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| First Semester | | | Second Semester | |
| **1st Nine Weeks – 40 days**  (August 20th – October 16th)  *(September 3rd* – *Labor day* – *No School)*  *(October 8th* –  *Staff Development)* | | | **3rd Nine Weeks – 45 days**  (January 7th – March 19th)  *(January 21st* – *MLK* – *No School)*  *(March 11th – 15th* – *Spring Break)* | |
| **TEKS**  3.1[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103047" \o "Student Expectation - 3.1A: Decode multisyllabic words in context and independent)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103048" \o "Student Expectation - 3.1B: Use common syllabication patterns to decode words)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103049" \o "3.1C: Decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought).)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103050" \o "3.1D: Identify and read contractions (e.g., I'd, won't).)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103051" \o "3.1E: Monitor accuracy in decoding.)  3.2[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103052" \o "3.2A: Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103053" \o "3.2B: Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103054" \o "3.2C: Establish purpose for reading selected texts and monitor comprehension, making corrections and)  3.3[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103055" \o "3.3A: Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and)  3.4[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103056" \o "3.4A: Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103057" \o "3.4B: Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103058" \o "3.4C: Identify and use antonyms, synonyms, homographs, and homophones.)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103060" \o "3.4E: Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings,)  3.5[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103061" \o "3.5A: Paraphrase the themes and supporting details of fables, legends, myths, or stories.)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103062" \o "3.5B: Compare and contrast the settings in myths and traditional folktales.)  3.6[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103063" \o "3.6A: Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry,)  3.7[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103064" \o "3.7A: Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed,)  3.8[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103065" \o "3.8A: Sequence and summarize the plot's main events and explain their influence on future events.)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103066" \o "3.8B: Describe the interaction of characters including their relationships and the changes they undergo.)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103067" \o "3.8C: Identify whether the narrator or speaker of a story is first or third person.)  3.9[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103068" \o "3.9A: Explain the difference in point of view between a biography and autobiography.)  3.10[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103069" \o "3.10A: Identify language that creates a graphic visual experience and appeals to the senses.)  3.11[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103070" \o "3.11A: Read independently for a sustained period of time and paraphrase what the reading was about, maintaining)  3.16[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103080" \o "3.16B: Explain how various design techniques used in media influence the message (e.g., shape, color, sound).)  3.17[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103082" \o "3.17A: Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103083" \o "3.17B: Develop drafts by categorizing ideas and organizing them into paragraphs.)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103084" \o "3.17C: Revise drafts for coherence, organization, use of simple and compound sentences, and audience.)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103085" \o "3.17D: Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103086" \o "3.17E: Publish written work for a specific audience.)  3.18[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103087)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103088)  3.19[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103089)  3.20[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103092)  3.22[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103094)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103095)  3.23[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103099)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103100)  3.24[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103101)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103102)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103103)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103104)[F](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103106)[G](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103107)  3.29[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103117)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103118)  3.30[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103119)  3.31[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103120)  3.Fig19[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103273)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103274)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103275)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103276)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103277)[F](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278) | [Literary Discovery Begins with Fiction](http://www.teksresourcesystem.net/module/content/search/item/1955/viewdetail.ashx)  [El descubrimiento literario empieza con la ficción](http://www.teksresourcesystem.net/module/content/search/item/1643/viewdetail.ashx)  This unit bundles student expectations that address the literary elements of fiction in order to examine the narrative subject as a primary means of expression in oral and written communication. Genre study connects reading and writing throughout the year to allow students to become better writers and strategic readers who approach text meaningfully and purposefully, while optimizing understanding and communication. Students are immersed in a variety of fiction to comprehend and communicate authentically about reading and in their writing. Traditional, historical, and contemporary fictional texts provide the avenue for students to learn how to make inferences, summarize, analyze characters, and provide textual evidence during their reading experiences. Understanding is communicated through oral and written expression. Students examine teacher-selected and self-selected literature and media based on individual interest and abilities providing opportunities to make important personal and world connections within and across different contexts.  [Discovering Other Literary Genres](http://www.teksresourcesystem.net/module/content/search/item/1778/viewdetail.ashx)  [Descubriendo otros géneros literarios](http://www.teksresourcesystem.net/module/content/search/item/1611/viewdetail.ashx)  This unit bundles student expectations that address the literary form and elements of literary nonfiction, poetry, and drama. Genre study connects reading and writing to allow students to become better writers and strategic readers who approach text meaningfully and purposefully, while optimizing understanding and communication. Students are immersed in the structure of literary works to comprehend text they read and communicate authentically about their reading and within their writing. Poetry, drama, biography, and autobiography provide the avenues for students to learn how to make inferences, draw conclusions, summarize, analyze characters, and provide textual evidence during their reading experiences. Students continue to examine teacher-selected and self-selected literature and media based on individual interest and abilities providing opportunities to make important personal and world connections within and across different contexts. | **TEKS**  3.1[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103048)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103050)  3.2[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103052)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103053)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103054)  3.4[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103056)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103057)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103058)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103059)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103060)  3.5[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103061)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103062)  3.6[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103063)  3.8[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103065)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103066)  3.9[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103068)  3.10[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103069)  3.12[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103071)  3.13[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103072)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103073)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103074)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103075)  3.14[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103076)  3.15[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103077)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103078)  3.16[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103079)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103080)  3.17[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103082)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103083)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103084)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103085)  3.19[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103089)  3.20[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103090)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103091)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103092)  3.21[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103093)  3.22[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103094)  3.23[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103097)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103098)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103099)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103100) 3.24[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103101)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103102)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103103)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103105)[G](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103107)  3.Fig19[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103273)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103274)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103275)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103276)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103277)[F](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278) | | [Discovering Procedural Text](http://www.teksresourcesystem.net/module/content/search/item/1774/viewdetail.ashx)  [Descubriendo el texto de instrucción](http://www.teksresourcesystem.net/module/content/search/item/1493/viewdetail.ashx)  This unit bundles student expectations that address the understanding and use of procedural text and documents in order to support reading for understanding and writing to inform. As students explore one of the most typical forms of writing encountered in daily life, they learn to use text features and organization of text in order to establish a purpose for their reading and writing, increase comprehension, and clearly organize their thoughts and gain meaning. Procedural text provides the avenues for students to make inferences, summarize, and provide textual evidence during reading. Students continue to communicate understanding of text through oral and written expression. They examine teacher-selected and student-selected texts that provide opportunities to make important personal and world connections within and across different contexts.  [Establishing a Position](http://www.teksresourcesystem.net/module/content/search/item/1772/viewdetail.ashx)  [Estableciendo una postura](http://www.teksresourcesystem.net/module/content/search/item/1480/viewdetail.ashx)  This unit bundles student expectations that introduce persuasive texts in order to understand that authors write to influence, convince, express, justify, and promote a point of view. Students express their beliefs and persuade an audience through oral and written language, supporting their ideas with text evidence and personal experience. They continue to examine teacher-selected and self-selected texts and media that provide opportunities to make personal and world connections within and across different contexts.  [Discovering Connections](http://www.teksresourcesystem.net/module/content/search/item/1769/viewdetail.ashx)  [Descubriendo conexiones](http://www.teksresourcesystem.net/module/content/search/item/1455/viewdetail.ashx)  This unit bundles student expectations that focus on the relationships across and between genres including literary works and informational texts in order for students to make connections and synthesize information. Students examine a variety of forms of text representing a wide range of themes and topics and will compare and contrast features specific to the genre. Students continue to use processes to make inferences, draw conclusions, and provide textual evidence during their reading experiences. They examine teacher-selected and self-selected texts and media based on individual interest and abilities providing opportunities to make personal and world connections within and across different contexts. |
| **2nd Nine Weeks – 43 days**  (October 17th – December 21st)  *(November 19th – 23rd* – *Thanksgiving Break)*  *(December 24th – January 4th – Holiday Break)* | | | **4th Nine Weeks – 45 days**  (March 20th – May 23rd)  *(April 19th – Good Friday – No School)*  (*April 26th – Battle of Flowers – No School)*  *(May 27th – Memorial Day – No School)* | |
