



Essential Resources	District Resources to Teach 100% of the TEKS: Literacy Libraries; Fundations by Wilson Reading Systems; Houghton Mifflin Harcourt: Into Reading; BrainPop; Fundations Handwriting; Teacher Created Materials
Spiraled TEKS	Review Grades 1-2 High Frequency Words; 3.2D (Cursive Writing); 3.4 (Fluency); 3.5 (Self Sustained Reading); 3.6A-I (Metacognitive Thinking); 3.7A-G (Response); 3.11A-D (Writing Process)

Timeline	1st Quarter Aug 24 - Oct 16, 2020 (38 Instructional Days)			2nd Quarter Oct 19 - Dec 18, 2020 (40 Instructional Days)														
Unit	3.1 Peronajes	3.2 Palabras	3.3 Culturas	3.4 Cuentos en escena	3.5 Trabajo en equipo	3.6 Supervivencia												
Genre	R: Ficción realista; Carta; Fantasia, poesía, texto informativo W: Respuesta al texto; Carta; Descripción			R: Obra de teatro; Cuento clásico (Myths, Folktales, etc.); Multi-modal (videos, etc.); Texto informativo W: Reportaje, Opinión														
Big Idea	<ul style="list-style-type: none"> •Authors create interesting characters or write about interesting people to hook readers and provide engaging book experiences. •Readers use context clues to determine relevant word meaning. •Good readers make connections to self, other texts, and the world while reading. •Oral language should be developed commensurate with reading and writing. 			<ul style="list-style-type: none"> •Using our words effectively helps us build positive relationships and increase our knowledge and understanding of the world. •Poets use figurative language and other literary devices to support vivid mental images to its readers. •Personal or friendly letters are an important form of communication that allow us to convey thoughts, feelings, and ideas with others. 			<ul style="list-style-type: none"> •The Hispanic culture is rich in traditions and customs and it's people have made valuable contributions to the world. •Informational text has specific features that support comprehension and prediction. •Readers and writers use inquiry and research to gain and share new information. •Nations have historical symbols that represent its history/beliefs. 			<ul style="list-style-type: none"> •Traditional tales have lessons and themes that are universal. •Drama brings stories and characters to life for the reader and uses a specific structure to support this. •Oral language is an important part of keeping traditional stories alive and passed down through generations. •Authors write opinion essays but they should be grounded in sound reasoning and factual information. 			<ul style="list-style-type: none"> •Being on a successful team requires collaboration, communication, and common vision. •Readers respond to text in a variety of ways, including written, and use text evidence and background knowledge to enhance comprehension. •We can learn about teamwork by reading biographies or researching famous people who have reached the highest success as part of a team. 			<ul style="list-style-type: none"> •Animals, and humans, develop behaviors in order to survive. •Readers ask and answer questions before, during, and after reading to learn more about the text. •Writers paraphrase the ideas of others sometimes when writing expository texts. •Authors have a purpose and audience in mind when they write. •We can identify the main idea of a text to help us organize our thoughts. 		
Previous Grade:	All Big Ideas and Knowings from previous year were covered.			All Big Ideas and Knowings from previous year were covered.														
TEKS	3.1A-E 3.2Aii,Bviii,Bxi 3.3A-D 3.4, 3.5 3.6A,C,E-I 3.7A-C,F,G 3.8A,B,D 3.10A-E,G 3.11A,Bi,ii,C 3.11D,Di,iii,iv,viii,ix,E 3.12A 3.13A,B			3.1A-E 3.2Aii,iii,Bvii,viii,x,D 3.3A-D 3.4, 3.5 3.6A-E,G,H 3.7A-G 3.8B,D 3.9B,F 3.10B-E 3.11A,Bi,ii,C 3.11D,Di-iii,vii,ix-xi, 3.11E 3.12A,D, 3.13B-D,H			3.1A,C,E 3.2Ai-iii,Bi,vii 3.3A-D 3.4, 3.5 3.6A,B,E-I 3.7B-F, 3.8B,D 3.9Di-iii,F 3.10A-C 3.11A,Bi,ii,C 3.11D,Di,iii,vii-xi,E 3.12B-D 3.13A,C,E,H			3.1A-C 3.2Ai,Bi,ii,xi,xii 3.3B,C,D 3.4, 3.5 3.6A,C,D-I 3.7A-G; 3.8A-C 3.9A,C,Ei-iii 3.10A,B,D,E,G 3.11A,Bi,ii,C 3.11Dvii,ix-xi,E 3.12A,B 3.13C,E			3.1A,C-E 3.2Av,Biv-vi 3.3A-E 3.4, 3.5 3.6A-I 3.7B-G 3.8A,B,D 3.9Di,iii 3.10A-F 3.11A,Bi,ii,C 3.11Dvi,vii,x,xi,xx,E 3.12A-D 3.13G			3.1A,C-E 3.2Aii,Bviii,ix 3.3A-D 3.4, 3.5 3.6A-C,E-I 3.7B-E 3.8B 3.9Di-iii 3.10A-D,F 3.11A,Bi,ii,C,Di,ii,v,vi,viii-ix 3.12B,C 3.13A-C,E,F,H		
Previous Grade:	All previous grade TEKS were taught prior to COVID19 Remote Learning.			All previous grade TEKS were taught prior to COVID19 Remote Learning.														

