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Practicing for Success: STAAR Reading Language Arts Grade 3

This sample includes the following:

Teacher's Guide pages (5 pages)

- Cover and Table of Contents
- Pacing Plan
- Teacher Notes



Practicing for Success

Grade

STAAR







Teacher Created Materials

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Pacing Plan

The following six-week pacing plan is designed to provide students with a variety of strategies for analyzing texts. Lessons in the student book appear in this order and can be used to prepare students in just 30 minutes a day. You can customize this pacing plan according to students' needs.

Unit	Day 1	Day 2	Day 3	Day 4	Day 5
Analyzing Language to Understand Texts	3.6F; 3.7C; 3.9B; 3.10D Guided Practice	3.6F; 3.7C; 3.9B; 3.10D Partner Practice	3.3 (A, B, C, D) Guided Practice	3.3 (A, B, C, D) Partner Practice	3.3 (A, B, C, D); 3.6F; 3.7C; 3.9B; 3.10D Independent Practice
Using Characters and Plot to Analyze Themes	3.8 (A, B); 3.9A; 3.10E Guided Practice	3.8 (A, B); 3.9A; 3.10E Partner Practice	3.7D; 3.8 (C, D); 3.9C Guided Practice	3.7D; 3.8 (C, D); 3.9C Partner Practice	3.7D; 3.8 (A, B, C, D); 3.9C; 3.10E Independent Practice
Comprehending Texts by Analyzing Evidence	3.9 (Ei, Eii, Eiii) Guided Practice	3.9 (Ei, Eii, Eiii) Partner Practice	3.6 (G, H); 3.9 (Di, Dii) Guided Practice	3.6 (G, H); 3.9 (Di, Dii) Partner Practice	3.6 (G, H); 3.9 (Di, Dii, Ei, Eii, Eiii) Independent Practice
Understanding an Author's Argument and Reasons for Writing	3.9 (Diii); 3.10 (A, B, C) Guided Practice	3.9 (Diii); 3.10 (A, B, C) Partner Practice	3.6 (C, E); 3.10 (F, G) Guided Practice	3.6 (C, E); 3.10 (F, G) Partner Practice	3.6 (C, E); 3.9 (Diii); 3.10 (A, B, C, F, G) Independent Practice
Revising and Editing Texts	Text 1 3.2B (i, iii); 3.11Bi; 3.11C; 3.11D (i, iii, vi) Guided Practice	Text 1 3.2B (i, iii); 3.11Bi; 3.11C; 3.11D (i, iii, vi) Guided Practice	Text 2 3.2 Bii; 3.11 (Bi, Div, Dv, Dvii, Dviii) Partner Practice	Text 2 3.2 Bii; 3.11 (Bi, Div, Dv, Dvii, Dviii) Partner Practice	Text 3 3.2 (Bv, Biv, Bvi); 3.11 (Dii, Dix, Dx, Dxi) Independent Practice
Practice Test	Reading (Items 1–18)	Reading (Items 19–26)	Revising and Editing (Items 27–41)	Practice Test Review	Celebration

Characters Teach Us Lessons

This lesson guides students as they work on pages 18–19.

TEKS Lesson Focus

Reading Standard 3.8A and 3.8B—The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer the theme of a work, distinguishing theme from topic; (B) explain the relationships among the major and minor characters.

Reading Standard 3.9A—The student recognizes and analyzes genrespecific characteristics, structures, and purposes within and across

increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

Reading Standard 3.10E—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. The student is expected to: (E) identify the use of literary devices, including first- or third-person point of view.

Guided Practice

- 1. Tell students that authors show readers the theme of a story by creating characters that grow and change when they face problems.
- 2. Have students pay attention to the steps you take as you model how to find the problem in the story and annotate how the character(s) changes through actions, dialogue, and inner-thinking.

After reading paragraphs 1–5, model step 1 of "Noticing When Characters Change" by pointing out that there seems to be a problem here: Timothy is not as excited as everyone else. This is shown by his actions. He frowns. He complains. Annotate more examples like this to further highlight the problem.

