

3<sup>rd</sup> Grade  
Integrated Language Arts and Social Studies  
AHISD Curriculum: Third Nine Weeks

Dates: January 19 – March 24

Number of Instructional Days: 43

**Overview and Bundle Rationale:** This unit focuses on COMMUNITIES, both past and present, as well as GEOGRAPHY. Students will learn how individuals can either establish new or expand existing communities. Once a community has been established, individuals must adapt or modify their physical space to meet their needs. Students will use their understanding of scale, symbols, and directions to create, analyze and use maps. In reading, students will compare poetry to other genre, paying close attention to conventions (rhyme, meter, and patterns of verse). In writing, students will focus on the editing process, using teacher-created rubrics to check grammar, mechanics, and spelling. In spelling, students will write words that contain complex vowels and consonants with increasing accuracy.

**Overall Theme:**

**Holidays:** Martin Luther King Day

Civil Rights Day

National Freedom Day

Groundhog Day

Rosa Parks Day

Lincoln Day

Valentine's Day

President's Day

(Washington's birthday)

Texas Independence Day

Read Across America Day

St. Patrick's Day

**Word Study Focus:** Common syllable construction of words is explored to aid students in decoding and spelling.

**TEKS**

- get list of TEKS from table Daniel made last summer that shows which TEKS are taught each nine weeks
- 3.4E - alphabetize a series of words to the third letter (dictionary skills)

**Resources**

Words Their Way Sorts  
Spelling Textbook

**Reading Focus:** The genres of biography and drama are introduced to students. Students also make comparisons between these new genres and non-fiction text. The foundational readiness skills are also reinforced.

<p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>● 3.4D - playful use of language (tongue twisters, palindromes, riddles)</li> <li>● 3.6A- characteristics of various forms of poetry</li> <li>● 3.10A - sensory language</li> <li>● 3.16B - design techniques influence messages (?)</li> <li>● Fig. 19D - make inferences using text evidence</li> <li>● Fig. 19E - summarize information in text</li> </ul> <p>3.24G - print and electronic resources to check spelling</p>	<p><b>Resources</b></p> <p><a href="http://www.scholastic.com/browse/article.jsp?id=3751241">http://www.scholastic.com/browse/article.jsp?id=3751241</a>- Harriet Tubman, reader's theatre</p>
<p><b>Writing Focus:</b> The paragraph as a building block for writing practiced as students respond to text and complete research. Students also learn how to use parts of speech and punctuation to add clarity to their writing.</p>	
<p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>● 3.17D - edit drafts for grammar, mechanics, and spelling using rubric</li> <li>● 3.18B - write poems that convey sensory details</li> <li>● 3.23.C - punctuation marks (apostrophes in contractions)</li> <li>● 3.24B - spelling patterns (complex consonants and abstract vowels)</li> <li>● 3.24F - complex contractions</li> </ul>	<p><b>Resources</b></p> <p><a href="http://www.pbslearningmedia.org/resource/2edb1d46-79fc-475b-8eba-781a7a7178cc/2edb1d46-79fc-475b-8eba-781a7a7178cc/">http://www.pbslearningmedia.org/resource/2edb1d46-79fc-475b-8eba-781a7a7178cc/2edb1d46-79fc-475b-8eba-781a7a7178cc/</a> - Poetry resource</p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p>
<p><b>Social Studies Focus:</b> The focus of the third nine weeks is reading, analyzing and creating maps. Students will also explore how individuals adapt to their physical space to meet their needs.</p>	
<p><b>TEKS</b></p> <p>3.1A - individuals have changed communities</p> <p>3.1B - individuals who have helped shape communities</p> <p>3.1C - individuals expand or create new communities</p> <p>3.2B - communities meet their needs</p> <p>3.2C - compare how communities meet their needs</p> <p>3.4A - variations in physical environments</p>	<p><b>Resources</b></p> <p><a href="http://www.religionfacts.com/big_religion_chart.htm">http://www.religionfacts.com/big_religion_chart.htm</a>- world religions</p> <p><a href="http://geography.pppst.com/mapskills.html">http://geography.pppst.com/mapskills.html</a> - map skills</p> <p><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></p> <p>Landform flip book example-<a href="http://.blogspot.com/2011/09/teaching-landforms.html">http://.blogspot.com/2011/09/teaching-landforms.html</a></p> <p>Landform Lyrics and riddles</p> <p><a href="http://www.totally3rdgrade.com/landforms.html">http://www.totally3rdgrade.com/landforms.html</a></p> <p><a href="http://www.uen.org/3-6interactives/social_studies.shtml">http://www.uen.org/3-6interactives/social_studies.shtml</a>- Geography skills game</p> <p>Primary Source Readers - New Adoption Materials 2015 – a good number of these are repeats from the first nine weeks...they could be useful as rereads</p>

3.4B - people adapt to or modify physical

environmentsamazingclassroom

3.4C - effects of physical processes

3.4D - effects of human processes

3.4E - compare human

characteristics of various regions

3.5A - cardinal and intermediate directions

3.5B - scale to determine distance

3.5C - compass rose, grid system, symbols to locate places

3.5D - create and interpret maps

- Harriet Tubman
- Daniel Boone
- Thomas Jefferson
- Remembering Our Heroes Veterans Day
- We the People: Civic Values in America
- Our Ever-Changing Environment
- Amazing Americans: Rosa Parks
- Our Nation's Capital: Washington DC
- The Inventor: Ben Franklin
- The Constitution and You
- Camping Constitution
- America's Natural Landmarks
- American Culture
- Cultures Around the World
- Our Natural Resources
- Primary Source: Discovering Geography
- Shaping Our Environment