Timeline	3rd Quarter Jan 4 - March 12, 2021 (48 Instructional Days)			4th Quarter March 22 - May 27, 2021 (48 Instructional Days)														
Unit	3.7 ¡Haz el cambio!	3.8 ¡Imagina y inventa!	3.9 Del campo a la mesa	3.10 Cuento un cuento	3.11 Texto de no ficción	3.12 Textos literarios												
Genre	R: Opinión, Biografía, Texto informativo, Poesía W: Infografía, Respuesta al texto, Instrucciones			R: Cuento popular; Leyenda; No ficción; Textos literarios W: Opinión; Narración de personal; PBL														
Big Idea	<ul style="list-style-type: none"> •Authors show instead of tell which requires readers to make inferences. •Instructions have a structure and can be communicated visually, orally, or in text. •Readers synthesize information to create new understandings. •Effective speaking requires eye contact, speaking rate, volume and conventions of language. 			<ul style="list-style-type: none"> •Imagination and necessity create opportunities for new inventions or ideas. •Readers make and confirm predictions using clues provided by the author and from what they know about specific genres. •Oral communication and collaboration about a text provide the opportunity for deeper, more critical comprehension of information. 			<ul style="list-style-type: none"> •We can read to learn about processes, such as how food gets from the farm to our table. •Media techniques such as video, graphics, and URL links support inquiry and information gathering. •Authors use point of view and specific language for specific purposes. •Infographics combine text and visual graphics to support readers. 			<ul style="list-style-type: none"> •Traditional stories are common in cultures around the world and contain similar themes: Man vs Self, Man vs Man, and Man vs Nature. •Familiar stories can be retold orally via readers' theatre or storytelling to make them come alive. •Authors support readers by using language that provides vivid, mental images. 			<ul style="list-style-type: none"> •Authors can write non-fiction texts in a variety of structures including an argument, a problem and solution, and compare and contrast. •Readers use background knowledge and vocabulary to comprehend difficult non-fiction texts. •Genres have specific characteristics that can be used by the reader to support comprehension. 			<ul style="list-style-type: none"> •Literary texts support creativity and engage the reader through various characteristics of the genre. •Authors' use point of view, theme, figurative language and other literary elements to influence the reader. •Readers and writers improve background knowledge, vocabulary and syntax through independent and consistent practice. •Vocabulary and grammar support our ability to communicate more effectively in both speaking and writing. 		
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TEKS	3.1A,C 3.2Aii,iii, 3.2Bvii,ix 3.3A-D 3.4, 3.5 3.6A-C,E-H 3.7B-G 3.8B,D 3.9Biii,Di-iii,Eiii 3.10A-E 3.11A,Bi,ii,C 3.11Dix,ix-xi,xiii,E 3.12B,C 3.13A-G			3.1A-D 3.2Aii,vi,Bviii,xii 3.3A-D 3.4, 3.5, 3.6A-C,E-H 3.7A-F 3.8B,D 3.9Bi,Di,iii,Eii,F 3.10A-D 3.11A,B,ii,C 3.11Dix,ix-xi,E 3.12B,D 3.13A-H			3.1A,C-E 3.2Ai,iv,vi,Biii 3.3A-C 3.4, 3.5 3.6A-E,G-I 3.7B-E,G 3.9B,Biii,Di-iii,F 3.10B-E,G 3.11A,Bi,ii,C 3.11Dix-xi, E 3.12A-C 3.13A-D,H			3.1A-C 3.2Ai-iv 3.2Bi-iii,vii,viii 3.3A-D 3.4, 3.5, 3.6A-D-H 3.7B-D 3.8A-D 3.9Di 3.10A,D,F 3.11A,Bi,ii,C 3.11Dii,ix-xi, E 3.12A-C 3.13C,H			3.1A,B 3.2Aii,vi 3.3A-C 3.4, 3.5, 3.6A,E,G,H 3.9D,Di-iii 3.9E,Ei-iii 3.10, 3.10A-C,E 3.11A,Bi,ii,C,Di,viii-xx,E 3.12C			3.1A-D 3.2Ai-iii,vi 3.2Bii,vi-viii,ix,x 3.3B-D 3.4, 3.5 3.6A,C,E,G,H 3.8A-D 3.9A-C,Di,iii 3.10A-E 3.11A,Bi,ii,C,Di,ix,xi,E 3.13A-E,G,H		
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