Race to the Moon Mom walks into the living room and asks, "What are you guys up to?" "Timothy and I are building a rocket ship for science class," I answer her. "You can work on it in the basement," says Mom. "You'll find a lot of materials for your rocket down there. Come on, I'll show you." In the basement, Mom leads the way to two cardboard boxes in a corner. Beside them, covered by a sheet of black plastic, are things that are too big to fit in the boxes. "These are all the items that didn't sell when I hosted a garage sale last week," Mom explains. "You can use anything you want." "Thank you!" Madison and I cry in unison. But Timothy frowns. The moment Mom walks out the door, I tip over the rest of the boxes to see what treasures we can find. There are a lot of books, clothing, magazines, old CDs and DVDs, some balls of yarn, a broken toaster, a dartboard, and a lot more bits and pieces. "There's nothing here to help us build a rocket," declares Timothy. Madison lifts up the black plastic cover and turns to us, smilling. "Check this out!" We're looking at an exercise bike. It's old and the seat is cracked, but I can the lift still works as I give the wheels a spin. "Madison, you've found our engine!" I cheered. It was Timothy's turn to smile. I could tell Madison's discovery was exciting to mirm, too!

After reading paragraph 11, model step 2 of "Noticing When Characters Change" as you draw students' attention to how Timothy starts to change after Madison finds an engine. Annotate his actions. He smiles.

Teacher Tips

When teaching students to

determine the theme, it helps to focus on how a character(s) changes.

Direct students to pay attention

to and annotate the character(s)'

thoughts, actions, and dialogue

before, during, and after the

problem/conflict.



138464—Practicing for Success: STAAR Reading Language Arts

Answers for page 19—1. B, D; 2. D; 3. B

Putting It All Together

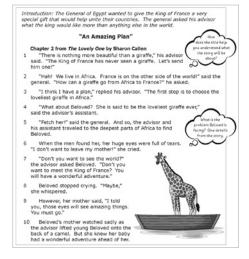
Direct students to discuss how Timothy changed and what he learned. This is the theme.

Partner Practice

This lesson guides students as they work on pages 20–21.

- 1. Remind students to use the steps for "Noticing When Characters Change."
- **2.** Direct students to use the guiding questions to help them identify the problem and notice how characters are changing.

Explain to students that sometimes test passages are sections of longer texts, so the test makers will include some background knowledge for them to better understand the story.



As you circulate, listen in to student conversations about the plot. Notice which students can identify the problem and are striving to do so. Bring students for a quick small-group discussion about how to find the problem in a story. Make sure students are annotating character actions, dialogue, and inner-thoughts. Use this time to collect data as you listen in to student conversations to prepare for one-on-one or small-group instruction during Independent Practice.

Remind students that how and why a character changes tells readers the central message.



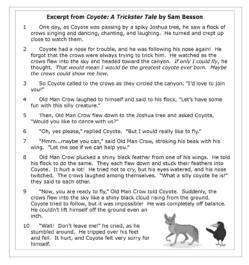
Answers for page 21—1. D, B; 2. A, D

Independent Practice

This lesson guides students as they work on pages 26–27.

1. Tell students that this will be an opportunity to apply their new skills on their own.

As you circulate, notice which students can identify the problem. Remind students to annotate as they work independently. Use this time to support students in one-on-one or small-group instruction.





Answers for page 27—1. C, B; 2. A; 3. In paragraphs 7 and 8, the events suggest that Old Man Crow knows Coyote will fall for his trick. Coyote is in pain when Old Man Crow and his flock attach their feathers to him, but he does not complain. For example, "They each flew down and stuck their feathers into Coyote. It hurt a lot! He tried not to cry, but his eyes watered, and his nose twitched. The crows laughed among themselves. 'What a silly coyote he is!' they said to each other." Everyone knows Coyote is being tricked but Coyote.