Texas Essential Knowledge and Skills Alignment

A Butterfly is Patient Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *A Butterfly is Patient* correlate with the following essential knowledge and skills for English Language Arts and Reading, Grade 3.

Retelling and Summarizing Lesson Plan and Resources

Knowledge and Skills
3.1A – Listen actively, ask relevant questions to clarify information, and make pertinent comments.
3.1C – Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
3.1D – Work collaboratively with others by following agreed-upon rules norms, and protocols.
3.1E – Develop social communication such as conversing politely in all situations.
3.6A – Establish purpose for reading assigned and self-selected text.
3.6G – Evaluate details read to determine key ideas.
3.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down.
3.7B – Write a response to a literary or informational text that demonstrates an understanding of a text.
3.7C – Use text evidence to support an appropriate response.
3.7D – Retell and paraphrase texts in ways that maintain meaning and logical order.
3.7E – Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
3.7F – Respond using newly acquired vocabulary as appropriate.
3.7G – Discuss specific ideas in the text that are important to the meaning.
3.8D – Explain the influence of the setting on the plot.
3.9D(i) – Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
3.9D(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.
3.9D(iii) – Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.
3.13C – Identify and gather relevant sources and information to answer questions.
3.13E – Demonstrate understanding of information gathered.
3.13H – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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Identifying the Author's Purpose Lesson Plan and Resources

Knowledge and Skills
3.1A – Listen actively, ask relevant questions to clarify information, and make pertinent comments.
3.1C – Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
3.1D – Work collaboratively with others by following agreed-upon rules norms, and protocols.
3.1E – Develop social communication such as conversing politely in all situations.
3.6A – Establish purpose for reading assigned and self-selected text.
3.6B – Generate questions about text before, during, and after reading to deepen understanding and gain information.
3.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down.
3.7A – Describe personal connections to a variety of sources, including self-selected texts.
3.7B – Write a response to a literary or informational text that demonstrates an understanding of a text.
3.7C – Use text evidence to support an appropriate response.
3.7D – Retell and paraphrase texts in ways that maintain meaning and logical order.
3.7E – Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
3.7F – Respond using newly acquired vocabulary as appropriate.
3.7G – Discuss specific ideas in the text that are important to the meaning.
3.8C – Analyze plot elements, including the sequence of events, the conflict, and the resolution.
3.9D(i) – Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
3.9D(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.
3.9D(iii) – Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

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Identifying the Author's Purpose Lesson Plan and Resources (continued)

Knowledge and Skills

3.10A – Explain the author's purpose and message within a text.

3.10B – Explain how the use of text structure contributes to the author's purpose.

3.10C – Explain the author's use of print and graphic features to achieve specific purposes.

3.10D – Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

3.10F – Discuss how the author's use of language contributes to voice.

3.13C – Identify and gather relevant sources and information to answer questions.

3.13E – Demonstrate understanding of information gathered.

3.13H – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Texas Essential Knowledge and Skills Alignment

A Butterfly is Patient Lesson Plans, Resources, and Activities

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Determining Importance Lesson Plan and Resources

Knowledge and Skills
3.1A – Listen actively, ask relevant questions to clarify information, and make pertinent comments.
3.1C – Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
3.1D – Work collaboratively with others by following agreed-upon rules norms, and protocols.
3.1E – Develop social communication such as conversing politely in all situations.
3.6A – Establish purpose for reading assigned and self-selected text.
3.6B – Generate questions about text before, during, and after reading to deepen understanding and gain information.
3.6E – Make connections to personal experiences, ideas in other texts, and society.
3.6G – Evaluate details read to determine key ideas.
3.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down.
3.7A – Describe personal connections to a variety of sources, including self-selected texts.
3.7B – Write a response to a literary or informational text that demonstrates an understanding of a text.
3.7C – Use text evidence to support an appropriate response.
3.7D – Retell and paraphrase texts in ways that maintain meaning and logical order.
3.7E – Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
3.7F – Respond using newly acquired vocabulary as appropriate.
3.7G – Discuss specific ideas in the text that are important to the meaning.
3.9D(i) – Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
3.9D(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.
3.9D(iii) – Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.
3.10A – Explain the author's purpose and message within a text.
3.13C – Identify and gather relevant sources and information to answer questions.
3.13E – Demonstrate understanding of information gathered.
3.13H – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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A Butterfly is Patient Lesson Plans, Resources, and Activities

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Asking Questions Lesson Plan and Resources

Knowledge and Skills
3.1A – Listen actively, ask relevant questions to clarify information, and make pertinent comments.
3.1C – Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
3.1D – Work collaboratively with others by following agreed-upon rules norms, and protocols.
3.1E – Develop social communication such as conversing politely in all situations.
3.6A – Establish purpose for reading assigned and self-selected text.
3.6B – Generate questions about text before, during, and after reading to deepen understanding and gain information.
3.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down.
3.7B – Write a response to a literary or informational text that demonstrates an understanding of a text.
3.7C – Use text evidence to support an appropriate response.
3.7D – Retell and paraphrase texts in ways that maintain meaning and logical order.
3.7E – Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
3.7F – Respond using newly acquired vocabulary as appropriate.
3.7G – Discuss specific ideas in the text that are important to the meaning.
3.9D(i) – Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
3.9D(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.
3.9D(iii) – Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.
3.13A – Generate questions for formal and informal inquiry with adult assistance.
3.13C – Identify and gather relevant sources and information to answer questions.
3.13E – Demonstrate understanding of information gathered.
3.13H – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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A Butterfly is Patient Lesson Plans, Resources, and Activities

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Understanding Text Structure Lesson Plan and Resources

Knowledge and Skills
3.1A – Listen actively, ask relevant questions to clarify information, and make pertinent comments.
3.1C – Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
3.1D – Work collaboratively with others by following agreed-upon rules norms, and protocols.
3.1E – Develop social communication such as conversing politely in all situations.
3.6A – Establish purpose for reading assigned and self-selected text.
3.6H – Synthesize information to create new understanding.
3.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down.
3.7B – Write a response to a literary or informational text that demonstrates an understanding of a text.
3.7C – Use text evidence to support an appropriate response.
3.7E – Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
3.7F – Respond using newly acquired vocabulary as appropriate.
3.9D(i) – Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
3.9D(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.
3.9D(iii) – Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.
3.9E(iii) – Recognize characteristics of argumentative text by identifying the intended audience or reader.
3.10B – Explain how the use of text structure contributes to the author's purpose.
3.10C – Explain the author's use of print and graphic features to achieve specific purposes.
3.13C – Identify and gather relevant sources and information to answer questions.
3.13E – Demonstrate understanding of information gathered.
3.13H – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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Word Work Lesson Plan and Resources

Knowledge and Skills
3.2A (ii) – Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
3.2B (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.
3.2B (ii) – Demonstrate and apply spelling knowledge by spelling homophones.

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Vocabulary Connections Lesson Plan and Resources

Knowledge and Skills
3.3A – Use print or digital resources to determine meaning, syllabication, and pronunciation.
3.3B – Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
3.7E – Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
3.7F – Respond using newly acquired vocabulary as appropriate.