| **TEKS**  3.1[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103047)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103049)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103050)  3.2[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103052)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103053)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103054)  3.4[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103056)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103057)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103058)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103059)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103060)  3.12[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103071)  3.13[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103072)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103073)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103074)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103075)  3.16[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103080)  3.17[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103082)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103083)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103084)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103085)  3.20[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103090)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103092)  3.22[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103094)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103096)  3.23[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103097)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103098)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103099)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103100)  3.24[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103102)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103103)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103104)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103105)[F](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103106)  3.25[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103108)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103109)  3.26[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103110)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103111)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103112)  3.Fig19[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103273)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103274)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103275)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103276)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103277)[F](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278) | Discovering Other Literary Genres  (continued)  [Reading to Discover – Expository Texas](http://www.teksresourcesystem.net/module/content/search/item/1972/viewdetail.ashx)  [Leer para descubrir – Textos expositivos](http://www.teksresourcesystem.net/module/content/search/item/1590/viewdetail.ashx)  This unit bundles student expectations that focus on a variety of forms of expository text in order for students to understand and use text structures and features to facilitate in the identification of multiple purposes and details. Students examine the structure and features of a variety of expository text to establish a purpose for their reading and writing in order to increase comprehension and more clearly organize their thoughts and gain meaning. Processes are used to interact with the text by making connections, comparisons, and forming questions in order for ideas and perspectives to become more than just facts. Expository text and media provides the avenues to allow students to learn how to make inferences, draw conclusions, and provide textual evidence during their reading experiences. Students continue to examine teacher-selected and self-selected literature and media based on individual interest and abilities providing opportunities to make important personal and world connections within and across different contents. They continue to communicate understanding of text through oral and written expression. | **TEKS**  3.4[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103056)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103057)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103058)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103059)  3.13[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103072)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103073)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103074)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103075)  3.16[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103080)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103081)  3.17[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103082)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103083)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103084)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103085)  3.22[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103094)  3.25[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103108" \o "3.25A: Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103109" \o "3.25B: Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the)  3.26[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103110" \o "Student Expectation - 3.26A: Follow the research plan to collect information from)[B](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103111" \o "3.26B: Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print,)[C](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103112" \o "3.26C: Take simple notes and sort evidence into provided categories or an organizer.)[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103113" \o "3.26D: Identify the author, title, publisher, and publication year of sources.)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103114" \o "3.26E: Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable)  3.27[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103115" \o "3.27A: Improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts)  3.28[A](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103116" \o "3.28A: Draw conclusions through a brief written explanation and create a works-cited page from notes, including the)  3.Fig19[D](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103276" \o "3.Fig19D: Make inferences about text using textual evidence to support understanding.)[E](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103277" \o "3.Fig19E: Summarize information in text, maintaining meaning and logical order.)[F](http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278http://teksresourcesystem.net/module/standards/Tools/Browse?standardId=103278" \o "3.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar) | | Discovering Connections (continued)  [Discovering Through Research](http://www.teksresourcesystem.net/module/content/search/item/1763/viewdetail.ashx)  [Descubriendo a través de la investigación](http://www.teksresourcesystem.net/module/content/search/item/1460/viewdetail.ashx)  This unit bundles student expectations that address research skills and processes in order to support the organization and presentation of ideas. Students plan, gather sources, draw conclusions, and summarize multiple sources related to a specific topic. They continue to examine a variety of teacher-selected and self-selected texts that provide opportunities to make important personal and world connections within and across different contexts.  [Media Message](http://www.teksresourcesystem.net/module/content/search/item/1761/viewdetail.ashx)  [Mensajes de los medios de comunicación](http://www.teksresourcesystem.net/module/content/search/item/1469/viewdetail.ashx)  This unit bundles student expectations that focus on the messages conveyed in media in order to identify the impact of media form and design on communication. Students continue to use comprehension processes to make inferences, summarize, and provide textual evidence to support interpretation in media. |



**Third Grade English Language Arts and Reading**

**Year at a Glance (YAG)**