
	3.10(B)	explain how the use of text structure contributes to the author's purpose				
	3.10(C)*	explain the author's use of print and graphic features to achieve specific purposes				
	Language					
	3.10(D)*	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes				
	3.10(F)	discuss how the author's use of language contributes to voice				
	3.10(G)	identify and explain the use of hyperbole				

Responding to Text (applied to Shared Reading)

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

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Ways to Show (Response Skills)					
3.7 respond to an increasingly challenging variety of sources that are read, heard, or viewed	3.7(A)	describe personal connections to a variety of sources, including self-selected texts				
	3.7(B)	write a response to a literary or informational text that demonstrates an understanding of a text				
	3.7(C)*	use text evidence to support an appropriate response				
	3.7(D)	retell and paraphrase texts in ways that maintain meaning and logical order				
	3.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating				
	3.7(F)	respond using newly acquired vocabulary as appropriate				
	3.7(G)	discuss specific ideas in the text that are important to the meaning				

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Composition	Unit	CHECKPOINT	
		1	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts **3.11** **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **3.12** **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.			

Tools to Know (Writing Process) ⊗	
3.11(B)	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details
3.11(C)	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
3.11(D)	edit drafts using standard English conventions

Included in scoring rubric to determine score code

Application		Unit	CHECKPOINT		
			1	2	3
3.12(A)	compose literary texts, including personal narratives and poetry, using genre characteristics and craft				
3.12(B)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft				
3.12(C)	compose argumentative texts, including opinion essays, using genre characteristics and craft				
3.12(D)	compose correspondence such as thank you notes or letters				

Revision	Unit	CHECKPOINT	
		1	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts **3.11** **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **3.12** **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.			

Application	Tools to Know (Writing Process) ⊗		Unit	CHECKPOINT		
				1	2	3
3.12(A) compose **literary texts**, including personal narratives	3.11(B) (i)	[develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction and a conclusion				

and poetry, using genre characteristics and craft						
3.12(B) compose **informational texts**, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	3.11(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing by] developing an engaging idea with relevant details					
3.12(C) compose **argumentative texts**, including opinion essays, using genre characteristics and craft	3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity					
3.12(D) compose **correspondence** such as thank you notes or letters						

Editing	Unit	CHECKPOINT	
		1	3

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
3.2 **Beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
Composition: listening, speaking, reading, writing, and thinking using multiple texts
3.11 **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
3.12 **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Instructional Focus: Encoding (Writing)		Unit	CHECKPOINT		
				1	2	3
3.2 demonstrate and apply phonetic knowledge while reading and spelling	3.2(B) (i)	[demonstrate and apply spelling knowledge by:] spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	3.2(B) (ii)	[demonstrate and apply spelling knowledge by:] spelling homophones				
	3.2(B) (iii)	[demonstrate and apply spelling knowledge by:] spelling compound words, contractions, and abbreviations				
	3.2(B) (iv)	[demonstrate and apply spelling knowledge by:] spelling multisyllabic words with multiple sound-spelling patterns				
	3.2(B) (v)	[demonstrate and apply spelling knowledge by:] spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV				
	3.2(B) (vi)	[demonstrate and apply spelling knowledge by:] spelling words using knowledge of prefixes				

| | 3.2(B) (vii) | [demonstrate and apply spelling knowledge by:] spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | | | | |

Application	Tools to Know (Writing Process) ⊗		Unit	CHECKPOINT		
				1	2	3
3.12(A) compose **literary texts**, including personal narratives and poetry, using genre characteristics and craft	3.11(B) (i)	[develop drafts … by] organizing with purposeful structure, including an introduction and a conclusion		Data included in "Revision"		
	3.11(D) (i)	[edit drafts using standard English conventions, including] complete simple and compound sentences with subject-verb agreement				
	3.11(D) (ii)	[edit drafts using standard English conventions, including] past, present, and future verb tense				
	3.11(D) (iii)	[edit drafts using standard English conventions, including] singular, plural, common, and proper nouns				
3.12(B) compose **informational texts**, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	3.11(D) (iv)	[edit drafts using standard English conventions, including] adjectives, including their comparative and superlative forms				
	3.11(D) (v)	[edit drafts using standard English conventions, including] adverbs that convey time and adverbs that convey manner				
	3.11(D) (vi)	[edit drafts using standard English conventions, including] prepositions and prepositional phrases				
	3.11(D) (vii)	[edit drafts using standard English conventions, including] pronouns, including subjective, objective, and possessive cases				
3.12(C) compose **argumentative texts**, including opinion essays, using genre characteristics and craft	3.11(D) (viii)	[edit drafts using standard English conventions, including] coordinating conjunctions to form compound subjects, predicates, and sentences				
	3.11(D) (ix)	[edit drafts using standard English conventions, including] capitalization of official titles of people, holidays, and geographical names and places				
	3.11(D) (x)	[edit drafts using standard English conventions, including] punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series				
3.12(D) compose **correspondence** such as thank you notes or letters	3.11(D) (xi)	[edit drafts using standard English conventions, including] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				

Handwriting

- Hold a pencil correctly

- Produce words, sentences, and paragraphs with proper proportion, size, and spacing on lined paper using manuscript writing.
- Form legible letters and numerals using cursive writing.
  - a. Identify and create four basic cursive lines (undercurve, downcurve, overcurve, slant).
  - b. Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility.
  - c. Write letters in cursive using consistent slant.
  - d. Form joinings to connect letters, maintaining proportion of letters to joinings.
  - e. Form cursive words using correct spacing between letters and proportional letter sizes.
  - f. Form sentences using cursive handwriting with correct spacing between words and with punctuation.
  - g. Form cursive paragraphs using proper indentation and margins.
  - h. Self-assess cursive legibility using model letters and words.
- **Write a letter in CURSIVE to Archbishop Gustavo. The letter should be a minimum of 10 sentences. DUE TO DCS April 30, 2022.**

Social Studies Connections
Integrating Social Studies with Reading and Writing

Historical Figures: Informational Text Connections

3.1(A)   describe how individuals, events, and ideas have changed communities, past and present

3.1(B)   identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities

3.1(C)   describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities

3.6(D)   identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses

3.11(A)   identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains

3.11(B)   identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes

Culture: Personal Narrative Writing Connections

3.10(A)   explain the significance of various ethnic and/or cultural celebrations in the local community and other communities

3.10(B)   compare ethnic and/or cultural celebrations in the local community with other communities

3.12(A)   identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities

Research Project

Spring: Complete the research project through independent research and an independent writing product.

-Students will identify a question on a given topic from Social Studies. Questions can be different for each student.

-Students will gather research to answer their research question using print, digital and primary sources

-Students will synthesize the information and formulate 3 paragraphs (5-7) sentences each) to share the information.

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Religion Connections
Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.
Writing prompts in relation to the virtues for the month.
Oral language skills through presentations and discussion.
Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through independent research and an independent writing product.
-Students will identify a question on a given topic from the religion standards. Students may have different questions/topics.
   example: Research any Pope
   example: Research a religious order such as one that sponsors or works in your school or with the Archdiocese.
-Students will work collaboratively to gather research to answer their research question or address the topic using print, digital and primary sources
-Students will synthesize the information and formulate 3 paragraphs (4-6 sentences each) to share the information

Oral Language

Retell a parable that tells us how we love one another.
- Example: the story of the Good Samaritan